

Job Description and Person Specification

Job Details	
Job Title	Transition Co-ordinator, Careers Lead and Classroom Support
Section	Classroom and Pastoral
Reporting to	Senior Teacher
Grade/Scale	Scale F
Hours	34 hours
Responsible for	Manage and develop pupil transition co-ordination and the careers lead role, in liaison with class teachers. Support class teachers in providing a full learning experience and supporting students.



Achievement Beyond Expectation

Role and Context

Core Purpose

To lead and co-ordinate pupil transition processes, work experience and careers education across the school, working closely with class teachers, external agencies, parents, and other key stakeholders. Support teaching staff in delivering a high quality, inclusive learning experience, ensuring all students receive the guidance, opportunities, and support needed to achieve their individual educational, personal, and career aspirations. Support teaching and learning by delivering care, learning activities, and targeted interventions under the direction of teachers or senior staff.

Impact of Role

- Ensures students experience effective and well-planned transitions between educational settings and into further education, training, or employment.
- Improves student outcomes by providing high-quality careers information, advice, and guidance.
- Supports students in developing the skills, confidence, and aspirations needed for successful adult life.
- Enhances the quality of learning and student support through close collaboration with class teachers and support staff.
- Builds strong partnerships with parents/carers, employers, colleges, training providers, and external agencies to maximise opportunities for students.
- Contributes to improved student engagement, attendance, achievement, and destination outcomes.
- Ensures statutory careers and transition requirements are met and embedded within school practice.
- Promotes inclusion and equality of opportunity, enabling all students to access appropriate pathways and achieve their potential.
- Supports the school's strategic priorities by developing and coordinating effective transition, work experience and careers programmes.
- Positively influences students' wellbeing, independence, and readiness for their next stage of education, employment, or training.
- **Effective teacher support** through reliable assistance with pupil management, preparation of activities and maintaining a purposeful learning environment.

Other Job Information (e.g. any special factors or constraints)

- The post holder must follow KCSIE, report concerns, complete training, and uphold statutory duties.
- Required to maintain confidentiality, demonstrate integrity, and model the school's values in all interactions with pupils, staff and families.
- The role involves supporting pupils who may display distressed behaviour, emotional needs or communication challenges, requiring calm, consistent and empathetic responses
- This role may require physical demands, manual handling, walking/running and may include loud environments.
- Work may take place in classrooms, intervention spaces, playgrounds, corridors or off-site activities, sometimes involving physical effort, moving resources, or supporting pupils with mobility needs.
- Required to engage in ongoing CPD, including mandatory safeguarding, SEND training, behaviour approaches and any role-specific development identified by line managers.
- Duties may vary depending on pupil needs, timetables, staffing or school priorities.
- Flexibility around your assigned class; changes to assigned class will be required to meet the needs of the students and school at any part of the academic year.
- Support the school vision & mission statements.

- Must follow all health and safety procedures, including risk assessments, reporting of incidents, safe handling, and supporting pupils with medical or personal care needs where appropriate.

Key Responsibilities

Transition Planning and Coordination

Coordinate and support transition arrangements for students moving to further education, training, employment, and adult services.

Arrange and support individual student visits to colleges, training providers, and work placements.

Liaise with colleges, post-school providers, transition destinations, and EHCP Co-ordinators to facilitate effective transition planning and maintain accurate records of communication.

Support the planning and organisation of transition visits, meetings, and "Moving on to College" sessions for students in their final year.

Meet individually with students from Year 10 onwards prior to their EHCP Annual Review to discuss future aspirations, education and career pathways, and complete the Preparing for Adulthood section of the review documentation.

Attend Annual Review meetings for students in their final and penultimate years, providing advice and guidance to students and parents/carers regarding post-school pathways.

Support the planning and delivery of post-school provision visits, ensuring compliance with the school's educational visits procedures.

Maintain and update a spreadsheet for students from Year 10 onwards, monitoring intended destinations, college applications, offers received, accepted placements, and students remaining at SHS

Undertake additional transition-related activities as required by the Head Teacher or Senior Leadership team.

