

Transition Teacher – Bridging the Gap
Job Description

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| Name: | |
| Job Title: | Transition Teacher – Bridging the Gap (Year 7 & 8) |
| Salary range / job grade: | MPS/UPS depending on experience |
| Responsible to: | SENCO |
| Responsible for: | The Transition Teacher – Bridging the Gap will deliver a broad and nurturing curriculum for identified Year 7 and 8 students who require additional support to make a successful transition to secondary school. The post holder will teach a small cohort across multiple subjects, building strong relationships, securing core skills and learning habits, and enabling students to access the full secondary curriculum with confidence. |
| Effective Date: | 01/09/2026 |
| Working Time: | <ul style="list-style-type: none">• Be available to teach pupils for 190 days of the school year• Be available for 5 extra days which will be specified by the Trust or Headteacher/Principal• Be available to perform duties as specified by the Headteacher/Principal for 1265 hours in any school year.• The above points will be pro rata for all part time posts• Participate in any reasonable activities of a professional nature as directed by the Headteacher/Principal. |

Role and Context

Duties and Responsibilities:

Teaching and Learning

- Plan and deliver high-quality, well-structured lessons in Science, Maths, English, History, Geography and RE for designated Year 7 and 8 classes.
- Embed a strong focus on literacy, numeracy and core learning skills within all lessons, regardless of subject.
- Differentiate effectively to meet a wide range of needs, including SEND, disadvantaged and vulnerable pupils.
- Use a range of teaching strategies and resources to support engagement, independence and resilience in learning.
- Contribute to and adapt schemes of learning, ensuring alignment with whole-school curriculum plans and subject leaders' expectations.

Assessment and Progress

- Use baseline information, primary transition data and ongoing assessment to identify gaps in knowledge, skills and understanding.
- Set clear, ambitious targets for students and regularly monitor progress against these.
- Provide timely, formative feedback to students that helps them understand how to improve.
- Record and report assessment information accurately, contributing to whole-school data cycles and progress reviews.
- Implement and review targeted interventions to address underachievement, in collaboration with subject leaders, SENCO and pastoral staff.

Transition and Pastoral Support

- Support a smooth transition from primary to secondary school, maintaining close links with primary partners where appropriate.
- Establish a calm, supportive and consistent classroom environment, underpinned by high expectations of behaviour and attitude to learning.
- Reinforce key routines, organisational skills and learning habits that enable students to access the wider curriculum.
- Work closely with Key Stage Co-ordinators, the SEND team and other pastoral staff to identify barriers to learning and put in place appropriate support.
- Contribute to the planning and implementation of reintegration pathways into the wider timetable where appropriate, ensuring transitions between classes are well managed.

Communication and Collaboration

- Build positive, professional relationships with students, parents and carers, providing regular updates on progress and support.
- Liaise regularly with subject leaders to ensure curriculum coverage, assessment and standards remain consistent with departmental expectations.
- Work collaboratively with colleagues across the school, sharing strategies and best practice to support this cohort.
- Attend and contribute to relevant meetings, including progress reviews, SEND reviews and parent evenings.

Safeguarding and Pupil Welfare

- Promote and safeguard the welfare of children and young people in line with school policies and statutory guidance.
- Be alert to, and act upon, safeguarding concerns, following school procedures.
- Support the promotion of good attendance, punctuality and positive behaviour for learning.

Wider Contribution

- Contribute to the wider life of the school, including enrichment activities and, where appropriate, extracurricular provision for this cohort.
- Participate in continuing professional development and performance management processes, engaging actively with training linked to transition, SEND and inclusive practice.
- Uphold and promote the school's ethos, values and policies at all times.

Person Specification

Qualifications and Training

- Qualified Teacher Status (QTS).
- Degree (or equivalent) in a relevant subject area.
- Evidence of recent and relevant professional development.

Experience

- Successful experience of teaching in a secondary or upper Key Stage 2 setting.
- Experience of teaching more than one subject and/or working in a cross-curricular role (desirable).
- Experience of working with pupils with a range of needs, including SEND and disadvantaged pupils.
- Experience of supporting transition between primary and secondary phases (desirable).

Knowledge and Skills

- Strong understanding of effective teaching, learning and assessment across Key Stage 3.
- Secure knowledge of at least one of the following subjects: Science, Maths, English, History, Geography or RE, with the ability to teach across the remaining areas at KS3.
- Good understanding of strategies to support literacy, numeracy and learning habits across the curriculum.
- Ability to use assessment information to identify gaps, plan interventions and monitor impact.
- Strong classroom management skills, with the ability to create a calm, purposeful learning environment.
- Effective communication skills, both written and oral, with students, staff and parents.

Personal Qualities

- A caring, patient and resilient approach to working with vulnerable and/or anxious learners.
- High expectations for all pupils, with a commitment to inclusion and narrowing gaps in attainment.
- Flexible, adaptable and willing to teach across a range of subjects.
- Well-organised, reflective and able to manage time and workload effectively.
- A team player who is willing to share ideas and collaborate with others.
- Commitment to safeguarding and promoting the welfare of young people.

General Information and review:

- The job specification details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes for the job. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder.
- All work performed/duties undertaken must be carried out in accordance with relevant school policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

Signature:

Date:
