



Computer Science Teacher and Partnerships Lead

Starting Date: September 2025



MAGDALEN
COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL
BOYS 7-18 & SIXTH FORM GIRLS





Introduction

from the Master, Helen Pike

Magdalen College School is a remarkable place. We are now well into our sixth century, and our former pupils include scholars, war heroes, musicians, Olympians, two Nobel Prize laureates, a Hollywood film director, and a saint.

Our success in public examinations, in securing places at top universities, and in an astonishing array of co-curricular pursuits ensures that we continue this proud tradition. We do so by nurturing the individual potential of each of our pupils, and above all we believe that learning is as fun as it is fulfilling.



William of Waynflete founded Magdalen College School in 1480: schoolmaster, bishop of Winchester and Lord Chancellor of England. Being of humble origins, Waynflete was determined that others of ability should be given the opportunity to learn, to serve and to prosper as he did. And so MCS offers a transformative education in our global university city, the community to which we contribute.

We attract and retain the best staff and MCS is a stimulating, welcoming and thriving environment in which both to learn and to work.

A lot happens at MCS. The various sections of our website (www.mcsoxford.org) including the recent News will give you an impression of our school.

Thank you for your interest.

H. C. Pike



Working at MCS

There are many benefits to working at Magdalen College School. Founded in 1480 by William of Waynflete, the school has a rich history and an enviable location at the heart of Oxford beside the River Cherwell.

MCS is one of the country's leading independent day schools. Shaped by its Christian Collegiate foundation and links with the university city of which it is part, it aims to inspire in all its pupils a desire to learn, flourish and serve.

The School will celebrate its 550th anniversary in 2030. The current generation of MCS staff and pupils wish to ensure that we shape a school that is able to flourish for at least another half millennium, and hopefully many more beyond. There are around 950 pupils, boys aged 7-18 and Sixth Form girls, and 350 members of staff who learn and work on the School's central Oxford site.

Academic

The pupils are a joy to teach – gifted academically and talented across a wide range of other pursuits. Pupils wear their considerable abilities lightly; they feel a very strong connection to their school, are kind to one another and are inquisitive and motivated. Public exam results see the school consistently placed among the most successful schools in the UK. In 2024, 44% of A Level grades were A*, 82% were A*-A and 95% were A*-B. At GCSE, 56% of grades were Grade 9, 79% were 9-8, 93% were 9-7 and 98% were 9-

6. Pupils are very successful in their university applications, with the vast majority gaining places at leading institutions, including around 25% gaining offers from Oxbridge.

Co-curricular

Co-curricular activities play a central role in life at MCS. The quality of the provision across sport, music and drama, as well as over 100 clubs and societies, is exceptional. There are around 40 music ensembles and over 70 concerts per year; some at MCS and some at venues around Oxford like the Sheldonian Theatre. There are 10-15 drama productions of various genre each year; some are performed at MCS, and some make use of theatres in Oxford such as the Playhouse and Burton Taylor. There is also a technical theatre academy. Sport is hugely popular and successful at MCS with a dual focus on participation and performance. Last year, 94% of all pupils represented the school in a competitive fixture and over the last few years we have won national titles in hockey, sailing and tennis. There are also numerous successes at local and regional level across all sports and a significant number of individual pupils are supported along talent pathways in various sports.

Pastoral

MCS places great value on the individual and is well-regarded for the quality of the pastoral care. Most teachers are also tutors, responsible for the day to day pastoral and academic care of their tutees under the leadership of the Heads of Year and Heads of Section. Tutor groups are organised through the house system which develops a sense of loyalty and identity and provides many opportunities for competitions from quizzing to football and from debating to singing. Our pupils are happy and have excellent relationships with each other and with members of staff.

Remuneration

The school has its own salary scale, and salaries are substantially more generous than those in the maintained sector; there is also a relocation allowance on a sliding scale, by agreement with the Master and Bursar, and dependent on current location. The school also operates a cycle to work scheme, and travel loans are available. MCS offers teaching staff a choice of pension arrangements; a Defined Contribution scheme with an employer contribution of 23.68% or



the Teachers' Pension Scheme with a salary sacrifice arrangement. Staff may move between the two schemes as suits their needs. The Master will discuss the pension with any offer of appointment.

