



ALDRO



Head of Digital Learning and Strategy

Required for January 2025
or as soon as possible



ABOUT ALDRO

Aldro is an outstanding coeducational boarding and day preparatory school located in the idyllic village setting of Shackleford near Godalming in Surrey.

The school is in great heart following its successful move to co-education in 2021 and a period of considerable growth over recent years. Girl numbers now constitute approximately 35% of the pupil population and continue to grow. The most recent ISI Inspection Report (June 2023) rated the school 'Excellent' in both areas of qualitative judgement (pupil achievement and pupil personal development) and the school was deemed fully compliant. The school has a flourishing Senior School (Years 7 and 8) and successfully retains the vast majority of pupils to Year 8 for 13+ transition to senior schools.

There are currently over 220 pupils in the school aged 7-13; approximately 70 of them board, full-time, weekly or part-time. Pupils sit Common Entrance or scholarships at 13+ in Year 8, and the school has an outstanding record of academic excellence. The school averages approximately 15 scholarships and exhibitions per year, with academic scholarships last year to such as Winchester, Wycombe Abbey and RGS Guildford i.a.. In the last few years, Aldro pupils have left to attend schools such as Abingdon, Benenden, Bradfield, Canford, Charterhouse, Churcher's, Eastbourne, Eton, Guildford High School, Harrow, King Edward's, King's Canterbury, Lancing, Lord Wandsworth, Marlborough, Oundle, RGS Guildford, Sevenoaks, Sherborne, St Swithun's, Tonbridge, Uppingham, Wellington and Winchester.

Aldro is also committed to a breadth of education for its pupils and excellent results are achieved in sport, music, drama, art, design and chess. The school runs an extensive activity programme ranging from pistol shooting to 'escape rooms', and 'Med Soc' to 'pétanque'! The curriculum is taught over six days, including lessons on Saturday mornings and inter-school fixtures on Saturday afternoons. The school has a weekend leave at least every third weekend and benefits from generous holidays. All staff are expected to make an active contribution to the wider life of the school.

Aldro's Christian foundation underpins the ethos and values of the school and all staff are expected to be supportive of the school's Christian character. An attractive chapel is amongst the excellent facilities available which also include a multi-purpose sports hall, a large theatre and our own lake. Further details about the school can be found on our website: www.aldro.org

Salary will be subject to the candidate's qualifications and experience. Appropriate certification and identification should be brought to the interview.

Please email the completed Application Form and covering letter (no CVs please)
addressed to the Headmaster, Mr Chris Carlier. Email: HR@aldro.org



ALDRO





Head of Digital Learning and Strategy

Reporting to: Headmaster

Liaising with: IT Systems Manager

The Role

The school is looking to appoint a dynamic, innovative, solutions-focused educationalist to lead the next phase of the school's digital strategy. They will be a great team-player and a strong communicator, able to get the best out of others and be a positive force for change in all matters digital. The successful candidate will sit on the school's Senior Management Team (SMT) and report to the Senior Leadership Team (SLT) and governors, designing, owning and reporting against the digital strand of the school's Strategic Development Plan. They will teach IT/Computing throughout the school whilst seeking to embed digital technology more widely across the curriculum for the betterment of the pupils' learning experience. All teachers at Aldro are expected to make a full contribution to the co-curricular life of a busy boarding and day school.

SMT Responsibilities

- To lead, shape and implement a clear strategy and direction for the development of Digital Learning, Computing and IT.
- To develop, review and report on the IT strand of the school's Strategic Development Plan.
- For the right candidate, to act as DDSL on the school's Safeguarding team.
- To be responsible for the school's filtering and monitoring systems and practices.
- To inspire and support colleagues in the application of IT in teaching and learning.
- To advise on and lead the implementation of Artificial Intelligence across the school.
- To chair the Digital Strategy Group.

