



## Job Description & Person Specification

<b>Job Title:</b>	<b>Social Science Second in Department</b>
<b>Location:</b>	<b>Hinchingsbrooke School</b>
<b>Reports to:</b>	<b>Head of Department, Assistant Principal, Principal</b>
<b>Salary:</b>	<b>TLR 2a</b>

### Purpose

In addition to the roles and responsibilities of a Classroom Teacher and Form Tutor, the Second in Department will support the Head of Department to lead the Social Science department, to raise achievement and promote its priorities.

### Duties & Responsibilities

- To carry out the duties of a teacher in accordance with the provisions of the current Teacher's Pay and Conditions document, to the standards specified in the Teachers' Standards document and to work towards the agreed aims of the school.
- To raise achievement in Social Science.
- To promote and develop a positive learning environment in Social Science.
- To support the Subject Leader in the promotion of Social Science high standards within the department.
- To support and help oversee the department's data tracking, monitoring and intervention strategies.
- To support and help oversee progression within Social Science across the key stages.
- To help lead and support the department in analysing data and monitoring progression.

### Leadership

- To model best practice in teaching and learning with particular regard to latest national developments and requirements.

### Management

- To monitor relevant elements of the Professional Standards Framework and intervene where necessary.
- To carry out the duties assigned within your job description in a professional, supportive and collegial manner.
- To support the other teachers within the Social Science department and the Directorate.

### Appraisal or review of performance

- To participate in the current arrangements made for the appraisal or review of your performance and that of any other teachers for whom you have line management responsibility.

### Review, induction, further training and development

- To review your pedagogy according to the Whole School Teaching and Learning foci (HAT).
- To participate in arrangements for your further training and professional development as a teacher, including undertaking training and professional development which aims to meet needs identified in planning and review statements.

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<b>Health and Safety</b>
<ul style="list-style-type: none"> <li>• Act during their employment with due care for the health, safety and welfare of themselves, other employees and other persons in accordance with the school’s Health and Safety Policy.</li> </ul>
<b>Other</b>
<ul style="list-style-type: none"> <li>• To support the furtherance of the school’s mission statement.</li> <li>• To promote student and staff participation.</li> <li>• To support senior staff in monitoring and reviewing the impact of the curriculum and the quality of teaching and learning.</li> <li>• To share responsibility with others for specific aspects of the school environment.</li> <li>• To support colleagues in sustaining outstanding behaviour and attitudes to learning amongst students.</li> </ul>
<p><b><i>To inspire excellence, fulfil potential and develop character</i></b>  <b><i>To act as a role model in high quality teaching and learning</i></b></p>

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Signed..... (Second in Department)

Signed..... (Head of Department)

Date.....

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Hinchingbrooke School Person Specification: Second in Department	
Criteria	Desirability
<b>QUALIFICATIONS/KNOWLEDGE</b>	
University Degree	Essential
Qualified Teacher Status, with subject specialism(s) related to the Learning Directorate	Essential
Evidence of INSET received over teaching career	Essential
Awareness of strategies used to develop teaching and learning throughout the department	Essential
Awareness of national developments re teaching and learning	Essential
Appropriate in-service training/CPD according to experience	Desirable
Understanding of the importance of staff development and Performance Management issues.	Desirable
<b>EXPERIENCE</b>	
A track record of success in teaching and learning, according to experience	Essential
At least 3 years teaching in Secondary Education	Essential
Commitment to Secondary schooling as characterised by Equal Value, comprehensive, community education	Essential
Membership of a <u>major</u> policy group in school	Desirable
Experience of Sixth Form teaching	Desirable
<b>PROFESSIONAL COMPETENCE</b>	
Professional knowledge and understanding of one or more subjects within the Learning Directorate	Essential
Appreciation of roles of Personnel/Financial Management as they affect Management and morale of the school	Essential
<b>CURRICULUM DEVELOPMENT/MANAGEMENT</b>	
Understanding of Curriculum Management	Desirable
Evidence of Curriculum Innovation	Desirable
Evidence of creative thinking and ability to interpret guidelines flexibly	Desirable
<b>ICT</b>	
Demonstrable ability to use ICT in management	Essential
Understanding of opportunities afforded to students and staff through ICT	Desirable

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<b>MANAGEMENT SKILLS</b>	
Demonstrable evidence of good basic management techniques	Essential
Demonstrably good relationships with colleagues <u>and</u> students at all secondary ages	Essential
Understanding of and ability to manage scrutiny and accountability	Desirable
Evidence of community involvements. Interaction with parents and governors	Desirable
Evidence of successfully having led teams	Desirable
<b>INTERPERSONAL SKILLS</b>	
Sense of Humour	Essential
Possession of Integrity	Essential
Demonstrable ability to manage staff and students with prudent judgement/support/encouragement/challenge	Essential
Demonstrable liking/respect for students	Essential
Evidence of outside interests	Desirable
<b>TARGET-SETTING</b>	
Demonstrable experience and understanding of Target Setting techniques <u>and</u> the consequences for guidance for students and training for staff/tutors	Essential