



# NOW HIRING

## Teacher of **Computing**

*Permanent Appointment*

*Required for: September 2026*

We are seeking applications for a dedicated and skilled teacher to join our highly successful Computing Department. The department is well resourced and is made up of 4 teaching staff. The ability to teach Computing at Key stages 3-4 is essential. Candidates will also have an interest in developing experience teaching at Key Stage 5, with initial training support. Applications are welcomed from both ECTS and more experienced teachers. Experience in teaching Computer Science is not considered essential but would be of interest, if held. On the Isle of Man the pay scale starts at £42,718 which then rises to £48,712 in your third year of teaching. There are a range of extensive benefits available to secondary teachers on the Isle of Man, which are detailed fully on the Jobtrain advert.

Ballakermeen offers a vibrant and welcoming environment. If you visit the school, we are confident you will see our values in practice. In 2025 we achieved our best ever results at both GCSE and A level. The Computing team achieved 100% A\* - C for year 11 iGCSE & SQA qualifications in 2025 and 100% Distinction\* - Merit at A2 BTEC. We remain committed to making continual improvements to the quality of teaching and learning across the school and all teachers are provided with a research-informed Professional Development (PD) programme that is delivered over the course of the academic year.

*Ballakermeen is a vibrant, inclusive school where genuine mutual respect underpins everything that we do. Our distinctive 'Ballakermeen style' is warm, welcoming and friendly and our focus is on creating an environment so that all students can make every second of learning count.*

*Our Ballakermeen commitment combines high standards, personal responsibility, genuine care and a commitment to helping every student thrive. We blend high expectations with a culture that supports staff and students, inspiring them to succeed.*

*Two core priorities guide everything we do:*

- 1. Maintaining a calm, orderly, and safe environment, built through consistent expectations and positive behaviour. Our expectations are unapologetically high, and we believe that consequences are important alongside support to avoid repeated disruption of other students' learning*
- 2. Embedding Quality First Teaching for all, driven by an evidence-based CPD programme that empowers staff to continually grow and deliver excellence in the classroom through highly reflective practise.*

*Join us and experience a school where our values of Kindness, Honesty and Respect drive both achievement and character development, and where every day begins with a "Good morning!"*

# JOB DESCRIPTION

<b>Salary Grade &amp; Hours:</b>	Main Professional Grade; starting at Point 4 (£42,718) – Point 9 (£54,589). Full time
<b>Responsible to:</b>	Headteacher / Leadership Team who will delegate responsibilities
<b>Line Manager:</b>	Subject Leader of Computing

## **Teachers must:**

- make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct.
- act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to- date and are self-critical
- forge positive professional relationships; and work with parents in the best interests of their students.

## **JOB RESPONSIBILITIES:**

### **TEACHING STANDARDS:**

Teachers are required to meet the Teaching Standards as detailed below:

#### **A teacher must:**

##### **1. Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

##### **2. Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

##### **3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

##### **5. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive

## 6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## 7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

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## PERSONAL AND PROFESSIONAL CONDUCT:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

### 1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

### 2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

### 3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# SAFEGUARDING

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to undertake training with regard to the safeguarding and welfare of children and young people, and the Department commits to providing this training e.g. via induction, online, briefings at staff meetings etc. as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young people for whom they are responsible or with whom they come into contact and to adhere to and ensure compliance with the Safeguarding Board procedures. 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, they must report any concerns to the Designated Child Protection Officer.



# HOW TO APPLY

If you have connections to the Island and/or have visited previously, perhaps you know some of the benefits of living and working here. However, visit this website for further background about the Isle of Man and the lifestyle choices it may be able to offer you. We would be pleased to respond about any immediate questions you may have about relocating here, as a number of staff have taken this step before now.

[Discover your work life balance in the Isle of Man - Locate Isle of Man](#)

On Jobtrain, please:

1. Complete an online application
2. Attach your CV
3. Attach a supporting statement, which should include
  - Confirmation that you hold QTS (Qualified Teacher Status) and the other essential criteria detailed in the Person Specification for the role (see next page)
  - Your experience to date
  - Your interest in the role, school and the Isle of Man

Please note: we will require all Teacher interviews to take place in person at Ballakermeen High School on the Isle of Man. Shortlisted applicants will be asked to teach a lesson on the interview day and will have a tour of school, neither of which can take place remotely.

We appreciate your interest and would be happy to answer any initial questions you may have, to help decide if you wish to apply. Please contact [BHSRecruitment@sch.im](mailto:BHSRecruitment@sch.im) or call 01624 648704 and your enquiry will be passed on to the Head of Computing Faculty, Kelly Dean.



Yours sincerely,

**Mr Graeme Corrin**  
Head Teacher

# PERSON SPECIFICATION

<b>CREDIBILITY</b>	<b>ESSENTIAL/ DESIRABLE</b>	<b>ASSESSED THROUGH</b>		
		Application Pre-Employment Checks	Interview	CV Observation
Degree qualification	E	C	P	
Qualified Teacher Status by September 2026	E	C	P	
Thorough and up to date knowledge of Computing, with the ability to teach Computing at Key Stage 3 and 4	E	C	I	
Good knowledge and understanding of current educational thinking	E	C	I	
Ability/interest to teach Computing at Key Stage 5	D	C	I	
<b>CAPABILITY</b>				
Excellent communicator who works effectively with all stakeholders	E	C	I	O
Be an innovative and reflective practitioner, able to work constructively as part of a team, and on your own	E	C	I	
Up to date knowledge and understanding, based on experience, of how to engage young people	E	C	I	
Sound and efficient administration skills, including the ability to work under pressure and meet deadlines	E	C	I	
Experience, either as a teacher or during training, of successfully using teaching and learning strategies that enable students to achieve in relation to their capabilities and earlier attainment.	E	C	I	
Ability to use intervention strategies to raise attainment of learners	E	C	I	
Ability to inspire and motivate others	E	C	I	
Ability to use data to track and monitor student learning and achievement	E	C	I	
Able to use IT systems for teaching and learning	E	C	I	
Set high professional standards by personal example	E			O
<b>CHARACTER</b>				
Has positive energy and drive	E	C	I	
Inspires, motivates and empowers	E	C	I	
Confident, with personal impact and resilience	E	C	I	
Enthusiasm and optimism	E	C	I	
Warmth and approachability	E	C	I	O
<b>OTHER REQUIREMENTS</b>				
Satisfactory Police Check	E	P		