

Primary to Secondary Transition Teacher

- Leading a team of skilled staff to develop, implement and review the integrated 'Aspire' curriculum. This primary education model for Years 7 and 8 ensures pupils maintain the momentum and passion for learning created in KS2 and uses this skills based curriculum to complement a traditional subject base.
- To be an integral member of the Inclusion Team and, under the direction of the Inclusion Manager (SENCO), contribute to high standards of teaching and learning.
- Collaborative learning (students)
- Collaborative working (staff)
- To make a significant contribution to the vision and direction of Crofton Academy where innovation and inspirational learning for all is a core value.

Responsibilities and Tasks

- Plan and teach lessons in accordance with the Academy Inclusion programmes of study in an integrated approach to learning across a number of subjects eg. English, Mathematics and Humanities.
- Maintain and in areas of responsibility support in the development of schemes of work.
- To ensure up-to-date assessment information (both formative and summative) is held on individual students and for each group, including achievements, rewards, parental contacts, exclusions and lead on the management implications of such information to improve student learning and attainment.
- To help support the integration of literacy, numeracy, ICT strategies into the curriculum.
- To support the development and improvement in the links between home and school and the pastoral and support frameworks to ensure individual students engage successfully with their learning.
- Produce, up to date and informed assessment data on each student taught at regular intervals in line with school policies.
- Ensure that faculty policies and practices are implemented consistently including assessment, reporting and recording, equal opportunities and differentiation and behaviour.
- Take an active role in personal and career development, via the Professional Development procedures established by the Faculty and/or the whole school
- Communicate with parents when required and appropriate to discuss the progress of individual students.
- Implement school policies and practices with due regard to equal opportunities, health and safety and the welfare and learning of students.
- Attend all relevant and appropriate meetings as documented on the school calendar.
- Participate with Academy CPD and teacher appraisal processes
- Keep abreast of developments with subject specialism relevant to teaching and the progress of students.

Person Specification

Primary-to-Secondary Transition Teacher

1. Knowledge and Experience	Essential	Desirable
Qualified Teacher Status.	✓	
Evidence of continuing professional development.	✓	
Experience in a primary school setting	✓	
Assessment, recording and reporting of students' achievements and assessment for learning.	✓	
Progression issues for students into KS3; from KS2.	✓	
Strategies including literacy, numeracy, ICT, independent learning, special education needs.	✓	
Knowledge of the requirements of the National Curriculum KS2 and KS3.	✓	
Evidence of successful teaching across a wide ability range.	✓	
Ability to raise standard of attainment with ICT and across the curriculum by students' applied use of ICT.	✓	
Ability to use assessment to raise standards of achievement.	✓	
2. Skills Knowledge and Aptitudes	Essential	Desirable
To develop a range of themed projects to stimulate and motive students enabling them to develop transferrable skills.	✓	
Ability to communicate effectively with different audiences, orally and in writing.	✓	
Knowledge of current educational curricular issues relating to English, Mathematics, Science and Humanities.	✓	
To use a range of data to track, set targets and monitor individual students.	✓	
To establish and maintain good professional relationships and monitor individual students.	✓	
To lead and be a team player.	✓	
To teach effectively in an academy ethos.	✓	
To plan and implement curriculum challenge through organised schemes of work.	✓	
To think strategically, forward plan and contribute to whole school priorities.	✓	
The capacity to inspire and motivate others – both adults and students.	✓	
Ability to use ICT both as a teaching tool and for administrative purposes.	✓	

3. Personal Qualities	Essential	Desirable
Enthusiasm, determination and an insistence on high standards.	✓	
A sense of humour.	✓	
Excellent attendance and punctuality.	✓	
A willingness to learn new skills and approaches and to share the experience with others.	✓	
Belief in the value of individuals.	✓	