

## SEND Transition Teacher (Year 7 'Bridge Class') Maternity Cover

**Salary and Contract: 0.6 FTE - full time considered, (M1-M6; UPS1-UPS3)**

Bridge Learning Campus is looking to appoint a Transition Teacher to work as SEND/Year 7 transition teacher.

Thank you for your interest in the position of Transition Teacher at Bridge Learning Campus Bristol. We are seeking a dedicated and enthusiastic teacher to support some of our most vulnerable pupils to make a successful transition from Year 7, enabling them to be ready for success in Year 8 and beyond. This is a full-time role, maternity cover, starting in May 2026.

Bridge Learning Campus is an all-through school that draws students mostly from the areas of Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West in which are some of the wards of highest deprivation in our city. We receive a pupil premium grant for over 55% of our students and many children join our school in nursery, reception or in Year 7 below the age-related expectations for personal and academic development. We are committed to accelerating their progress and empowering them to be confident young adults.

Approximately 30% of our pupils are on the SEND register and our Bridge Class provides a bespoke curriculum with a balance of nurture and challenge for these pupils in Year 7 that need more personalised support before they are secondary ready. The successful applicant for this role will be the main class teacher for this small group (maximum 15 pupils), led by our SENDCo and supported by teaching assistants.

Our pupils have ambition, manners, respect, loyalty and character. At times, they may find it difficult to demonstrate confidence and resilience but our vision, and that of our Trust, is to improve the personal development and outcomes for children and young people by promoting communities that trust in learning. Our curriculum aims to instil our students with the confidence, knowledge and skills they need for life in modern Britain and this is anchored around our commitment to reading, oracy and the development of our students' cultural capital.

### **What We're Looking For**

We are seeking to appoint someone who is ambitious and driven, skilled and knowledgeable about pedagogy and cognitive science and who is keen to take on a role in a school where their commitment is valued. If this might be you, then I encourage you to look closely at this opportunity.

The Transition teacher will work with SEND students who will be taught their core & foundation curriculum by one teacher, following a primary model of single class teaching. This will be complemented by specialist support in areas such as PE & Creative. This role would suit both current practitioners in both primary and secondary phases. If you are passionate about giving vulnerable students a firm foundation in their first year of secondary school and understand the core principles of good primary practice, then this is a job for you. You will plan and deliver creative and stimulating lessons across a range of subjects, ensuring accelerated progress within the transition area.

### **Key Responsibilities**

The students in our Bridge class will have either an Education Health Care Plan or be on the SEND register with primary needs in the following areas: Cognition & Learning, Communication & Interaction, Sensory and some may have issues with their Social & Emotional needs. Some of them might be working at an academic level that allow inclusion into some mainstream lessons.

Over the last four years we have dedicated time into building a curriculum that is well sequenced and builds on prior knowledge. Bridge Class is a nurture based alternative curriculum that compliments the mainstream offer but ensures



that learning needs are met. This entry level curriculum has a focus on curriculum content being aspirational but accessible; ensuring that success is built into task to raise confidence and reduce any risk of failure motivation.

Dual Classes support these learners in Year 8-11 to gain entry level accredited qualifications that are co-teachable with GCSEs.

### **What We Offer**

- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and training suited to the role
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority

### **How to Apply**

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to [recruitment@tila.school](mailto:recruitment@tila.school)

### **Key Date**

Closing date: Tuesday 24<sup>th</sup> February 2026  
Interview date: Friday 27<sup>th</sup> February 2026  
Start date: May 2026

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

## How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates via MyNewTerm. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on [recruitment@tila.school](mailto:recruitment@tila.school)

### **Interview Process**

After the closing date, short listing will match your skills / experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

## Job Description

<b>Job title</b>	SEND Transition Teacher
<b>Location</b>	Bridge Learning Campus
<b>Salary</b>	M1-M6; UPS1-UPS3
<b>Reporting to</b>	SENCo
<b>Responsible for</b>	N/A
<b>Role Summary</b>	The position of Transition Teacher at Bridge Learning Campus Bristol. We are seeking a dedicated and enthusiastic teacher to support some of our most vulnerable pupils to make a successful transition from Year 7, enabling them to be ready for success in Year 8 and beyond. This is a full-time role, maternity cover, starting in May 2026.
<b>Working pattern</b>	0.6 - FT opportunity. Working pattern in line with school day and hours can be discussed at interview
<b>Safeguarding</b>	<i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Trust in Learning (Academies) are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i>