Benefits

There is a wide range of benefits available to staff, including a free lunch. The school has a fully equipped gym which is available for staff use, and staff may also enjoy access to the University of

Oxford's Rosenblatt Swimming Pool. Tennis courts are available, and there is a comprehensive programme of staff sports clubs. Staff also have the opportunity to join choirs and music groups, and to get involved in drama productions.

Staff are encouraged to make use of the Senior Common Room within and after the school day, as an area for relaxation and shared discussion outside departments. Tea and coffee are served in the SCR at morning break, and cakes and fruit are available at the end of

the school day. Staff socials and guest night dinners are regular features of each term.

School fee remission is available for permanent members of staff whose sons and/or Sixth Form daughters are offered a place at the school following entrance tests and interviews, and is currently 50% pro rata subject to a minimum FTE of 50%. In addition, 20% fee remission is available pro rata for permanent MCS staff who have daughters attending Headington Rye, subject to a minimum of 50% FTE.





The Role

The school is seeking to appoint a full-time Computer Science Teacher and Partnerships Lead from 1st September 2025.

50% of the role will be teaching at MCS and 50% of the role will be working with partner secondary schools in the Oxford area, providing support and advice to Computer Science teachers in those schools and delivering lessons in those schools both in person and online. This is a unique opportunity to shape the future of Computer Science teaching by directly supporting students and teachers across multiple schools. The successful candidate will have the chance to develop innovative teaching methods, contribute to curriculum development, and foster a culture of excellence in Computer Science education.

You will collaborate with a network of educators, share best practice, and support enrichment activities to inspire the next generation of technologists, particularly in schools where specialist teaching is limited.

As one of five independent school hubs in a nationwide programme, MCS is leading efforts to address national shortages in specialist Computer Science teaching while increasing access for underrepresented groups. This role provides the chance to work with leading universities and industry partners, benefiting from state-of-the-art resources, professional development opportunities, and the ability to make a lasting impact in STEM education.

The Department

The Computer Science Department consists of two Computer Science teachers and four who teach across Maths and Computer Science; they form a close-knit team, sharing ideas and resources freely. This role will grow the department.

The department has three dedicated Computer Science classrooms, and one of these has green screen filming equipment. All classrooms are equipped with an interactive screen that wirelessly mirrors the teacher's Microsoft Surface, and each classroom is equipped with a class set of Debian Linux laptops, which are stored in charging cabinets. They form a network separate from the main school systems, which allows customisation and experimentation in lessons beyond what is normally possible under stringent general-purpose school network policies.

Computing is taught for one hour a week for half a year in each of Years 7, 8 and 9. These courses are taught through collaborative project-based work around computational thinking, data processing and creative uses of computing. Programming, robotics and audio/video editing projects help broaden the pupils' repertoire of skills whilst also

introducing fundamental Computer Science concepts.

Computer Science is one of the most popular GCSE options, chosen by 40-50% of each year group, and is well established at A Level, with about 20-30 pupils choosing the subject each year. Academic standards are high and results were as follows for summer 2023. At GCSE, 62% of grades were grade 9, 80% were grades 9-8, and 91% were grades 9-7, and at A Level 57% of grades were A*, 96% were A*-A and 100% were A*-B.

Our primary focus in the GCSE course (AQA) is on problem-solving and programming skills. We expect all GCSE pupils to go beyond the exam requirements in these areas. We use the Time2Code Learning platform in Upper Fourth (Year 10) combined with in-house resources and tasks. Most programming at this level is completed in Python, though we also introduce pupils to assembler (using Little Man Computer), HTML/CSS and SQL.

At A Level, we use Kevin Bond AQA textbooks for the core part of the course. We use Python as the main course language, supplementing it with other languages as appropriate to illustrate particular concepts. In addition to the core curriculum, all our Lower Sixth Computer Science pupils follow a practical programming syllabus, covering project design and



testing, GUI development and web applications. This is specifically tailored for building the skills students will need to complete the NEA coursework.

Previous A-Level students have successfully gone on to a variety of courses (including Engineering, Computer Science and Maths) at top universities (including Cambridge, Oxford, Imperial, St. Andrews and Warwick).

