

KEPIER



JOB DESCRIPTION

Name:

Job Title: Shine: Transition Worker

Salary Scale: NJC

Point Range: 9 - 12 FTE £27,254 to £28,598

3 Year Fixed Term Contract Starting on: TBC

Weeks per year: 38 weeks + 4 weeks

Contractual hours: 37 per week **Hours to be worked:** Monday to Thursday 8.00 am - 4.00 pm
Friday: 8.00am – 3.30pm

Lunch break: 30 minutes (flexibility will be required)

Purpose of Job:

The Transition Worker will play a key role in supporting Year 6 learners as they move into Key Stage 3, complementing and enhancing the already embedded transition programme offered by the employing school. This role will deliver a performing arts-based approach to transition, helping learners build confidence, communication skills, emotional resilience, and curriculum knowledge.

Through structured drama, music, storytelling, and leadership activities, the Transition Worker will provide tailored support, particularly for SEND learners and gifted students. They will work across primary schools within the cluster, ensuring curriculum continuity and alignment with Kepier's transition programme.

Additionally, the role will champion oracy development, embedding Voice 21 principles to improve learners' spoken communication, self-expression, and collaborative skills. Enrichment activities for gifted and talented learners will offer challenge and aspiration, ensuring high engagement and progression.

By working alongside the existing transition programme, the Transition Worker will reinforce positive relationships between learners, staff, and families, ensuring a seamless and supportive move into Key Stage 3.

Principal Duties:

- **Deliver tailored performing arts-based interventions**, including drama, music, storytelling, and leadership challenges to support oracy and transition needs.
- **Development of oracy**, embedding structured oracy practices to improve learners' ability to articulate ideas, engage in discussions, and develop public speaking confidence through the Voice 21 programme..
- **Support gifted and talented learners**, offering advanced activities that promote creativity, independent thinking, and leadership development.
- **Work across schools within the cluster**, collaborating with primary and secondary staff to ensure curriculum continuity and smooth learner progression.
- **Address transition-related anxieties**, providing emotional and social support to improve confidence and school readiness.
- **Encourage attendance and engagement**, ensuring learners feel motivated, valued, and prepared for Key Stage 3.
- **Monitor transition outcomes**, offering follow-up support in Year 7 to reinforce progress and bridge any gaps in learning or emotional well-being.

General Requirements

- To attend and participate in meetings, training and development activities as required.
- To participate in schemes of assessment, professional development and review.
- To establish constructive relationships and communicate with the other agencies/professionals, in liaison with the teacher, to support achievement and progress of learners.
- To be an effective role model for the standards of behaviour expected of learners.
- To have due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
- Support the exam team when necessary.
- Work collaboratively to ensure cover during school holiday periods.

Professional Values and Practices

- To have high expectations of all learners; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- To treat learners consistently with respect and consideration, and being concerned with their development as learners.
- In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- To work collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- To reflect upon and seek to improve personal practice.
- To work within school policies and procedures and be aware of legislation relevant to personal role and responsibility in the school.
- To recognise equal opportunities issues as they arise in the schools and respond effectively, following school policies and procedures.

- To build and maintain successful relationships with learners, parents/carers and staff.
- The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated, and services delivered in a fair and consistent manner.

The post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

Any other duties of a similar nature related to the post, which may be required from time to time.

The Post holder will be required to comply with all School policies, including the no smoking policy.

Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that is not specified in this job description.

The post holder must be willing to undertake First Aid at Work training and carry out the role.

The post holder must be willing to undertake Fire Warden training and carry out the role.

Responsible to: Line Manager, SLT, Headteacher

- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by Management to reflect changes in the job which are commensurate with the salary and job title.

Safeguarding

- Employees should be aware that the school will take any reasonable action to ensure the safety of its learners.
- In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCP (Sunderland Safeguarding Children Procedures) Child Protection Procedures and inform Children's Services Social Care of their concern.

The post holder must comply with Health & Safety rules and regulations and with Health & Safety Legislation.

The post holder must carry out his or her duties with full regard to the School's Equal Opportunities Policy.

Kepier operates a **no smoking policy** in its building and grounds.

Signed (Employee)..... Date.....