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| POST TITLE | Class Teacher (Transition) |
| DIRECTORATE | Education and Children’s Services |
| SERVICE | Schools and Lifelong Learning |
| RESPONSIBLE TO | Head Teacher of a nominated Learning Community school |

POST: CLASS TEACHER (TRANSITION)
SCHOOL: Forrester Learning Community School

Section 1: Background information about Learning Community

Schools in Learning Community:

Base School: Broomhouse Primary School
Headteacher: Tamar Huxford
School Address: 39 Saughton Rd N, Edinburgh EH11 3RQ
Tel: [0131 443 3783](tel:01314433783)
Website: broomhouseprimaryschool.com

E-mail: admin@broomhouse.edin.sch.uk

Teaching time: 35 hours Permanent

Learning Community Renewal Plan:

The priority for 2025/26 has been improvement in attainment in Numeracy/Maths with a focus on fractions, decimals and percentages. Closing the attainment gap between the most and least disadvantaged children and young people.

Section 2: Job Outline

The Class Teacher (Transition) will support the implementation of City of Edinburgh Council Attainment work, through supporting effective Literacy, Numeracy and Health and Wellbeing learning and curricular transition across our education establishments.

This role has a particular focus on closing the poverty related attainment gap whilst raising attainment.

The Class Teacher (Transition) will work with P5 – S3 pupils.

The Class Teacher (Transition) will have a knowledge of current theories and practice relating to effective classroom teaching is required, along with an ability to ensure that such theories and practice are successfully implemented, taking account of school, Council and National Priorities.

The Class Teacher (Transition) will undertake the duties outlined for all teachers as set out in 'A Teaching Profession for the 21st Century'.

MAJOR TASKS/JOB ACTIVITIES:

The Class Teacher (Transition) will undertake specific duties related to the following:

- To support and promote high quality teaching and learning, to raise attainment in Literacy, Numeracy and Health and Wellbeing across P5 – S3
- To support the implementation of national and local priorities, with a particular focus on in Literacy, Numeracy and Health and Wellbeing developments.
- To support identified pupils with their learning and progression in in Literacy, Numeracy and Health and Wellbeing across transition (P7 – S1).
- To assess, record, track and report on the progression of identified pupils (in Literacy, Numeracy and Health and Wellbeing).
- To work collaboratively with colleagues from all sectors to team teach, using opportunities to model Literacy, Numeracy and Health and Wellbeing pedagogy across sectors.
- To promote the direction, scope and pace of curriculum development.
- To work with and advise colleagues in a professionally supportive and practical manner to ensure best practice in the classroom.
- To promote active participation of pupils in classroom experiences and their participation in self-evaluation and target-setting exercises in line with school policy
- To work with P7 and Secondary staff to enhance the transition experience of pupils
- To lead the sharing of best curricular transition practice across the city, working with the QIEOs for Transition and with each learning communities' Class Teachers (Transition).
- To disseminate advice regarding appropriate resources and pedagogy to support good curricular transition practice across establishments within the learning community.
- To support opportunities for cross sector professional dialogue and learning.
- To meet parents/carers and specialist agencies as necessary

Section 3: Any special requirements

The Class Teacher (Transition) will have significant relevant experience as a qualified teacher and have achieved the highest level of professionalism in the classroom.

A sound knowledge of current national curricular developments and teaching and learning theory and practice and willingness to keep abreast of such developments and theory will be required. Evidence of a clear ability to implement and evaluate such methodology will also be of critical importance.

The Class Teacher (Transition) must be able to demonstrate an ability to work effectively within a team and organise workload to meet deadlines. Good management liaison, communication and presentational skills and a commitment to maximising pupil progress are essential to this post.

The Class Teacher (Transition) should demonstrate:

- proven ability to form good relationships with pupils, parents/carers, staff and the wider community
- enthusiasm, energy, commitment, initiative, optimism and flexibility
- an empathy with pupils
- a commitment to personal development

Section 4: Additional Information

The City of Edinburgh Council is an equal opportunities employer and will prevent discrimination, particularly on the grounds of sex, marital status, race, colour, religious belief, political belief, sexuality, nationality, ethnic origin, age, trade union activity, responsibility for dependants or employment status.

Note: Candidates are required to be registered, or eligible to be registered with, the General Teaching Council for Scotland (GTCS).