



Mossbourne  
Federation

# **Second in Charge – Humanities Learning Area**

## **Job Description**



<b>POSITION</b>	Second in Charge Humanities Learning Area
<b>SALARY</b>	Teachers main pay scale/ UPS Mossbourne Allowance £1200 + TLR
<b>START DATE</b>	1 <sup>st</sup> September 2026 or sooner for the right candidate
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	Full Time, 52.143 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Head of Learning Area
<b>LOCATION</b>	Mossbourne Fobbing Academy
<b>KEY WORKING RELATIONSHIPS</b>	SLT, ELT, teachers, support staff, students and parents

## Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHLA) primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian, and other minority ethnic descent. Injustice, discrimination, and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

## Mossbourne Fobbing Academy (MFA)

Having joined the Mossbourne Federation in January 2025, Mossbourne Fobbing Academy (MFA) is on track to become a beacon of educational excellence both in Thurrock and across the country. Indeed, in 2024-25 our GCSE and A Level students attained outcomes which broke academy records, revolutionised opportunities, and signalled a step-change in what our students achieve.

We are changing the face of education in Thurrock and raising the bar in educational expectations; if you want to be part of that journey then read on.

MFA is a school with a rich history of excellent academic, artistic and sporting achievements. Today, that legacy of excellence lives on through our wonderfully talented students and terrifically dedicated staff. Everything we do is built on having extremely high expectations of our students and the conviction that teaching and learning, and safeguarding, come first. We expect the highest standards of behaviour so that students can focus on learning in an environment that supports them to feel, and be, safe. This means our teachers plan carefully, and with expertise, and are able to focus on teaching lessons of the highest standard so students acquire the knowledge, character and qualifications to unlock aspirational pathways.

Our students capitalise on a fantastic range of facilities that encourage them to nurture and pursue their passions in sports and the arts. Our range of extra-curricular activities, including the Combined Cadets Force and The Duke of Edinburgh's Award, offer experiences that broaden horizons and enrich lives.

We are dedicated to ensuring that our students leave equipped with the knowledge, character and qualifications that open the doors to whatever future they envisage for themselves. MFA students leave ready to make their mark on the world.

If you want to be part of the team that is improving the life chances of our students, then read on.

## **The Humanities Learning Area**

The Humanities Learning Area is the largest Learning Area in the academy and includes History, Geography, Religious Studies, Philosophy and Ethics, Psychology and Law. Humanities is highly regarded at Mossbourne Fobbing Academy; it plays a central role in the life of the academy. So committed are we to the importance of an education which exposes children to the global landscape, every student is entered for GCSE Religious Studies and GCSE History. Indeed, at GCSE, History is regularly one of our highest performing subjects with 50% of students achieving a grade 7+ in 2025. Humanities subjects are among our most popular A-Levels with students going on to achieve excellent results. Outcomes in History, Psychology and Law, in particular, are superb but we are always striving to be better.

The Humanities team work collaboratively through regular Curriculum Development Time, benefiting from a carefully sequenced high-quality curriculum, supporting assessments and moderation with colleagues across the Mossbourne Federation. Teaching is supported through the use of structured booklets, knowledge organisers and retrieval routines to secure long-term learning.

There are currently 13 Humanities teachers working within the Learning Area with responsibility shared between the Head of Learning Area (HoLA), a second in charge and heads of department. The Learning Area is well resourced with teachers enjoying their own classrooms, each with interactive whiteboard and visualiser to support high-quality modelling and explanation.

## **The History Department**

The History department is a cohesive, conscientious and creative team of dedicated specialists who strive for excellence and consistency on a daily basis. They prioritise the quality of their curriculum content and lesson delivery, encouraging students to study history through the lens of historical scholarship and providing a challenging and engaging offer for the students they teach, motivating them to meet high expectations of their conduct, participation and attainment. The department places a strong emphasis on academic rigour, developing students' skills in evaluation, analysis, and reasoned argument through clearly sequenced knowledge and deliberate practice of extended writing. Students are supported in accessing the challenging lesson material, whilst honing their historical skills, which are regularly assessed, with differentiated feedback given to ensure students know what they have achieved well and how to make further progress. As such students consistently achieve results that are above national average, with staff working in partnership with all students to equip them with the academic tools and resilience needed to become capable and confident learners who aspire to exceed their potential.

## **The Geography Department**

The Geography department is a team of cross-Humanities practitioners committed to creating a unified department culture, underpinned by a cohesive and meaningful intent, which will ensure students achieve their potential. They are determined to ensure all students can become 'earth-writers', able to explore evolving human and physical landscapes, explain the interaction between the human society and the environment, and can gain the skills necessary to make sustainable and effective decisions in response to global challenges. They work in partnership with all students to enable them to develop a greater understanding and knowledge of the world, as well as their place in it, through lessons designed to inspire a sense of curiosity and promote an understanding of the diversity and complexity of human and physical landscapes. The curriculum is delivered using an enquiry-based approach, thematically sequenced and designed to stretch and challenge, with a range of data and source material differentiated to enable students to develop enquiry minds by considering different viewpoints and approaches in order to reach sustainable and effective solutions to geographical issues.



