

# Transition/Primary Teacher

Job description and person specification

## Job description

**Post title:** Transition/Primary Teacher

**Salary:** MPS/UPS

**Reports to:** Assistant Principal - SENDCO

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

### Purpose of the post

Helping students transition into secondary mainstream classes by teaching the core curriculum, including delivery of inclusive and focused interventions helping to successfully bridge the gap between the KS2 and KS3 curriculum.

### MAIN DUTIES AND RESPONSIBILITIES

- To teach a small group of targeted Year 7 students for a significant part of the week.
- To teach a small group of targeted KS4 students for part of the week.
- To ensure that the curriculum intent and implementation is appropriately broad, balanced, differentiated and relevant to the needs of the learners.
- To ensure that the needs of the learners are known, shared, and met.
- To support with transition from a KS2 to a KS3 curriculum.
- To monitor and support the overall progress and development of students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To ensure students have the necessary skills to access their learning, in particular with regards to developing appropriate literacy skills.

### STRATEGIC DIRECTION AND DEVELOPMENT

- Promote and uphold the values and ethos of Diverse Academies in the academy, such that the highest achievements are expected from all members of the school community.
- Contribute to the development of a successful team.

## TEACHING AND LEARNING

- Plan and prepare effective lessons.
- Teach engaging and effective lessons that motivate, inspire and improve student attainment.
- Use regular and rigorous assessments to set targets for students, monitor student progress and respond accordingly to the results of such monitoring, ensuring that all students achieve at least national progress.
- Produce and/or contribute to oral and written assessments, reports and references relating to individual and groups of students.
- Mark, assess and provide feedback in line with best practice and academy policy at all times, ensuring that assessment for learning is embedded in all teaching so that students understand fully what they need to do to make the best possible progress.
- Monitor, evaluate and review classroom practice; celebrate and promote excellence, challenge under-performance at all levels and ensure appropriate action is taken in accordance with policies and procedures.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.
- Direct and supervise support staff assigned to lessons.
- Actively support and participate in the Academy's extra-curriculum programme by assisting with a range of enrichment and extension activities, as well as departmental trips and visits.

## ACADEMY CULTURE

- Support the Academy's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong academy community, characterized by consistent, orderly behaviour and respectful relationships.
- Help develop a school/department culture and ethos that is committed to ensuring that students achieve.
- Be active in issues of student welfare and support.
- Implement and adhere to the Academy's behaviour management policy, ensuring the health and well-being of students is maintained at all times.

## OTHER RESPONSIBILITIES

- Be a form tutor, caring for the students' academic and pastoral development.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Supervise students in accordance with published Academy rotas.
- Attend subject/year team/achievement meetings as relevant.

- Support Academy policy in the delivery of some cross-curricular areas of PSHCE and citizenship and enterprise.
- To take an equitable part in the cover system of the school according to policy and regulations.
- Undertake, and when required deliver or be part of, appraisals and relevant professional development.
- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

## **Additional**

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and students to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.

## Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references.

The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

Category	Essential	Desirable	Evidence
<b>Qualifications</b>			
Appropriate Qualified Teacher Status	ü		Application form Qualification certificates
Master level degree		ü	
<b>Knowledge and understanding</b>			
Demonstrable experience of improving student progress in a challenging classroom environment.	ü		Application form Interview References
Experience of reflecting on an improving teaching practice to increase student achievement	ü		
Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities	ü		
Knowledge and experience of a range of successful teaching and learning strategies and interventions to meet the needs of all students	ü		
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	ü		
Up to date subject knowledge	ü		
<b>Skills and attributes</b>			
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice	ü		Application Interview References
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards	ü		
Thinks strategically about classroom practice and tailoring	ü		
Understands and interprets complex student data to drive lesson planning and student attainment	ü		
Good communication, planning and organisational skills	ü		
Demonstrates resilience, motivation and commitment to driving up standards of achievement	ü		
Acts as a role model to staff and students			
Commitment to the safeguarding and welfare of all students and providing equality of opportunity	ü		
Commitment to ongoing personal and professional development	ü		
Shows commitment to a supportive, coaching culture	ü		

<b>Core</b>			
Able to work flexibly including regular travel across the Trust, according to the needs of the role		ü	Interview
The post holder will be subject to an enhanced Disclosure & Barring Service check	ü		Pre-employment checks
Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that their medical fitness for the post can be ascertained	ü		
Prior to confirming an appointment to the Trust, two satisfactory references will need to be received.	ü		