



JOB DESCRIPTION

Job Title: Enhanced KS2/3 Transition Teacher

Start Date: September 2022. Potential to start before.

Accountable to: SENDCo, Heads of English/maths

Hours: 1 FTE

Salary: TMS/UPS to be negotiated

Job Purpose:

- To ensure that students make a positive transition from Year 6 into Key Stage 3 through planning and delivery of high quality learning in core subjects and Humanities.
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.
- To be an effective professional who demonstrates this thorough curriculum knowledge of core and foundation subjects, can teach and assess effectively, take responsibility for professional development and has students who achieve well.
- To support staff, students and parents.
- To promote the ethos and good reputation of the school, ensuring effective communication both internally and externally.
- To support the progress of students.

About The Angmering School:

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The Angmering School is a secondary school with 1,350 students of which 170 are in sixth form. We are effective in delivering outcomes that provide well for all students' needs. Students are well prepared for the next stage of their education, training or employment.

Main Duties to include:

Planning and delivering effective lessons:

- plan effectively for differentiated delivery of English, maths PSHEE and Humanities curriculum in key stage three, especially years 7 and 8;
- identify clear learning objectives and specify how they will be taught and assessed;
- setting tasks which meet students' individual needs, challenge students and ensure high levels of engagement;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment and gaps;
- be aware of and make provision for students who have particular individual needs;

- working closely with key members of the SEND and intervention teams, using the ASSESS, PLAN, DO, REVIEW approach to ensure student needs are best met.
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and subsequent intervention;
- following the school behaviour policy and procedures;
- ensuring the effective and efficient deployment of classroom support;
- ensure homework is set according to School policy and recorded on ClassCharts;
- liaise with the Subject Leaders to ensure the implementation of department policy;
- assist with writing medium term plans and developing resources for the students most in need of enhanced academic transition support;
- work with colleagues to ensure the effective transition into the academic demands of larger classes as necessary.

Monitoring, Assessment, Recording, Reporting:

- mark and give feedback in accordance with the School and Department Policy;
- assess and record students' progress systematically and keep records;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- participate in the school's system reporting to parents.

Pastoral Duties

- be a Form Tutor or co-tutor to an assigned group of students;
- promote the general progress and well-being of individual students;
- liaise with the Year Team Leader to ensure implementation of school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Prepare students, as necessary, to transition emotionally back into larger classes.

Other Professional Requirements

- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- participate in co-planning with the English, maths, Humanities and PSHEE departments as necessary;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the life of the school through effective participation in meetings;
- take part in Open Evenings and Consultation Evenings;
- take responsibility for own professional development and duties in relation to school policies and practices;

