

ACADEMY@WORDEN - JOB DESCRIPTION

Second in Subject



Job Title: Second in Subject
Responsible to: Head of Subject/Faculty

JOB PURPOSE

This job description sets out the role of the Second in Subject and is in addition to the roles and responsibilities of the classroom teacher. The post holder is accountable for:

- Leading on specific subject related initiatives
- Developing and leading teaching & learning within the subject

OVERALL RESPONSIBILITY

- To provide effective leadership support to the Head of Subject and thereby build and maintain an effective and successful team which continually enhances the quality of learning and achievement. To promote cohesion and a will to succeed within the designated subject area ensuring staff feel valued and have the updated skills needed to continue being effective classroom practitioners. In addition promoting a work/life balance.

RAISING THE BAR

- To support the Head of Subject to develop Learning and Teaching within the designated subject areas by embracing related whole school initiatives, monitoring, CPD and support.
- To support the Head of subject to improve pupil progress within designated subject areas and make measurable contributions to whole school targets. This to be achieved through:
 - (i) Use of data and coordinated intervention strategies.
 - (ii) Ensuring subject teachers understand how to interpret and use data to inform planning, their teaching and reporting on pupil progress, thus impacting on achievement and outcomes.
- To provide regular feedback to subject teachers which recognises good practice and supports progress against appraisal targets resulting in a clear impact on identified objectives.
- To support and assist subject teachers in ensuring they understand and are actively implementing key aspects of school improvement:

SECTION 1 – GENERAL LEADERSHIP AND MANAGEMENT DUTIES

Leadership

1. Inspire department members by personal example and hard work.
2. Play a major role in the departments development assisting the Head of Subject in creating a vision, sense of purpose and pride about the department and its work.
3. Inspire department members to continuously improve the quality of teaching and learning in the department.
4. Play a major role as a junior middle manager in the development of all aspects of the department, including its policies and their implementation.
5. To be aware of the importance of and maintenance of effective communication with the Headteacher, SLT, Head of Faculty, Head of subject your team and other colleagues, governors, external agencies and the wider community (including business and industry), etc.
6. Identify and applaud areas of success for individual teachers in the department.
7. Help create an effective team by promoting collective approaches to problem-solving and curricular/faculty development, e.g. consult when writing the improvement plan and produce resources as a team.
8. Support the Head of Subject to monitor and evaluate the implementation of the school homework policy (HEAT), assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the designated subject areas. A portfolio of exemplar work moderated against grade descriptors should be maintained.
9. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
10. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
11. Use Leadership and Management (LM) time effectively for these purposes. A reasonable proportion of timetabled time will be designated as Dedicated Leadership and Management (LM) time, and it will be allocated in blocks of no less than 30 minutes.

Curricular/Faculty Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Support the Head of Subject in the production of the department Improvement Plan, its implementation and the part it plays in the whole school development.
3. Support the Head of Subject in monitoring the progress of designated subject improvement plans and in doing so ensure they make a significant contribution to the Whole School Improvement Plan by:

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- (i) Regular review and adjusting if necessary taking into consideration concerns and further ideas/initiatives
 - (ii) Ensuring subject teachers and teams understand the key targets and roles they play in achieving these.
4. Support the Head of Subject in writing, updating, monitoring and evaluating the implementation of comprehensive schemes of work, which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
 5. Support the Head of Subject in monitoring the implementation of faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship and the every Child Matters legislation.
 6. Support the Head of Subject in monitoring the teaching in the department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
 7. Support the Head of Subject in monitoring the implementation of departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
 8. Work with the SENCO to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
 9. Ensure that the faculty supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection.

Stock/Resources/Budget

1. Support the Head of Subject in monitoring departmental stock, teaching resources and finances efficiently, and obtain best value for money.
2. Support the Head of Subject in maintaining an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with faculty and school policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

Liaison/Communication

1. Meet regularly and work with the 'Head of Subject/Faculty for professional support and develop effective faculty management.
2. Support the Head of Subject with exam entries and dates and work effectively with the exam officer.
3. Inform staff about new developments and ideas related to the subject
4. Provide helpful and accurate responses to parent/carers enquiries.
5. Ensure feedback to parents/carers is accurate and meaningful.

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Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Appraisal programme, making use of, where appropriate, other sources of expertise, e.g. LEAs, outside training agencies, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.

SECTION 2 – SUBJECT SPECIFIC DUTIES

1. Support the Head of Subject in producing and regularly reviewing the Departmental Handbook, which should state the agreed procedures, practices and aspirations of the Faculty. The handbook should be word processed, held in a ring-file, actively used by staff and focus on:
 - Aims and Objectives of the Faculty and all subject areas.
 - Assessment, Recording & Reporting.
 - Spiritual, Moral, Social and Cultural development.
 - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.)
 - Citizenship.
 - The range of appropriate learning styles.
 - The use of ICT.
 - Health and Safety.
2. Encourage and foster links with appropriate outside agencies with the aim of bringing individuals and groups to the School to enhance the Curriculum.

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3. Liaise with the Educational Visits Co-ordinator in order to maintain the School's record of successful visits which enhance pupils' understanding of the subject areas.

SECTION 3 – OTHER DUTIES

There may be roles within the school that reflect the skills that you feel you have to help benefit the progression of the school and yourself. These roles would be discussed with the Head of Subject and agreed between all parties. The following tasks will be negotiated and agreed at the time of appointment and at annual review.

(add additional duties for specific faculty areas)

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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