## **The Religious Studies Department**

The RS department is an emerging team under a new Head of Department, made up of newly qualified and more experienced staff, who deliver a curriculum that encourages students to challenge their existing assumptions and beliefs, by exploring a range of world views through key lines of enquiry. This enables them to grow and mature as independent thinkers, capable of entering into dialogue with others with differing views and cultures, in a sensitive and tolerant way. Lessons are designed to be challenging, encouraging students to critically review their own system of beliefs in a supportive environment, working alongside staff who are able to ensure robust yet respectful conversations take place. Through an enquiry-based approach, students are able to connect religious, philosophical, and ethical ideas to the contemporary world; while a culture of collaboration and professional reflection ensures consistently high expectations and positive outcomes for all learners.

### **Job Summary**

We are seeking an outstanding leader and practitioner who is ready to provide strong leadership for the learning area. The successful applicant will be passionate about teaching and have the drive and ambition to lead improvements. They will be well organised and willing to go the 'extra mile'. They will be a driving force in the Learning Area who will deputise for the Head of Learning Area when they are unavailable, collaborate closely with the Head of Learning Area and will embody the high standards that we expect from all of our staff. They will share in the vision that educational excellence is for all and will be instrumental in not only maintaining high standards but have the desire to play a significant role in developing the Humanities Learning Area further.

### **Main Duties & Responsibilities**

Responsibilities include, but are not limited to:

- To lead the Learning Area in their support for the Head of Learning Area and deputise for the Head of Learning Area, when necessary.
- Co-ordinate, oversee and contribute to the development of schemes of work, liaising with the Key Stage coordinators.
- To work with the Head of Learning Area to ensure effective provision of teaching and learning.
- To observe colleagues on a regular basis and provide quality feedback, setting targets for improvement and follow up where appropriate.
- To support Humanities teachers in their drive to become outstanding, through lesson observations, paired planning and learning area INSET.
- To participate in training, monitoring, and mentoring of NQTs and Schools Direct trainees and the mentors that support these members of staff.
- To contribute to the planning, development and delivery of training and INSET within the learning area.
- To take on a lead role in ensuring outstanding behaviour is upheld in the learning area.
- To train teachers on the use of data and how to use it effectively across the learning area.
- To have an overview of progress and attainment of students across all Key Stages.
- To be a member of the pastoral team & if required, a form tutor carrying out associated responsibilities.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To oversee Prep lessons, including delivery of 'Bourne Scholar' sessions, as directed and in accordance with Academy expectations



Person Specification			
E Essential Or D Desirable	Requirements	Assessment Criteria	
		Interview	Application Form
Experience			
E	Ability to teach their subject specialism to KS4	X	X
E	knowledge and understanding of how students learn	X	X
E	Ability to monitor and report student attainment across all Key Stages	X	X
E	Training, monitoring and mentoring ECTs and Schools Direct trainee teachers	X	X
E	Ability to observe colleagues on a regular basis and provide quality feedback, setting targets for improvement and follow up where appropriate	X	X
E	Ability to plan, develop and deliver training and INSET within the learning area	X	X
E	Capable of upskilling teachers on the use of data and how to use it effectively across the learning area	X	X
E	Ability to develop and maintain positive relationships with teachers, support staff and parents	X	X
E	Ability to coordinate, oversee and contribute to the development of schemes of work, liaising with the Key Stage Coordinators	X	X
E	Capable of supporting Humanities teachers in their drive to be outstanding	X	X
E	Effective classroom management and efficient organisation of resources	X	X
Qualifications			
E	A good degree in a Humanities or a related subject	X	X
E	Qualified Teacher Status (QTS)	X	X
IT knowledge			
D	Knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, PowerPoint)		X
D	Ability to swiftly adapt to and utilise new/various systems/software		X
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		X
Behavioural Competencies			
E	Excellent communication skills	X	
D	Strategic approach, ability to see the ‘big picture’	X	
D	Have the initiative to work independently with minimal supervision	X	
E	Ability to meet ALL deadlines internally and externally, ensuring output consistently is of an exemplary standard	X	



E	Must have the upmost integrity as well as high levels of motivation and commitment.	X	
E	Proactive approach, efficient time management, and prioritisation skills	X	
E	The drive to deputise for the HOLA when necessary	X	X
E	Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	X	X
<b>Applicable to all staff</b>			
E	Undertake training as required to so in order to fulfil the requirements of the role	X	X
E	Support Mossbourne' s efforts both verbally and non-verbally (i.e., via actions and attitude), including adjusting performance and practice in accordance with Mossbourne' s initiatives and findings	X	X
E	Recognise your role as part of the succession of Mossbourne	X	X
E	Play an active role in terms of Safeguarding all students and adults	X	X

***Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met. The document is not a comprehensive list; it simply outlines the expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***