Academic Responsibilities

- To be an inspiring teacher of IT.
- To teach IT throughout the school from NC Years 3-8 both diligently and competently.
- To plan and prepare lessons in line with the Curriculum Policy, departmental handbook and schemes of work.
- To provide clear structure for lessons, maintaining pace, motivation and challenge.
- To set tasks which challenge pupils and ensure high levels of interest.
- To insist on high standards of work and prep.
- To teach each child according to their educational needs; to provide differentiated learning for pupils with identified needs e.g. MAGT, LS, EAL.
- To maintain an orderly classroom environment with a good level of discipline, encouraging politeness, punctuality and good manners at all times.
- To provide a rich, welcoming and cheerful environment by displaying pupils' work in a stimulating and interesting way in the classroom.
- To be self-reflective and to evaluate critically one's own teaching to improve effectiveness.
- As appropriate, be prepared to teach a small number of lessons in a second subject.

Department Leadership and Management

- To stay informed of, and implement accordingly, all changes to policy and curriculum pertaining to the subject.
- To manage the Departmental budget effectively and to ensure that the Department is appropriately resourced.



- To produce, maintain and regularly update the Department Handbook, Schemes of Work, Programmes of Study, Curriculum Maps and any other documentation relevant to the role.
- To ensure that Departmental policy is implemented.
- To produce an annual Departmental Review and Development plan, to be submitted to the Headmaster and Assistant Head (Curriculum) by the start of each Christmas Term.
- To liaise with the SENCO, ensuring that the needs of all pupils are met.
- To communicate with parents and other schools as necessary in relation to the role.
- To monitor and review the progress of all pupils in the department.

Reporting and Feedback

- Make good use of assessment (e.g. formative and summative) to check work is understood and to adapt teaching to the needs of pupils.
- To keep appropriate and efficient records of pupil progress and to use these to inform intervention.
- To produce, mark and record assessment papers according to the departmental schedule of assessment.
- To liaise with Learning Support if a child is thought to have a specific learning need.
- To prepare honest and supportive written reports and interim grades according to the school's reporting schedule.
- Where required, to prepare for and attend parent meetings and other such meetings organised from time to time to promote good relationships and strong reporting lines between the school and the parents.

Professional Development

- To attend, participate and contribute positively to weekly staff meetings.
- To attend and engage with regular INSET organised for staff.
- To participate in the school's appraisal system for staff.
- To demonstrate a concern for ongoing personal professional development.
- To contribute actively to in-school training opportunities, peer-observations and other initiatives that promote best practice in teaching and learning.

General

- To work with Admissions and Marketing to promote the school to prospective parents.
- To attend Open days and other events organised to promote the school.
- To contribute to the rota of staff duties.
- To attend meetings (Departmental, staff, parent meetings etc).

Safeguarding

- To ensure pupils' understanding of, and compliance with, the school's AUP.
- To lead on matters of ESafety provision and education.
- To promote and safeguard the welfare of all pupils.
- To promote, insist on and help instil the school's core values.
- To protect children from harm and to prevent impairment of their health and development.
- Be aware of, and comply with, all the school's policies, and especially the Safeguarding, Whistleblowing, Behaviour, Anti-bullying, Health and Safety, Staff Code of Conduct and Pupil Equality and Diversity policies.
- To establish a positive, supportive and secure culture which promotes in all pupils a sense of being valued, listened to and respected.



Pastoral Responsibilities

All full-time staff are expected to be a Form Tutor and to be responsible for the academic and pastoral welfare of the children in their forms.

- To have patience, understanding and a genuine interest in pupils' welfare.
- To ensure that pupils know to whom they can talk about their concerns.
- To get to know the pupils and their parents well; to be their first port of call for all pastoral issues.
- To set clear boundaries for pupil behaviour and to have high expectations of them.
- To maintain an orderly classroom environment.
- To encourage kindness, politeness and good manners at all times.
- From time to time to lead assemblies.
- Use CPOMS and the school's MIS to track behaviour and achievements of pupils.
- Inform relevant staff (e.g. Head, Deputy Heads, Assistant Heads, Housemaster/mistress) of any pupil concerns.
- To work with the pastoral team to develop, implement and review appropriate support plans for high-priority pupils.

