

Second in Department job description



Kings International College

This job profile recognises the requirements of the current School Teachers Pay and Conditions Document, and reflects the policies established by the governors of Kings International College. It is supplemented by the attached job profile of a MPS Teacher.

Job Title: Second in Department

Job Purpose: To ensure that the negotiated aims, objectives and policies of the Maths Faculty reflect and support those of the College. To ensure this is achieved by effective management of the curriculum, staffing and resources for the benefit of Kings International College students.

Accountable to: Faculty Leader

KEY ACCOUNTABILITIES	KEY TASKS
1. Accountable for the experiences offered to students within the Maths Faculty.	<ul style="list-style-type: none">a. to plan, deliver and evaluate quality lessons ensuring appropriate differentiation to challenge every student to achieve their full potentialb. to develop the quality of their own teaching, assess the standards of students' achievements and set targets for improvement.c. using students' prior attainments to assess students' achievements and progress with college and faculty policies when planning and to follow college and faculty policy on recording progress.d. to monitor through a programme of observations and Learning Walks, the quality of teaching and learning.
2. Support the Head of Faculty in ensuring the highest standards of Behaviour for Learning, attainment and progress.	<ul style="list-style-type: none">a. to take a lead in monitoring standards across the faculty by carrying out half-termly work scrutiny reviews and making recommendations for improvements as appropriate.b. to take responsibility for reviewing, co-ordinating and implementing the new assessment framework at KS3 and KS4 using 9-1 grades.
3. Accountable for maintaining a high profile for Maths within the school and community.	<ul style="list-style-type: none">a. to maintain external links relating to the facultyb. to continue to raise the profile of Maths in the local community and foster strong links with Primary Schools.c. to provide opportunities for parents and the local community to appreciate faculty outcomes.
4. Accountable for the provision of support to Head of Faculty	<ul style="list-style-type: none">a. to review, amend and implement, with the Head of Faculty, schemes of work in line with new curriculum initiativesb. to deputise for the Head of Faculty as necessary including chairing meetingsc. to advise the Head of Faculty on new curriculum developments and initiativesd. to accept responsibilities as delegated between the Head of the Faculty and the post-holder.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

Please address the following in your application.

They will also be explored during the interview process.

1. Skills, Knowledge & Abilities

Essential	Desirable
<ul style="list-style-type: none">• Leadership skills – the potential to lead and manage people to work towards common goals and using appropriate leadership styles in different situations.• Communication skills (both oral and in writing) – the ability to make points clearly and understand the views of others.• Ability to develop new ideas.• Personal impact and presence.• Ability to work as part of team as well as using own initiative.	<ul style="list-style-type: none">• Decision making skills – the ability to investigate, solve problems and make decisions.

2. Professional Knowledge and Understanding, Skills and Attributes

Essential	Desirable
<ul style="list-style-type: none">• Specific evidence of successful classroom teaching.• A commitment and thorough understanding of how their subject specialism should be taught.• An understanding of the National Curriculum – content and assessment.• The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the schools' commitment to high achievement.• The potential to build and lead teams efficiently and effectively using skills of motivation, delegation and time management.• The ability to set standards and provide a role model for pupils and other staff in teaching and learning within their subject specialism and across the school.	<ul style="list-style-type: none">• An understanding of the characteristics of an effective school.

<ul style="list-style-type: none"> • The ability to analyse, understand and interpret data and information. • The ability to promote the ethos aims and objectives of the school to the wider community. • The ability to prioritise own time, work under pressure and to deadlines with a sense of balance and perspective. • The use of ICT to enhance and support teaching, learning and management. • Sound ICT skills including the use of spreadsheets to track, monitor, collate and analyse data. • A strong understanding of Health & Safety requirements in the workshop. 	
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3. Qualifications and Training

Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Degree or equivalent 	<ul style="list-style-type: none"> • Proven evidence of other further professional development

4. Personal Qualities

Essential	Desirable
<ul style="list-style-type: none"> • A desire to make a difference to the lives of young people • Energy, enthusiasm and creativity • Belief in the importance of high expectations • Able to work as part of a team • Energy, determination and perseverance. • Self-confidence. • Enthusiasm and commitment. • Reliability and integrity 	<p>A clear view and understanding of the impact of 'Every Child Matters' and how they will impact on all aspects of the work of Kings International College</p>

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline.