

## Second in Charge - SUBJECT

The Second in Charge plays a vital role in providing leadership and support within the subject area, contributing to the academy's overall success. Working closely with the Director of Learning (DoL) and/or Head of Learning (HoL), the Second in Charge supports the development and implementation of effective teaching and learning practices to secure excellent outcomes for all students.

***These responsibilities will be in addition to the General Teacher Pre or Post Threshold Job Description as appropriate to the post holder.***

### Core Purpose

The Second in Charge supports the Director of Learning (DoL)/Head of Learning (HoL) in establishing a culture of high expectations and success for both students and staff within the department. This pivotal role ensures the delivery of excellent learning outcomes, not only through the promotion of consistently high standards of teaching and learning, but also by fostering a supportive and engaging environment that empowers every child, regardless of their background or barriers to achievement, to enjoy a positive educational experience. The Second in Charge also plays a key role in supporting the DoL/HoL in the day-to-day management and strategic development of the department.

### Key Areas of Responsibility

#### 1. Strategic Development

- Take responsibility for developing the Key Stage 3 Curriculum across the subject.
- Support the DoL/HoL in personalising education through innovative approaches to learning within the subject area.
- Set accurate and appropriate performance indicators for students and staff and hold everyone accountable for them.
- Promote the effective use of data in the Department to raise standards.
- Implement an effective and rigorous self-review process that will inform and support the completion of Department priorities.
- Support the DoL/HoL in developing an effective and high-performing team through mentoring and coaching.
- Support the DoL/HoL in managing (SUBJECT) effectively and ensuring the successful implementation of new strategies.
- Work collaboratively with staff in the Department, other Subject Leaders, Principals, Governors, local schools, other Academies and other partners as appropriate.

## **2. Teaching and Learning**

- Provide leadership for curriculum development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes.
- Support the Director of Learning in monitoring the quality of learning and teaching through regular reviews, including lesson observation, work scrutiny and student voice.
- Ensure the implementation of the national strategies and ensure that literacy, numeracy, MYP and the digital strategy are high priorities in curriculum planning and delivery.

## **3. Leading and Managing Staff**

- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Create and maintain good working relationships among all members of the Academy community.
- Sustain their own motivation and that of staff for whom they are accountable.
- Promote the Academy ethos in which the highest achievements are expected from all members of the Academy community.
- Contribute to an effective and rigorous Performance Management process.

## **4. Efficient and Effective Use of Staff and Resources**

- Work with colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Support the Director of Learning to plan, manage and monitor the curriculum across Key Stage 3.
- Ensure that ICT is an effective learning, teaching and administrative tool in the Department.

## **5. Standards**

- Support the DoL/HoL in regular and systematic reviews of standards to ensure early identification of strengths and weaknesses ensuring effective interventions are made.
- Motivate students and staff to achieve the highest possible standards and secure the best possible outcomes.
- Establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement.

## Person Specification – Second in Charge

This section outlines the essential and desirable attributes expected for the role of Second in Charge.

### Qualifications and Training

#### Essential:

- 'O' Level/GCSE A-C pass grade/new grade Level 4-9 in English and Mathematics.
- Bachelor's degree in a relevant subject (ideally, 2:2 or better).
- DFE recognised Qualified Teacher Status.

#### Desirable:

- Evidence of continuing professional development.
- Knowledge of the International Baccalaureate (if applicable to the Academy).

### Experience

#### Essential:

- **Evidence of consistently good teaching and learning;** demonstrating a proven track record of delivering high-quality instruction that leads to positive outcomes for students.
- **Evidence of pastoral experience;** indicating prior involvement in supporting the well-being and personal development of students, suggesting an understanding of their social and emotional needs.
- **An interest in the wider curriculum;** demonstrating a broader engagement with the holistic educational experience beyond subject-specific content, potentially including extracurricular activities and interdisciplinary connections.

#### Desirable:

- **Ability to teach KS5;** indicating the necessary subject knowledge and pedagogical skills to deliver curriculum and instruction to students in Key Stage 5.

# Knowledge and Understanding

## Essential:

- A clear and good understanding of current educational issues, theory and practice, with particular regard to:
- The National Curriculum
- Equality and issues relating to pupils' access to learning
- Classroom management
- Sound subject knowledge as represented by a relevant degree, CPD or experience

## Desirable:

- Knowledge of the International Baccalaureate (if applicable to the Academy)

# Skills and Abilities

## Essential:

- **Evidence of good classroom management skills;** demonstrating the ability to create and maintain a positive and productive learning environment, ensuring effective student behaviour and engagement.
- **The ability to use ICT effectively;** engaging students to integrate technology into teaching practices in ways that capture student interest and enhance their learning experience.
- **An understanding of how to use assessment to inform planning for good teaching and learning;** signifying the ability to analyse student performance data to tailor instructional strategies and ensure effective progress.
- **The ability to differentiate materials to meet the needs of learners;** showcasing the skill of adapting teaching resources and approaches to accommodate the diverse learning styles and abilities within a classroom.
- **Strong written and oral communication skills;** essential for effective interaction with students, colleagues, parents, and other stakeholders, facilitating clear and professional exchange of information.
- **Ability to work effectively as part of a team;** highlighting the collaborative nature of the role and the capacity to contribute positively to a shared vision and collective goals within the Academy.

### **Desirable:**

- Ability to develop and implement innovative curriculum initiatives.
- Ability to build strong partnerships with external organisations.
- Ability to manage change effectively and lead departmental improvement.

## **Leadership and Management**

### **Essential:**

- Evidence of leading a team.
- Ability to develop and inspire learning within the Subject Area to ensure progress.

### **Desirable:**

- Experience of working with governors.
- Experience of working in more than one school.
- Experience of managing departmental budgets and resources.
- Experience of leading curriculum development and innovation.
- Evidence of successful line management and performance management.

## **Personal Qualities**

The Second in Charge is a **dedicated** and **proactive educationalist**, committed to fostering a **positive and inclusive learning environment**. They possess a **strong work ethic**, demonstrating a **willingness to learn** and **develop new skills**, and consistently strive to make a difference in the lives of young people. With **excellent attendance** and **strong communication skills**, they build effective relationships with students, colleagues, parents, and other stakeholders. They are **committed to continuous professional development** and work effectively as part of a team, contributing positively to the academy's overall ethos and success. They also demonstrate a capacity for **strategic thinking** and **problem-solving**, with the ability to support the Director of Learning/Head of Learning in implementing new initiatives and driving departmental improvement.

## Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) (Department of Education).

### Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.