



GRACE COLLEGE

Emmanuel Schools Foundation

Transition and Intervention Teacher (Primary QTS)

VALUED, CHALLENGED, INSPIRED

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READING FOR UNDERSTANDING

READING FOR KNOWLEDGE

READING FOR INFORMATION

READING FOR CHALLENGE

READING FOR ADVENTURE

READING FOR KNOWLEDGE

READING FOR UNDERSTANDING

READING FOR CHALLENGE

“Reading is the gateway skill that makes all other learning possible. If you know how to read then the whole world opens up to you.”

“One child, one teacher, one book, one pen can change the world.”
Malala Yousafzai

“Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.”

Emma Watson

“The more you read, the more you will know, the more you will learn, the more you will grow.”

Dr Seuss

“Men without books are like fish without a soul.”
Seneca

Tullius Cicero



WELCOME

Dear Applicant,

Thank you for your interest in the Transition and Intervention Teacher role at Grace College.

We believe Grace College is a fantastic place to learn and teach. We're looking for someone who is passionate about ensuring students have the foundational knowledge that they need to access the secondary curriculum– someone who sees the power of having appropriate reading, writing and maths skills, enjoys teaching it creatively, and is committed to helping students make real progress.

At Grace College, we take pride in our intervention programmes, which focus on supporting students who are not yet secondary-ready. Our approach ensures students develop the skills and confidence they need to succeed in Year 7 and beyond. However, an increasing number of students transition to Grace College without the necessary foundational skills and knowledge in reading, writing and maths. This is for a range of reasons including additional needs, and therefore we are looking to expand our teaching time to ensure that we can alongside providing intervention for students in year 8-11 we are able to provided an enhanced timetable for a small group of students in year 7 to support their successful transition to secondary school.

The successful candidate will be part of a supportive and committed team that comprises of the Literacy Lead and Librarian who work together to provide high impact support for students under the guidance of the Vice Principal: Quality of Education. The successful candidate will work alongside other leaders to ensure we identify students who may need this level of support at the earliest stage during the transition process, building on our excellent relationships with our feeder primaries and building relationships with students and their families whilst still in primary school.

We value collaboration, encourage professional growth, and celebrate each other's successes. Grace College is a Christian ethos school that welcomes everyone, no matter their background, faith, or ability. We focus not just on excellent teaching but also on developing character, helping students grow into well-rounded individuals.

I'm looking for a teacher who love reading, have strong expertise in literacy and maths development, and are committed to giving students the best opportunities in life. We want Grace College to be a place where staff feel excited to teach and enjoy working with both students and colleagues.

Rachael Hooker
Principal

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

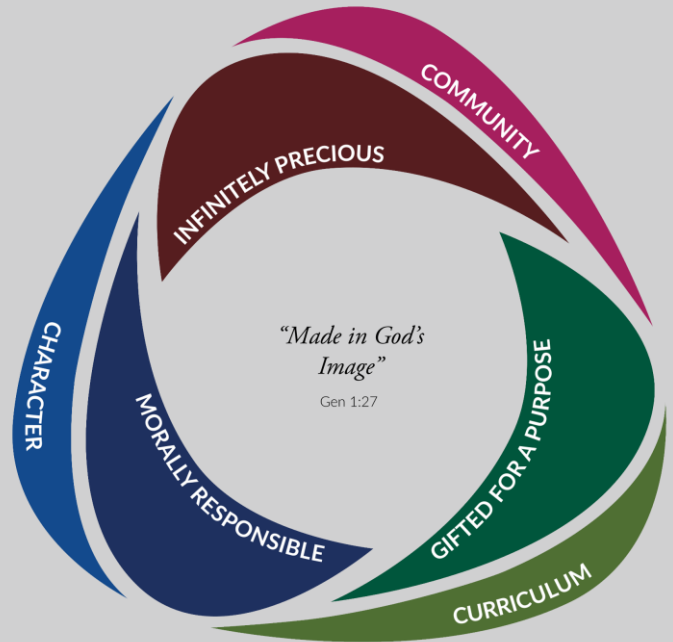
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES





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ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”

GRACE COLLEGE
All our students will
develop the following values:

COURAGE
We are determined to achieve
even in the face of difficulty.

