

Non-GCSE Action Plan Support **Guide**

Staff Capability, Capacity & Recruitment

Overview: Dispel the myth that computing is a complex subject to teach. We can work with low-confidence teachers to identify their curriculum needs and find suitable pathways for professional development through the NCCE CS accelerator and beyond. Additionally, there may be opportunities within the school for teachers to upskill through the CSA's courses or convert from a second subject. We also collaborate with supply agencies and ITE providers to identify and support talent. Check out our blog posts for more information.

Subject Matter Expert Support

Suggested Support

- Discuss and review staff capacity alongside curriculum needs for KS3 and KS4.
- Support with reviewing or creating suitable KS3 / KS4 schemes of work embedding the TCC.
- Help with the wording of an advertisement for a new teacher.
- Support with shortlisting and interviewing candidates.
- Introductions and links with ITT providers to recruit NQTs.
- brokering conversations with Supply Teachers in the area.
- Increase a teacher's confidence by setting up, with a teacher, a [Code Club](#) or other enrichment activities.

Suggested Actions

- Identify more teachers to attend CPD and participate in CSA and consider flexibility or slack in the timetable to indicate additional capacity.
- If not already, register an account for [CQE](#) and complete the leadership & vision, and staff development dimensions as a benchmark for a first review with your SLT link.
- Develop an easy-to-follow curriculum for new/less confident teachers.
- Examine the use of subject knowledge assessments at Key Stage 3.

CPD and Professional Learning

Courses

CSA

[Enrol on the CSA](#)
[Foundation knowledge of computer science for KS3 and GCSE](#)

[An introduction to computer systems, networking and security in GCSE computer science](#)

Core

[Computing as a second subject for non-specialist teachers - short course](#)

[Creative computing for key stage 3](#)

Online courses

[Programming Pedagogy in Secondary Schools: Inspiring Computing Teaching](#)

Pathways

CSA:

Our CSA learning pathways are designed for teachers at different levels and provide a set of recommended courses to help you get started with the

[Computer Science Accelerator programme:](#)

[New to computing](#)

[New to algorithms and programming](#)

[New to computer systems](#)

[New to GCSE computer science](#)

Resources		Reading	
<p><u>Teach Computing Curriculum</u></p> <p>Everything you need to teach computing at key stages 1 to 4. Resources include lesson plans, slides, activity sheets, homework, and assessments</p> <p><u>Isaac Computer Science</u></p> <p>A free online platform that is perfect for both students and teachers. Teachers can use the Isaac CS classroom platform for homework assignments or revision purposes to enhance the learning experience.</p> <p><u>Pedagogy Resources</u></p> <p>Effective pedagogy is at the heart of good teaching and learning; successful computing teachers combine their knowledge of the subject with evidence-based teaching practices.</p> <p><u>Early career support</u></p> <p>There is support for early career and trainee teachers to develop their computing subject knowledge and pedagogy through professional development, resources and local communities.</p> <p><u>Knowledge Banks</u></p> <p>Developed by the National Centre for Computing Education, this collection contains quality-assured question banks which can be used with Key Stage 3 computing and GCSE computer science students. The collection includes a series of 10 topics, covering areas across the computing curriculum. Each topic area includes two sets of questions, both setup as both Google and Microsoft Forms, allowing you to duplicate into your Google / Microsoft accounts to use with your students.</p>		<p>Blogs:</p> <p>Become a computer science teacher – everyone welcome!</p> <p>From piano to programming</p> <p>Poetry and programming</p> <p>From design to digital technology</p> <p>Inside track: transitioning from PE to computing</p> <p>From French and Spanish to Computer Science</p> <p>Quick reads:</p> <p>Bridging the Gap in Computer Science Teachers</p> <p>Ofsted’s Research Series for Computing</p> <p>Using PRIMM to structure programming lessons</p> <p>Approaches to developing progression for teaching computing</p> <p>Using semantic waves to improve explanations and learning activities in computing</p>	
Wider offer - STEM Learning			
<u>STEM Ambassadors</u>		<u>STEM Community</u>	<u>Enrichment</u>
<p>A STEM Ambassador is a voluntary role undertaken by someone who has a passion and/or professional knowledge of STEM subjects.</p> <p>How could it work</p> <p>Sharing industry knowledge, delivering guest lectures, assisting with projects, mentoring students, providing professional development, supporting extracurricular activities, and promoting computing education to underrepresented groups.</p>		<p>A community of over 20,000 teachers; technicians; TA’s and governors, all involved in the STEM education of young people supporting and collaborating to improve outcomes</p> <p>How it could work</p> <p>Developing a community of middle leaders to share ideas and best practices around recruitment and retention of teachers.</p>	<p>There are plenty of ways to deliver enrichment activities and find volunteers to support you. Encourage young people to develop essential life skills through enrichment and engage with the broader community in practical, enjoyable, and meaningful ways.</p> <p>How it could work</p> <p>Support with resources, signposting to challenges and activities suitable for student enrichment activities such as a computing club.</p>
<u>Professional Development Leader Programme</u>			
<p>The Programme ensures individuals have the appropriate skills, experience, and behaviours to deliver our CPD and potentially work as consultants within our network. It is fully aligned to the DfEs standard for teachers’ professional development</p> <p>How it could work with this cluster</p> <p>Future coaching programmes to increase retention of Computing teachers.</p>			