



# Teacher of English- Pedagogy and Transition Co-ordinator Alde Valley Academy

*Opportunity, Community, Excellence*



## Job Description: Teacher of English with TRL responsibility for Pedagogy and Transition Co-ordinator



**Reports To:** Head of Department

**Direct reports:** None

### **Role Purpose:**

To meet the Teachers' Standards and deliver high quality teaching and learning so all students make outstanding process.  
To contribute to raising standards of achievement (attainment and progress) at Alde Valley Academy.

### **Key responsibilities:**

#### Teaching and Learning:

- Plan and deliver high-quality English lessons across Key Stage 3 and Key Stage 4, inspiring students and fostering a love of the subject.
- Use a variety of teaching strategies to engage students with different learning styles and abilities.
- Assess, track, and report on student progress, providing timely feedback to support learning and achievement.

#### Pedagogy Responsibilities:

- Lead the development and implementation of pedagogical strategies within the English department.
- Support colleagues in enhancing teaching practices through mentoring, coaching, and sharing best practice.
- Monitor and evaluate the impact of pedagogical initiatives on student outcomes and teaching quality.

#### Transition Coordinator Responsibilities:

- Provide strategic leadership and collaboration with local feeder primary schools to align Early Years, KS1, and KS2 curricula, ensuring coherent progression and a seamless transition into Alde Valley Academy.
- Oversee the triangulation and analysis of KS2 reading and writing data from partner schools to inform strategic planning, shape evidence-based interventions, and drive sustained improvement in student outcomes.
- Champion the "Cradle to Career" approach in partnership with the Reach Foundation, fostering cross-phase collaboration and community engagement to raise aspirations, enhance curriculum continuity, and improve long-term outcomes.
- Lead the development of transition and literacy strategies that strengthen students' learning foundations, promote a culture of high achievement, and ensure alignment with whole-school improvement priorities at Alde Valley Academy.

#### Teaching (general):

- Plan and deliver lessons which have clear learning outcomes.
- Teach engaging and effective lessons that motivate, inspire and improve student attainment and progress.
- Set appropriate homework and mark.
- To mark and monitor students' work, assess and record students' progress and provide appropriate feedback which informs students how they can make further progress.
- Set clear and challenging targets for students that build on prior attainment.
- Use regular assessments to monitor progress and set targets.
- Use assessment data to inform intervention and future planning.
- Engage in a professional dialogue informed by lesson observation, learning walks and work scrutiny.
- Participate in the development and delivery of high-quality teaching of literacy and numeracy.
- Ensure lessons meet the needs of all students (SEND, Pupil Premium, Gifted and Talented).

- Ensure personal, social, moral and spiritual aspects of learning are incorporated into lessons when appropriate.
- Implement department and school rewards and behaviour policies in lessons.
- To lead and support other staff/volunteers in the classroom.
- To work in partnership with parents/carers and maintain regular and productive communication with them regarding progress and other issues.

#### Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with the school behaviour policy
- Manage classes effectively, using approaches which are appropriate to pupil needs in order to inspire, motivate and challenge
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of young people within the school, raising any concerns following school safeguarding procedures

#### In the department/school:

- Engage in a thorough process of monitoring and evaluating the quality of teaching and learning in the subject area in the context of the school's self-evaluation framework.
- Engage in collaborative planning and development within the department.
- Use all available data and information to inform planning, target setting and raising achievement.
- Carry out assigned tasks as identified in the Departmental Improvement Plan.
- Meet deadlines for the submission of data, information, reports as required.
- To attend parents' evenings to discuss and review student progress.
- To work collaboratively with staff outside the department in sharing information and strategies to maximise students' learning potential.

#### Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the school's appraisal policy

#### School Culture

- Have high expectations of what students will achieve.
- Have high expectations of colleagues.
- Challenge every individual to maximise their potential.
- Be pro-active in implementing whole academy policies and Improvement plans.
- Use praise and rewards when appropriate and respond to inappropriate behaviour at all times.
- Be an active participant in our learning community and work towards personal professional development targets.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop the departmental and Academy ethos that is totally committed to achievement.
- Participate in consultation and marketing events for parents and the wider community.

#### Professional development

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*Whilst every effort has been taken to summarise the main responsibilities of this post, the above list is not intended to be exhaustive.*

#### **All employees of Kingfisher Schools Trust will:**

- Ensure that they adhere to the trust code of conduct and all policies and procedures including those relating to child protection and safeguarding, equal opportunities, health and safety, security, confidentiality and data protection
- Support the school and departmental development plans and positively engage in continuous professional development activities
- Seek advice and escalate more complex issues to the appropriate person within the workplace structure, using discretion as appropriate
- Undertake any other duties in line with their level of responsibility, as reasonably directed by the line manager or the Headteacher or a person acting with delegated authority on their behalf



## Person Specification

Essential criteria	Desirable criteria
<u>Qualifications and education:</u> <ul style="list-style-type: none"> <li>• 2:2 Degree or above</li> <li>• Qualified Teacher Status</li> <li>• GCSE Maths and English (Grade A-C) or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree</li> <li>• Relevant professional qualifications</li> </ul>
<u>Experience and knowledge:</u> <ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum</li> <li>• Knowledge of effective teaching and learning strategies</li> <li>• A good understanding of how children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective behaviour management strategies</li> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a teacher at KS3 and KS4, with a track record of achieving successful outcomes for pupils of all abilities</li> <li>• Experience in creating and delivering engaging and challenging programmes of study</li> <li>• Experience of delivering teacher training or mentoring</li> <li>• Experience of identifying and delivering effective staff development to colleagues</li> <li>• Experience of peer observation process</li> <li>• Thorough knowledge of current subject specialist developments in the national curriculum</li> </ul>
<u>Skills and behaviours:</u> <ul style="list-style-type: none"> <li>• A commitment to child protection and safeguarding</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to maintain a professional manner in challenging and changing circumstances</li> <li>• High expectations for children's attainment and progress</li> <li>• Accuracy and reliability</li> <li>• A willingness to support the school development plan and promote the school and trust values</li> <li>• Excellent communication skills</li> <li>• Tact and discretion when dealing with confidential matters and sensitive situations</li> <li>• Approachable, friendly manner and a can-do attitude</li> <li>• Flexibility and integrity</li> <li>• A self-starter with the ability to work independently and as part of a team</li> </ul>	
<u>Professional development:</u> <ul style="list-style-type: none"> <li>• Commitment to personal professional development</li> </ul>	

