

**Transition Coach - JOB DESCRIPTION**

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| **Job title:** | Transition Coach |
| **Post number:** | Limes 03 24/25 |
| **Grade:** | NJC 6 (points 16 – 20) |
| **Contract** | Permanent |
| **Hours:** | 36 hours per week, term time only plus five INSET days plus one week to be worked in the school holidays (negotiated with line manager)  Some working out of school hours may be required |
| **Responsible to:** | Assistant Head |
| **Job purpose:** | To provide support and guidance to KS4 students transitioning The Limes College and Saffron Valley Collegiate who are experiencing significant barriers preventing them from progressing into positive destinations and at risk of being not in employment, education, or training (NEET) post-16. |
| **Key internal contacts:** | Head Teachers  Assistant Head  DSLs  Y11 students  Teachers  Curriculum Leaders  Careers and Destinations Officer |
| **Key external contacts:** | Parents/Carers  Employers  Further Education colleges  Schools  Multi-agency workers  Task Force |
| **Special consideration:** | Hold a clear Enhanced DBS check  Required to have own transport to travel between FE colleges, schools and homes. |

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| **Specific duties**  This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.  Pastoral and support for individual students and their families   1. Work with the Careers and Destinations team to ensure the Limes College and Saffron Valley Collegiate continue to make progress to meet the Gatsby Benchmarks. 2. To action outcomes of careers interviews as directed by the Careers and Destinations Officer. 3. Work directly with Year 10 and Year 11 students to ensure they make a smooth transition into the next steps of their education or first steps into a career. 4. Track and monitor the destinations of school leavers and signpost students who are not in employment education or training to NEET team or other support. 5. Assist in ensuring the Careers Education Information Advice and Guidance (CEIAG) remains high profile within The Limes College and Saffron Valley Collegiate, including updating display information, providing resources for tutor times, updating the post 16 diary and keeping school websites information up to date and relevant. 6. Liaise with providers (FE colleges apprenticeship providers) and families over key students and identify appropriate support measures to keep them actively engaged in education or training. 7. Proactively identify opportunities for students to undertake work experience during Key Stage 4 by building a network of local business partners. 8. Attend a range of meetings with parents, careers, schools and other professionals, keep accurate records and ensure outcomes are actioned. 9. Ensure an exit strategy and boundaries are in place so students and families do not become dependent upon the coach or other support. 10. Provide information to parents on supporting and understanding transitions. 11. Produce clear and effective service-user reports and collect, record and interpret impact measurement and outcomes data. 12. Record activities and information accurately and appropriately using relevant Management Information Systems - SIMS, CPOMS and Compass Plus. 13. Provide outreach work for other schools on careers guidance as required. 14. Support linked students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt. 15. Undertake staff lunch duties, as published on rota.   Communication   1. Attend and contribute to daily briefings, team meetings, training and wider organisational meetings. 2. Participate in meetings to report on performance, progress and development of the service. 3. Support colleagues with data gathering, interpretation and practical application. 4. Have an effective working relationship with key partner agencies (e.g. police, housing, health, adult and children’s social care, schools). 5. Attend such meetings as deemed appropriate by the Assistant Head and to be responsible for sharing evidence-based information with other agencies. 6. Participate in regular supervision and appraisal as required by line manager. 7. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision. 8. Communicate with parents/carers, according to current policy, on the progress made by linked students. 9. Liaise and network with other professionals, parents and carers both informally and formally. 10. Support students with applications, attending college interviews and completing CVs and letter of application in preparation for ‘careers day’.   Trust   1. Some out of hours work may be required to fulfil this role; 2. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish; 3. Promote the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 4. Ensure high standards of behaviour and dress are maintained.   Additional duties  You may be required to carry out additional duties, as the Head Teacher may reasonably request, which are commensurate with the post. |

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| **Review:**  This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.  I confirm that I understand and agree the duties of this job description.  Signature:  Print name:  Date:  ----------------------------------------------------------------------------------------------  Manager’s signature:  Print name:  Date: |

**PERSONAL SPECIFICATION**

**Transition Coach**

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on points below.

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|  |  | **Essential** | **Desirable** |
| **Qualifications and Experience** | Minimum of English and Maths qualifications equivalent to GCSE grade A-C. |  |  |
| Willingness to complete the Careers Leader Training successfully. |  |  |
| Experience of working with hard to reach families and young people with complex multiple needs. |  |  |
| Experience of multi-agency working across statutory and/or voluntary organisations. |  |  |
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| **Skill and Abilities** | Ability to plan and deliver training programmes/ workshops. |  |  |
| Ability to develop and maintain good relationships with children, caregivers, school staff and other agencies. |  |  |
| Ability to manage a caseload of young people who are at risk of, or are NEET, and are able to motivate and inspire them and to be able to ‘exit’ effectively into positive post 16 destinations. |  |  |
| Strong analytical and interpretation skills and the ability to problem solve independently, use initiative and find effective solutions. |  |  |
| Able to maintain accurate, up to date, paper and electronic records of work. |  |  |
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| **Knowledge** | To have good working knowledge of IT e.g. Word, Outlook, Excel, PowerPoint, SIMS, CPOMS and Compass. |  |  |
| To understand assessments / reviews and professional boundaries. |  |  |
| An awareness of the needs and barriers of young people transitioning and sustainability of post 16 EET and knowledge of the EET opportunities. |  |  |
| An understanding of The **Gatsby benchmarks** of good Career Guidance and willingness to learn. |  |  |
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| **Special conditions** | Hold a current driving licence with own transport and willing to undertake MIDAS driver training if necessary. |  |  |
| Willing to undertake an Enhanced DBS check. |  |  |