BROMLEY TRUST ACADEMY

JOB DESCRIPTION

Job Title
English Teacher and Assessment & Transition Lead
Grade
Qualified Teacher Status (MPS - UPS)
Responsible To
Assistant Head of School
Location
Bromley Trust Academy

Main Purpose of the Role

To deliver high-quality, inclusive and ambitious English teaching that enables pupils to achieve positive academic outcomes and develop the knowledge, skills and confidence needed for their future education, employment and adult life.
To lead and coordinate the Assessment and Transition Centre, ensuring that all pupils receive a positive, supportive and successful induction into Bromley Trust Academy through effective assessment, transition planning and multi-agency working.
To contribute to a culture of high expectations, safeguarding, inclusion and positive relationships, supporting pupils with social, emotional and mental health needs, SEND and other vulnerabilities to overcome barriers to learning and achieve successful outcomes.
To play a key role in promoting attendance, engagement, personal development, wellbeing and preparation for next steps, including reintegration, specialist provision, further education, training and employment.

Key Responsibilities

Teaching and Learning

The post holder will:

- Deliver high-quality English teaching which promotes achievement, progress and engagement for all pupils.
- Plan and deliver an ambitious, broad and balanced curriculum which meets the needs of learners within an Alternative Provision setting.
- Create a safe, nurturing and purposeful learning environment where pupils feel respected, valued and able to succeed.
- Adapt teaching strategies to meet individual learning needs including pupils with SEND, SEMH needs, literacy difficulties and disrupted educational experiences.
- Implement trauma-informed and restorative approaches which support positive behaviour and emotional regulation.
- Develop pupils' literacy, communication and vocabulary skills across all areas of learning.

- Assess, monitor and record pupil progress accurately using academy systems and assessment processes.
- Set aspirational targets and support pupils to achieve their full potential.
- Use assessment information effectively to plan interventions and remove barriers to learning.
- Track attainment, progress and engagement within English and contribute to whole-school quality assurance processes.
- Prepare pupils for internal and external assessments and examinations.
- Maintain accurate records of learning, progress and achievement.
- Work collaboratively with colleagues to improve teaching, learning and outcomes across the academy.
- Contribute to curriculum development and improvement planning.
- Promote pupils' personal development, resilience, independence and readiness for adulthood.

Assessment and Transition Lead Responsibilities

The post holder will lead and coordinate the Academy's Assessment and Transition Centre and will:

- Coordinate the admission, induction and transition process for all new pupils.
- Conduct baseline assessments to identify academic attainment, literacy levels, SEND needs, strengths, interests and barriers to learning.
- Gather and analyse information from commissioning schools, parents/carers, local authorities and external agencies.
- Ensure all relevant safeguarding, attendance, SEND, behaviour and pastoral information is gathered and disseminated appropriately.
- Identify risks and vulnerabilities and ensure effective support is in place from the outset of placement.
- Support the development of Personal Support Plans (PSPs), Individual Education Plans (IEPs), risk assessments and behaviour support plans.
- Coordinate transition meetings and review processes.
- Work collaboratively with pastoral teams, teachers, therapists and external professionals to support successful placement and integration.
- Monitor pupils' attendance, behaviour, wellbeing and engagement during transition periods.
- Provide recommendations regarding individual support, curriculum pathways and intervention strategies.
- Maintain accurate records relating to admissions, assessments and transition planning.
- Evaluate the effectiveness of transition arrangements and implement improvements where required.
- Support reintegration planning and transition pathways to schools, specialist provision, post-16 education, employment or training.

Safeguarding and Child Protection

The post holder will:

- Safeguard and promote the welfare of children and young people at all times.
- Comply with statutory safeguarding duties and academy policies, including Keeping Children Safe in Education.
- Maintain up-to-date knowledge of safeguarding, child protection and contextual safeguarding risks.
- Recognise and respond appropriately to signs of abuse, neglect, exploitation, county lines activity, radicalisation, mental health concerns and other safeguarding risks.
- Report concerns promptly using academy safeguarding procedures.
- Work closely with the Designated Safeguarding Lead and wider safeguarding team.
- Contribute to risk assessments, safeguarding plans and multi-agency support arrangements.
- Maintain appropriate professional boundaries.
- Promote online safety and educate pupils about keeping themselves safe.
- Attend safeguarding training and updates as required.

