

JOB DESCRIPTION

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

Second in English Department

Line Manager: Head of English

JOB DESCRIPTION

All Second in Departments are expected to support their Head of Department in leading their curriculum areas to ensure that individual subjects align with our whole school intent and the following core principles:

- to provide a broad and balanced curriculum that is ambitious for every student.
- to embolden students with 'powerful knowledge' – knowledge that goes 'deeper and further' than the National Curriculum and acts as a lever for social justice so that students can compete with their peers from more privileged backgrounds and with greater cultural capital.
- to prioritise a knowledge-rich and word-rich curriculum that allows students to know more, remember more and do more, over time.
- to develop a carefully sequenced curriculum that allows students to make both explicit and implicit connections between topics and concepts.
- to create a curriculum that allow students to build increasingly complex mental models of ideas and concepts.
- to sequence the curriculum to revisit prior learning and progress towards clearly defined end points.
- to avoid the 'curse of content coverage' and prioritise depth of understanding across the curriculum to design a curriculum that inspires students' curiosity.

The role of a Second in Department is at the heart of our trust vision to build a 'curriculum culture'. The Second in Department has an extremely active role to play in supporting the HoD and shaping this culture and leading the 'curriculum conversations' with other members of the team. They will usually have a focus on Key Stage 3 but will help the HoD in all other curriculum matters and will deputise for them when required. All Second in Departments recognise that the curriculum is never a finished artefact – it is always in the process of review, reflection, evaluation and improvement. In contributing to this culture, Second in Departments will be involved in the following activities:

- Prepare for and contribute to the KS3 'curriculum conversations' that occur in every Curriculum Management meeting across the year.
- Utilise membership to the 'Curriculum Thinkers' community to support the CPD within your team at KS3, sharing your own expertise with a wider community.
- Engage with wider reading and CPD to create a common language when discussing the curriculum.
- Foster a culture of ongoing reflection during curriculum team meetings and training days: contribute to agendas that create time for KS3 curriculum development, alongside your HoD, and the sharing of evidence-based 'best bets'.
- Contribute to the departmental 'Story of' for your subject and work collaboratively with the HoD/team to outline a shared approach to curriculum vision, intent, and implementation.
- Engage in an ongoing process of curriculum evaluation with a focus on KS3 – detailing the rationale for your departmental approach.
- Analysis of departmental data, following department assessments, to identify students or groups that

are underachieving relative to targets and/or the whole cohort.

- Implementation of appropriate intervention strategies to support student progress following data analysis.
- Actively participate in agreeing the 'fundamentals' for curriculum implementation – the pedagogical-content knowledge that is right for your subject and students.
- Review KS3 curriculum end points with the HoD – identifying the explicit knowledge and skills that students need to 'master' within and across the KS3 curriculum. These are then used to ensure that the curriculum allows students to systematically revisit and retrieve these ideas across the key stages.
- Support the HoD in writing the departmental response to the whole school's Development Plan strands and be accountable for KS3 progress against these strands over the course of the academic year.

Specific responsibilities of this role: Second in English Department

- To ensure that academic achievement in KS3 English meets whole school academic targets for all KS3 year groups: for the disadvantaged student cohort within each KS3 year group; for students with different levels of prior attainment and ability, and for students with SEND.
- To work alongside the HoD to ensure that the Key Stage 3 English curriculum is suitably adapted to ensure appropriate and rigorous curriculum progression in line with the EIF and whole school priorities.
- To work alongside the HoD to ensure that a rigorous and robust assessment, tracking and intervention framework is in place to support students in achieving their aspirational target grades in KS3.
- To support the HoD in ensuring that equality of opportunity and diversity are promoted within your subject.
- To ensure that the subject is in line with the whole school 'Curriculum and Learning Policy' at KS3 and the department continues to model the principles of exceptional curriculum design and implementation.
- To support the HoD in providing an effective contribution to the school's QA framework, Professional Development programme and Appraisal process in conjunction with the link SLT.
- To deputise for the HoD in leading effective and purposeful curriculum team meetings in line with the whole school guidance on the annual QA calendar of activities and centralised agenda items if required.
- To support the HoD in ensuring there is purposeful curriculum time during whole school training days, using these opportunities to further the pedagogical and pedagogical-content knowledge of other staff.
- To support the HoD in managing the quality of feedback in the department so that it is consistently in line with the core principles outlined in the 'Curriculum and Learning Policy'.
- To support the HoD with the design and implementation of the departmental 'Feedback Policy' – building on the principles of the whole school policy but adapting to suit the context of the subject.
- To support the HoD in managing the quality of teaching and learning in the department so that it continues to deliver outstanding academic outcomes and remains evidence-informed.
- To support the HoD in setting work, where teachers are absent, ensuring that it is of appropriate challenge and rigour.
- To support the HoD in ensuring that students received purposeful homework tasks that are effectively sequenced as part of the curriculum – creating subject-specific approaches that help to consolidate knowledge and understanding whilst being mindful of workload for both students and staff.

- To support the HoD in ensuring that parents are kept informed about their child's progress and how best to support them at home.
- To support the HoD in writing the departmental response to the whole school development plan strands and to be accountable for progress against these strands over the course of the academic year.
- To support the HoD in ensuring that the department promotes British Values and SMSC at an outstanding level and plans deliberate opportunities for students to engage with these across the KS3 curriculum.
- To support the HoD in ensuring that students have an outstanding level of careers guidance specifically within the KS3 curriculum for your subject(s) to fulfil Gatsby benchmarks.
- To encourage and monitor the delivery of disciplinary literacy and to promote opportunities for reading beyond the KS3 curriculum in your subject(s).
- To attend, contribute positively and deputise in Curriculum Management meetings.
- To support the HoD in overseeing the promotion of the KS3 curriculum effectively on the website and to ensure the maintenance of accurate information on the school's Management Information System.

November 2025