### Generic responsibilities:

- All members of staff at Trust in Learning have a collective responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- All members of staff have a responsibility for helping to develop and secure continued improvement for their 'school' or phase of education
- To play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this



## Part 1: Teaching

Responsibility for:	To include:
Teaching and Learning	<p>Prepare and teach lessons of a high standard to the students according to their educational needs:</p> <ul style="list-style-type: none"> <li>Follow designated programmes of study, and lead contributions to new ones</li> <li>Secure engagement and enjoyment of learning by students in your charge</li> </ul>

	<ul style="list-style-type: none"> <li>Assess, record and report on attendance, progress, development and attainment</li> <li>Ensure effective and efficient deployment of classroom support</li> </ul> <p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>Maintain discipline in accordance with school policies and procedures and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework and maintenance of a pleasant subject focused learning environment.</p> <p>Contribute to and adhere to school quality procedures, including monitoring, evaluation and review</p> <p>Maintain regular and productive communication with parents about their child's progress and behaviour and development, including attending after school parent meetings as required</p> <p>Participate in the applications of the department homework policy which includes setting and marking of homework and monitoring homework diaries/planners.</p>
Curriculum knowledge	<p>Demonstrate strong knowledge and understanding of</p> <ul style="list-style-type: none"> <li>Your teaching subject(s)</li> <li>Principles and practices of effective teaching and learning</li> <li>Principles and practice of monitoring, assessment and evaluation</li> <li>Preparation and development of schemes of work and resources to enhance the curriculum</li> <li>The application of information and communications technology (ICT) to learning, teaching and assessment</li> </ul> <p>Contribute to the process of curriculum development, working closely with and consulting</p>

	<p>teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students in line with the school's strategic priorities</p> <p>Organise and participate in exciting and motivating trips and events</p>
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<b>Attributes and professional contribution to the community</b>	<p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p> <p>Contribute positively and effectively to your teams and to working relationships across the school through positive contributions in academic, pastoral and other school meetings.</p> <p>Make a positive contribution to the wider life and ethos of the school.</p> <p>Take responsibility for improving teaching through appropriate professional development, responding to advice, and feedback from colleagues.</p> <p>Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate</p>
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## Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - d) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - d) Showing tolerance of and respect for the rights of others
  - d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - d) Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the campus in which they teach and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher or Senior Leadership Team.

## Review of Performance

The Appraisal Cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

## Code of Conduct

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

### **Generic Responsibilities**

- To follow all Campus policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with Students in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the campus's commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the campus in such a way that it enhances the reputation of BLC
- To seek to improve the quality of the Campus's service
- To present oneself in a professional way that is consistent with the values and expectations to the campus.

## Person Specification

Key: A = Application form, I = Interview

	Source of Evidence	Essential	Desirable
<b>Qualifications and Training</b>			
Qualified Teacher Status	A	Y	
Higher degree/qualification	A		Y
<b>Relevant Experience</b>			
Broad subject knowledge across the curriculum at KS2 and/or KS3	A/I	Y	
Strong understanding of evidence/research-based pedagogy that leads to high standards in learning.	A/I	Y	
Knowledge and experience of using the SEND code of practice and teaching a range of abilities.	A	Y	
Experience of teaching students with a range of SEND needs.	A		Y
Experience of implementing academic and pastoral intervention strategies to support pupils	A		Y
<b>Abilities and Attributes</b>			
Excellent classroom management and high standards of classroom organisation.	A/I	Y	
A willingness to teach the core subjects or Numeracy & Literacy.	A	Y	
A willingness to teach a specialist area of the curriculum, such as Science or Humanities.	A	Y	
The ability to demonstrate strong practice of effective teaching and learning	I	Y	
Ability to work as a proactive team worker and independently	A/I	Y	
Excellent communication skills using a range of media	I	Y	
High level administrative and organisational skills	I	Y	
Trained in early reading strategies e.g. phonics	A		Y
Setting high expectations, maintaining high standards of participation, achievement and behaviour	A	Y	



Commitment to inclusive education and belief that all students can succeed	A	Y	
Commitment to embedding equality in all aspects of your work	A	Y	
An enthusiasm to inspire students and their parents	A/I	Y	

## Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our website: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

### Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.