The department offers a range of extra-curricular activities including Junior Code Club (working on a variety of projects including MakeCode Arcade), Game Studio Club (working with the Godot Engine and the Nintendo DS toolchain) and Advanced Programming Club (to stretch the most able students and to support both university interviews and competition participants). Competitions we directly support include the British Informatics Olympiad, British Algorithmics Olympiad, Perse Coding Cup, Bebras/OUCC and National Cipher Challenge – with many achieving top results at the national level.

The Candidate

We are looking for an outstanding Computer Science teacher. The successful candidate will:

- take a keen interest in the welfare of pupils and show clear commitment to safeguarding children;
- be a well-qualified graduate of Computer Science or a related discipline, or have significant industry experience in Computer Science;
- have excellent written and spoken communication skills and communicate effectively with pupils, parents, staff and the local community;
- have sound IT skills;

- have the ability to work collaboratively and effectively as part of a wider team;
- display a high level of attention to detail;
- have a clear ambition to support and develop the teaching of Computer Science in partner schools
- be willing to take part in continuing professional development;
- respond positively to feedback.

The responsibilities of the role include, but are not limited to:

- showing clear enthusiasm for teaching Computer Science, and planning and teaching engaging lessons from Year 7 to Upper Sixth and university application preparation, both at MCS and in our partner schools;
- provide support, guidance and advice to Computer Science teachers in our partner schools throughout their term time (which may be longer than MCS term time);
- setting clear expectations for pupil behaviour within an encouraging classroom environment;
- contributing fully to the wider life of the school, such as through games, music, drama, CCF or other activities;
- possibly acting as the pastoral tutor to a Senior School houseroom (tutor group);
- contributing to the review and development of engaging schemes of work for teaching Computer Science;
- supporting the progress of all pupils studying Computer Science by taking a role in departmental support, enrichment and partnerships sessions;
- working closely with the Deputy Head Education Development and staff at partner schools to review and develop the Computer Science partnerships programme;

- maintaining high professional standards of attendance, punctuality, appearance and conduct, and maintaining positive and courteous relationships with staff, pupils and parents;
- attending school events as required or requested;
- undertaking other reasonable duties, as directed by the Master, as required from time to time.

The Computer Science Teacher and Partnerships Lead will report to the Head of Computer Science, and ultimately to the Master, for the proper discharge of his or her duties.



Life in Oxford

Located at Magdalen Bridge, with views toward both the city centre and east Oxford, MCS is close to a wealth of cultural, entertainment, and educational venues.

The City

Oxford, renowned as one of the world's most prestigious university cities, has a rich history dating back over a thousand years. Established in the early medieval period, the city grew around its strategic location on the River Thames, which facilitated trade and transportation. By the 12th century, it became an educational hub with the founding of the University of Oxford, the oldest university in the English-speaking world.

With its blend of ancient and modern, there is an abundance of activities to enjoy. Whether visiting one of the many historic buildings, colleges, or museums, dining in a restaurant, attending a performance, or exploring local boutiques, Oxford offers a diverse array of experiences for all interests.

The University

MCS shares many links with the University. Staff can enjoy free entry to the Oxford Botanic Garden and Harcourt Arboretum, watch our choristers perform evensong in Magdalen College Chapel, or use the University sports facilities on Iffley Road.

During the university's full term, Oxford buzzes with activity, hosting numerous talks, performances, fixtures, events, and celebrations throughout the academic year.

The Arts

Oxford is celebrated not only for its academic heritage but also for its vibrant cultural scene. The Ashmolean Museum, the oldest public museum in the UK, showcases art and archaeology from around the globe. The city's theatres, such as the Oxford Playhouse, offer a range of performances, while the annual Oxford Literary Festival attracts renowned authors and literary enthusiasts alike.

In June and July, the School hosts the Oxford Festival of the Arts, a multidisciplinary festival featuring events across the city. Each year, it offers a broad programme that embraces music, theatre, talks, comedy, film, literature, dance, art, photography, and more. OFA celebrates Oxford's diverse communities, offering something for everyone, regardless of age, background, or artistic experience. The festival's success is evident in its ability to attract nationally and internationally renowned artists

and performers, while also serving as an incubator for new works and arts-based initiatives.

Accommodation and transport

Oxford offers a wide range of accommodation options to suit various preferences and budgets. While many colleagues live in the city, a significant number choose to reside in surrounding villages and towns, which provide easy access to Oxford. Commuters benefit from an extensive bus network and park-and-ride services, and the school is well connected by dedicated cycle lanes from all directions. Additionally, Oxford's excellent rail links make it easy to reach London in just under an hour.