HUMILITY
We avoid arrogance, being real
strengths and weaknesses.

INTEGRITY
We are honest with ourselves
our words and actions agree.

VALUES CHALLENGED, INSPIRED

THE ROLE

Responsible to the Literacy Lead for:

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

As well as maintaining the Teachers' Standards, the successful candidate will be responsible, through the Literacy Lead, to the Principal for:

1. Delivering high quality and high impact reading, handwriting and maths intervention so that students have the appropriate foundational knowledge to access the secondary curriculum:

- Planning and delivering targeted intervention to students who require this, using data to track their progress and success.
- Providing specific information to teachers about the reading, literacy and maths levels of students who are receiving intervention so that they can support them in the best way possible in lessons.
- Supporting the librarian and literacy lead to embed a love of reading among students as part of the wider literacy strategy including engaging with parents about their child's reading and how to further develop it.

2. Supporting students who have not secured sufficient foundational knowledge at primary school to transition to secondary school successfully

- Supporting a small group of students in a nurture-style group, one or two lessons per day, delivering targeted and bespoke intervention to ensure they have the appropriate level of foundation English and maths skills to access the secondary curriculum. .
- Helping students gain the confidence and skills they need to make a smooth transition to Year 7 and access the secondary curriculum effectively by providing pastoral support to this group of students.
- Supporting leaders to identify those students who may not be secondary ready during the transition process in the summer term.

THE PERSON

We are looking for a teacher to join our team as Transition and Intervention Teacher, working closely with subject specialists and under the leadership of the Literacy Lead. The ideal candidate will be well-qualified, self-motivated, adaptable, and creative, with a passion for supporting students who are not yet secondary-ready and helping them make progress in reading and literacy.

As a teacher in this role, your main focus will be supporting and developing young people, seeing each student as an individual with unique potential, no matter their background or ability. You should be committed to high academic standards, skilled in leading reading interventions, and confident in supporting students with handwriting and foundational maths. We expect you to have high expectations for all students and believe that challenges such as low prior attainment, socio-economic deprivation, or special educational needs should not limit success.

While you don't need to be a Christian, we ask that all staff embrace and support our mission, values, and ethos. Our team is united by a strong sense of purpose, believing that every student is valuable, gifted, and responsible for their future. A desire to work with students who are not yet secondary-ready, including those with low starting points as well as those who are more able, is an essential prerequisite.

THE PERSON

PERSON SPECIFICATION

Candidates should be able to demonstrate the following:

- A Bachelor's Degree
- Primary teaching qualification and Qualified Teacher Status (QTS).
- Knowledge of current developments in reading and literacy, with a commitment to ongoing professional learning.
- Experience of successfully supporting reading interventions or literacy development, ideally with students who are not yet secondary-ready.
- The ability to articulate how a Christian ethos can be developed and the capacity to contribute to this.
- Excellent interpersonal skills with the ability to build strong, long-term relationships with colleagues, students, and parents.
- Strong communication skills and high levels of literacy.
- Excellent organisational skills, with the ability to plan and track interventions effectively.
- High energy levels, adaptability, and a willingness to work hard.
- A commitment to raising student achievement and supporting students to become secondary-ready.
- Confidence in using spreadsheets and systems to support teaching, learning, and tracking progress.
- Willingness to participate in co-curricular activities where appropriate.
- Commitment to being part of the wider Grace College community

PERSONAL ATTRIBUTES

Candidates should be able to demonstrate the following:

- Be committed to student learning and raising achievement of all students through his/her teaching;
- Have very high expectations for the learning and achievement of all students;
- Be enthusiastic with the ability to inspire our students;
- Demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work;
- Demonstrate commitment, reliability, and integrity;
- Have energy and resilience;
- Be flexible and adaptable to changing circumstances and new ideas;
- Have the ability to get things done with imaginations, vision, drive, strength and character;
- Be a model of professionalism, through his/her conduct in and around the workplace and when representing the school;
- Exemplify excellence in his/her relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role.