Wider Contribution to school life

All staff are expected to make a full contribution to the wider life of school. Examples of this might include:

- Help with coaching games (the major sports are football, rugby, netball, hockey, cricket, athletics and tennis), or assisting with drama, dance, music etc.
- Contributing to the wider activities programme, including offering 'Enrichment' opportunities for pupils.
- Assisting with the pastoral care for the boarders, the life of the Chapel, the school's boarding provision etc.
- Leading or helping with assemblies.





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Person Specification

Qualifications and experience	Essential	Desirable
Bachelor's degree or equivalent; excellent academic credentials	√	
QTS, Teaching Degree or equivalent (BA, BEd, PGCE etc)		√
Post-graduate degree		√
Evidence of commitment to professional development, both personal and that of colleagues	√	
Strong ICT skills	√	
Professional Attributes		
An inspirational, committed and highly-effective educator dedicated to achieving the best outcomes for each child	√	
An ability to work with others on high-performing teams; able to show initiative and imagination, to have vision and the ability to inspire others	√	
Confidence in speaking publicly	√	
Excellent written and oral communication skills, able to communicate with a range of audiences	√	
Well organised and with good time-management skills.	√	
The initiative to work on their own, and the ability to work as part of a team	√	
A good understanding of the requirements of pupils with EAL and SEN.	√	
The ability to draw out the best in others through encouragement, coaching and mentoring skills and by setting high standards	√	
Effectively fulfil the expectations of the Teachers' Standards	√	
Personal Attributes		
Excellent inter-personal skills, empathetic, caring, kind and compassionate	√	
A deep sense of compassion for young people and a sensitivity to their needs	√	
A natural and confident leadership style, able to inspire confidence amongst pupils, staff and parents	√	
Reliability, integrity, loyalty	√	
Positivity, energy and enthusiasm	√	
A sense of humility and a desire to serve others	√	
A willingness to go the extra-mile	√	
Excellent record of health, punctuality and attendance	√	
A sense of humour	√	
School Ethos, Values and Aims		
Fully supportive of the ethos and aims of the school	√	
Sympathetic to the Christian teaching that underpins the school's values and character	√	
Commitment to the safeguarding and protection of children	√	
A commitment to promoting equality, diversity and inclusion	√	
Promotion of Health and Safety in line with the school's policy	√	
Enthusiasm for, and willingness to contribute to, the wider co-curricular life of a busy day and boarding school	√	



Applications

Deadline: Monday 7th October, 9am

Interviews: Monday 14th October tbc

Please email the completed Application Form and covering letter (no CVs please) to the Headmaster, Mr Chris Carlier. Email: HR@aldro.org

Interested candidates should complete a copy of the [Aldro Application Form](#) available on the '[Vacancies](#)' section of the Aldro website and send, with a letter of application, to HR@aldro.org. CVs are not required. Early applications are encouraged and will be processed on receipt. The School reserves the right to appoint before the deadline.

The school is an equal opportunities employer and complies with its duties under the Equality Act 2010. Aldro is committed to safeguarding and promoting the welfare of the children and young people here, and all staff are expected to share this commitment. As part of the recruitment process, applicants should expect scrutiny of their online profile. All staff are expected to adhere to and ensure compliance with the school's Safeguarding / Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's designated Safeguarding Lead.

In line with the School's Safeguarding / Child Protection Policy, the successful candidate will be subject to checks by the Disclosure and Barring Service. As part of this process, Aldro additionally carries out its own online and social media checks. Applicants' references are typically sought before interview, unless the applicant specifically requests otherwise.

The post is exempt from the Rehabilitation of Offenders Act 1974 and Aldro is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

Aldro recognises the benefits of a diverse workforce and is committed to equality of opportunity for staff, volunteers and applicants. Building upon legislative requirements, Aldro seeks to ensure proper access of opportunity in matters relating to recruitment/selection, support for staff development and promotion. All HR policies are underpinned by this commitment to inclusivity and discriminatory behaviour by staff, pupils, contractors and external contractors will be taken very seriously, fully investigated and appropriate action taken where necessary.



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