Attendance, Behaviour and Personal Development

The post holder will:

- Promote high standards of attendance, punctuality and engagement.
- Support pupils to overcome barriers to attendance and participation.
- Develop positive and trusting relationships with pupils.
- Use restorative approaches to support behaviour and relationship building.
- Encourage pupil voice and participation.
- Promote equality, diversity and inclusion.
- Support pupils to develop confidence, resilience, self-regulation and social skills.
- Contribute to pupils' spiritual, moral, social and cultural development.
- Promote British Values and preparation for life in modern Britain.
- Support careers education and preparation for adulthood.

Partnership and Multi-Agency Working

The post holder will:

- Work in partnership with parents, carers and families to support pupils' academic and personal development.
- Build positive relationships with commissioning schools and local authority colleagues.
- Attend and contribute to multi-agency meetings as required.

- Work collaboratively with social workers, Virtual Schools, CAMHS, educational psychologists, SEND teams, youth services and other professionals.
- Contribute to Annual Reviews, PEP meetings, Child Protection Conferences, CIN meetings and Team Around the Child meetings where appropriate.
- Provide written reports and professional advice to external agencies and stakeholders.

Quality Assurance and School Improvement

The post holder will:

- Contribute to school self-evaluation, development planning and improvement priorities.
- Support the academy's response to inspection and regulatory requirements.
- Engage positively with quality assurance processes including learning walks, work scrutiny and data analysis.
- Share effective practice with colleagues.
- Participate fully in professional development opportunities.
- Support the academy's commitment to continuous improvement.

General Responsibilities

The post holder will:

- Carry out duties in accordance with the School Teachers' Pay and Conditions Document.
- Comply with academy policies and procedures.
- Uphold the values and ethos of Bromley Trust Academy.
- Promote equality of opportunity and inclusion.
- Maintain confidentiality and data protection requirements.
- Use academy systems effectively for communication, assessment and record keeping.
- Undertake administrative duties associated with the role.
- Participate in meetings, training and professional development.
- Undertake other duties commensurate with the level of the post as reasonably required by the Senior Leadership Team.

BROMLEY TRUST ACADEMY

PERSON SPECIFICATION

Qualifications

Essential

- Qualified Teacher Status.
- Degree or equivalent qualification.
- Evidence of continuing professional development.

Desirable

- SEND qualification or relevant specialist training.
- Qualification relating to SEMH, safeguarding or leadership.

Knowledge and Experience

Essential

- Successful secondary teaching experience with evidence of raising achievement.
- Experience working with pupils with SEND, SEMH or additional vulnerabilities.
- Understanding of Alternative Provision and its role within the wider education system.
- Knowledge of the National Curriculum and examination specifications.
- Experience of assessment, monitoring and tracking pupil progress.
- Experience of multi-agency working.
- Knowledge of safeguarding legislation and Keeping Children Safe in Education.
- Understanding of attendance, inclusion and behaviour improvement strategies.

Desirable

- Experience leading transition, admissions or assessment processes.
- Experience within Alternative Provision, Special School or PRU settings.
- Experience supporting reintegration and post-16 pathways.

Skills and Competencies

Essential

- Excellent classroom practice.
- Strong behaviour management and de-escalation skills.
- Ability to build positive relationships with vulnerable young people.
- Ability to identify and respond appropriately to safeguarding concerns.
- Excellent communication and interpersonal skills.
- Ability to analyse and interpret attendance, behaviour and attainment data.
- Effective report writing and record keeping skills.
- Strong organisational and time-management skills.
- Ability to work effectively as part of a multidisciplinary team.
- Ability to engage positively with parents, carers and external agencies.
- Competence in the use of ICT systems to support learning and administration.

Personal Qualities

Essential

- Commitment to safeguarding and child welfare.
- Commitment to inclusive education and equality of opportunity.
- High expectations of pupil achievement and conduct.
- Resilience, flexibility and emotional intelligence.
- Professional integrity and accountability.
- Commitment to continuous professional development.
- Ability to maintain professional boundaries.
- Commitment to restorative and trauma-informed practice.
- Positive attitude and solution-focused approach.
- Commitment to the vision and values of Bromley Trust Academy.

Safeguarding Statement

Bromley Trust Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to safer recruitment procedures including enhanced DBS clearance, online searches, prohibition checks, reference checks, verification of qualifications and right to work in the UK, in accordance with Keeping Children Safe in Education.