Partnerships and Professional Development

Partnerships

We aim to equip our pupils to make a positive and lasting contribution to their communities, both now and in the future.

Each year, the school coordinates and hosts a wide range of partnership projects and events, professional development meetings for fellow teachers, and academic, cultural, and sporting enrichment opportunities for local children. Key elements of this extensive programme include *The Bridge*, a Saturday school for Year 5 and 6 children; an academic extension programme in a range of science and humanities subjects; monthly partnership activity days; and weekly in-school extension classes in mathematics. In all these areas, we aim to support our community by fostering connections between people and by bringing them together in enriching, collaborative activities.

Community Service Organisation (CSO)

Through the school's Community Service Organisation (CSO), Lower Sixth pupils spend one afternoon each week volunteering in the community. Collectively, they volunteer over 7,500 hours each year. The placements vary, offering each pupil an opportunity to discover something that captures their imagination. Activities range from mentoring primary school pupils in Maths and English, running language clubs, providing

reading support, producing artwork for the walls of local hospitals, performing concerts in schools and care homes, to running practical science workshops in our teaching labs. Each year, a number of pupils choose to continue volunteering at their placements beyond the end of Lower Sixth.

Charity

Charity plays an increasingly important role in school life at MCS. Each year, the school votes to select a local charity to support, alongside our partnership school in Uganda, and every year group participates in fundraising activities.

The school's charity committee organises regular events to raise money and increase engagement across the school. Numerous staff and students take the initiative to hold their own fundraising efforts, from sponsored marathons and long-distance cycle rides to staff concerts, pupil-led talent shows, and House quizzes.

Professional Development

The school places a significant emphasis on the professional development of all staff. A half-termly CPD & Teaching Newsletter is distributed by email, which aims to highlight educational research and practical ideas, to share ideas from courses and conferences attended, to offer guidance on opportunities for CPD, and to highlight the work of colleagues in

the area of teaching and learning. All colleagues are encouraged to attend at least one external CPD course each year, and also to visit another school, place of work or university, where appropriate. The Teaching and Learning Group meets before school twice per half term. Its purpose is to consider developments in educational research, to facilitate discussion of teaching and learning, to offer a forum for the sharing of good teaching practice, and to support colleagues in experimenting with new teaching techniques.

Early Career Teachers (ECTs) and the Waynflete Teaching Certificate

The School has well-established procedures to support ECTs and is the regional hub for ISTIP ECT induction. The School also aims to offer teaching staff joining the school without a teaching qualification the opportunity to develop their teaching craft and reflect on their professional practice through a structured programme of training and support. For such colleagues, the school offers the Waynflete Teaching Certificate, which may ultimately lead to Qualified Teacher Status through the Assessment Only route offered by the University of Reading.





Application Process

Candidates wanting to apply to this vacancy should complete and submit the online application form no later than Midday on Tuesday 9 September 2025.

Documentation

Candidates should submit their application form via the website. Click [here](#)

The complete application should be submitted no later than Tuesday 9 September 2025, at midday; early applications are highly encouraged.

References

References may be taken up in advance. If you do not wish for your references to be called for at this stage, please make that clear on the reference section of the application form.

Interviews

We anticipate holding interviews in the week commencing 15th September, which will include a taught lesson. We will be in contact with shortlisted candidates by telephone.

Please be aware that all shortlisted candidates will be requested to complete a 'Self-Disclosure' form before attending their interview.

We reserve the right to interview and appoint before the above dates.

Equal Opportunities

Magdalen College School recognises and is committed to ensuring applicants and employees from all sections of the community are treated equally regardless of race, gender, disability, age, sexual orientation, religion or belief, gender reassignment, marital and civil partnership status, or pregnancy and maternity. We welcome applications from all sections of the community.

Safeguarding Policy

Magdalen College School is committed to the safeguarding of pupils, and any offer of employment will be subject to an enhanced DBS disclosure, the receipt of satisfactory references, the school's pre-employment medical questionnaire, plus sight of relevant ID documentation and degree certificate(s). The enhanced DBS check is due to this role being exempt from the Rehabilitation of Offenders Act 1974.



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