A photograph of four students in school uniforms sitting at a long desk in a computer lab. The student in the foreground is a girl with a long braid, looking towards the right. Next to her is a boy looking at the camera with a slight smile. Behind him is another boy looking down at his keyboard, and further back is a fourth student. They are all using desktop computers with monitors and keyboards. The background shows more desks and windows.

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SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

SUPPORT

Investing in the development and growth of staff is something we believe passionately about. In doing so we seek to see the flourishing of all staff. Staff who are thriving support students to do the same, we therefore seek to do all we can to support staff in the endeavour of being an exceptional classroom practitioner.

All colleagues have access to a well-structured programme of continuous professional learning and have the option to pursue a National Professional Qualification through a national provider. Each member of staff has a line manager who is committed to their colleagues development, as well as being deeply interested in their wellbeing.

In addition to the normal remuneration package, which includes a contributory pension scheme, company sick pay, and maternity/paternity leave, Grace College staff also receive additional benefits. These include, a daily lunch allowance, free parking on site, and access to Care First, a free, confidential and independent resource available to all staff.





STUDENT DEVELOPMENT

We consider the development of each young person's character to be a vital part of what we do at Grace College. We do not want to simply develop compliance to a set of rules but teach young people how to have self-control and do what is right when no one is watching. Therefore, character development is one of the five themes of our personal development programme:

1. Relationships
2. Health and Wellbeing
3. Character
4. Rights and responsibilities
5. Futures

Students have dedicated time each week in their timetable in which the taught curriculum is delivered by their tutor. They also have an assembly each week led by the Heads of House where personal development and student support topics are covered.

However, personal development is so much more than the taught curriculum and we believe in providing a wealth of opportunities for young people to develop their talents, interests and passions. We offer an extensive after school co-curricular programme that we are seeking to grow further. Outdoor education experiences are offered to students in year 7 and 8 preparing them to consider signing up for the Duke of Edinburgh's award in year 9. We have committed to running an affordable residential for all students in year 7 and are developing this for year 8 students. In year 7 students will have the opportunity to attend Camp Grace, a 4-day camping experience in Edinburgh, we have now run this experience for two years and it is a highlight of the year long transition for year 7 students. Last year we also introduced an annual tradition of whole college events including the Christmas Carol Service, Easter Service, Sports Day at Gateshead Stadium and Presentation Evening at The Glasshouse, Gateshead. Our music and performing arts department offers annual events performances as well as LAMDA and peripatetic tuition for students, which participation in is growing every year.

Our four houses: Butler, Stephenson, Cookson and Swan are all lead by a Head of House and they also organise a range of house events each term as well as organising and promoting wider opportunities for students to engage in so that there is something special happening in college every day.



BUTLER HOUSE



COOKSON HOUSE



STEPHENSON HOUSE



SWAN HOUSE

APPLICATION DETAILS

Vacancy Details

Salary: M1 – UPS3 (£32,916 - £51,046.71)

Start date: Easter 2026

Location: Grace College, Gateshead

This is a permanent position, applicants looking for a part-time position may be considered timetable permitting.

Deadline

Closing date: 13th February 2026

Interviews to be held: Week commencing 16th Feb

How to apply:

Potential candidates are more than welcome to arrange a visit to the school. For further information, please visit www.gracecollege.org.uk or call HR on 0191 442 2000 or email hrgateshead@esf-mail.org.uk . A CV may be submitted to supplement your application but will not be accepted in replacement of a completed application form.

APPLY ONLINE HERE

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

