

## JOB DESCRIPTION

Job Title:	Year 7 Transition Lead
Contract:	Permanent
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Assistant Headteacher/Senior Leadership
Liaison with:	All Staff, Senior Leadership Team, Students, Parents/Carers, External visitors

### Purpose of job

To take responsibility for the transition of students from the primary to secondary stage of education. Be responsible for the management and development of a transition within the school which will include addressing the needs of students who need particular help to overcome barriers of learning.

### Duties and responsibilities

- Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all students and encourage students to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
- The role may include supporting and implementing students' personal programme, including social, health, physical, hygiene, and welfare matters. The student may also need assistance to access different areas of the school.
- Implement Individual Education Plans and Behaviour Plans.
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.
- To provide intervention strategies to students who experience barriers to their learning.
- To liaise with relevant colleagues to agree appropriate mentoring for any disadvantaged or disaffected students not already identified and/or those at risk of disengagement.
- To work with identified vulnerable students and any others requiring support.
- To work with students and in partnership with parents, appropriate staff and other agencies to bring about improved behaviour and attendance at academy.
- To provide support for staff by attending liaison meetings with them of the school

### **Pastoral Support**

- Support teachers to secure effective KS2/3 and KS4/5 transition for all pupils.
- Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in student learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
- Assist with the display of students' work as required.
- Liaise and work with primary schools.
- Support the organisation of open evenings and transition days.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Organise and deliver out-of-school learning activities within guidelines established by the school.
- Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
- To support and organise student transition between years
- To track and monitor targeted students where there are concerns over attendance (e.g. attendance deteriorating or returners to school) in partnership with existing academy systems
- To act as a role model to students and approach and question students on behaviour, punctuality and dress
- To support students working with external agencies such as CAMHS and complete referrals (in liaison with SENCo)
- To provide rapid/immediate response to staff when there are incidents on and off site and follow up as soon as possible with students and families

### **Conditions of Employment**

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

### **Safeguarding and Data Protection**

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the team, ensuring they follow safeguarding procedures.

### **Additional conditions**

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
  - The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
  - The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
  - To undertake appropriate professional development including adhering to the principle of performance management.
  - To promote the vision and aims of the Trust.
  - To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
  - To attend meetings, training days and CPD sessions.
  - To be an effective team player and support the functions of the ATLP.
  - Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
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- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
  - To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order  
<https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

**PERSON SPECIFICATION: Year 7 Transition Lead**

Method of Assessment: A.F. = Application Form; I = Interview;

CRITERIA		Essential/ Desirable	M.O.A.
<b>EDUCATION/ QUALIFICATION</b>	<ul style="list-style-type: none"> <li>GCSEs including English and Maths grade 9-4 (A to C) or equivalent</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Qualification relating to working with young people</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Evidence of continuous professional development</li> </ul>	D	AF/I
<b>EXPERIENCE</b> (Relevant work and other experience)	<ul style="list-style-type: none"> <li>Experience of working in a school or education setting</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Experience of working with and mentoring young people</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Knowledge of current educational issues</li> </ul>	D	AF/I
	<ul style="list-style-type: none"> <li>Leading or managing initiatives based on good relationships with students and staff</li> </ul>	E	AF/I
<b>SKILLS AND ABILITIES</b> (Eg Written communication skills, dealing with the public)	<ul style="list-style-type: none"> <li>Understanding of principles of child development, learning styles and independent learning</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Understanding of inclusion, especially within a school setting.</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Ability to relate well to students</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Demonstrate emotional resilience in working with challenging behaviours</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Good ICT skills</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Excellent interpersonal skills</li> </ul>	E	AF/I
	<ul style="list-style-type: none"> <li>Ability to interpret varying situations and adapt accordingly</li> </ul>	E	AF/I
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Willingness to participate in further training and development opportunities offered by the school/Partnership</li> </ul>	E	AF/I
<b>OTHER</b>	<ul style="list-style-type: none"> <li>Ability to demonstrate commitment to Equal Opportunities</li> </ul>	E	AF/I
<b>CONTRA INDICATION</b>	Positive Disclosure relating to young people or vulnerable adults		