Applications and Destination Planning

Coordinate and monitor applications for post-school provision and support services.

Ensure applications are completed and submitted in a timely manner for:

- Provision placements
- Funding and financial support including the 16-19 bursary
- Transport arrangements
- Adult Social Care services
- College interviews and appointments
- Preparing for Adult Life (PfAL) provision

Complete Preparing for Adult Life (PfAL) referrals and maintain accurate records of applications, allocated workers, and outcomes.

Support students and families throughout college and post-16 application processes.

Maintain up-to-date knowledge of local and national courses, pathways, admissions requirements, and application procedures.

Administer the 16-19 Bursary Fund process, including updating and distributing application materials, responding to parent/carer enquiries, processing applications, verifying supporting evidence, and liaising with families to obtain outstanding documentation.

Careers Education and Guidance

Support the development and delivery of high-quality Careers Education, Information, Advice and Guidance (CEIAG).

Organise, coordinate on-site Careers Fairs, and facilitate attendance at external careers events.

Promote awareness of education, training, and employment opportunities available to students.

Support the delivery and development of the Titan programme and related employability initiatives.
Coordinate and support student work experience opportunities.
Quality Assurance and Compliance
Ensure that careers-related information published on the school's website remains accurate, up-to-date, and compliant with statutory requirements.
Support the school in achieving and maintaining the highest possible Gatsby Benchmark standards for careers provision.
Maintain accurate records and documentation relating to careers activities, transition arrangements, and student destinations.
Contribute to the continuous development and improvement of transition and careers provision across the school.
Additional Student and School Support Responsibilities
Support students' personal, social, emotional, and educational development, promoting inclusion, wellbeing, independence, and positive engagement in learning.
Work collaboratively with teachers and support staff to implement individual learning, behaviour, and personal care plans, monitor progress, and provide feedback as required.
Support the delivery of learning activities, educational visits, work-related learning, and enrichment opportunities to enhance student outcomes.
Contribute to safeguarding, health and safety, behaviour management, and the welfare of students in accordance with school policies and procedures.
Maintain effective relationships with students, families, colleagues, and external professionals to support a coordinated approach to student development and transition planning.
Participate fully in the wider life of the school, undertaking training, attending relevant meetings, and supporting the school's ethos, values, and strategic objectives.

Person Specification

Essential	Desirable
Experience	
• Experience of supporting young people with SEND. • Experience of coordinating or supporting transition planning for students moving into further education, training, employment, or adult services. • Experience of liaising with parents/carers, external agencies, colleges, employers, and other professionals. • Experience of supporting students with applications, progression pathways, and destination planning. • Experience of organising meetings, visits, events, or student-focused activities. • Experience of maintaining accurate records and managing confidential information. • Experience of using ICT systems, including Microsoft Office applications and school information systems.	• Experience of coordinating careers education and guidance programmes. • Experience of organising careers fairs, employer engagement activities, or work experience placements. • Experience of supporting Gatsby Benchmark achievement and careers quality assurance processes. • Experience of working in a special school or specialist SEND provision. • Experience of supporting the use of destination tracking and progression monitoring systems. • Experience of delivering employability, independence, or transition-focused programmes.
Skills/knowledge	

• Knowledge and understanding of the Gatsby Benchmarks and their application within a school setting. • Knowledge of SEND legislation and best practice, including EHCP processes and Annual Reviews. • Knowledge of post-16 and post-19 education, training, supported employment, and further education pathways. • Understanding of Preparing for Adulthood (PfA/PfAL) outcomes and transition planning. • Knowledge of safeguarding, confidentiality, and data protection requirements. • Excellent numeracy and literacy skills, including GCSE (or equivalent) English and Mathematics.	• Knowledge of local authority processes relating to funding, transport, and Adult Social Care. • Knowledge of careers education, information, advice and guidance (CEIAG) requirements. • Understanding of supported internships, supported employment, apprenticeships, and work experience programmes. • Knowledge of specialist provisions and local post-school opportunities for young people with SEND.
Qualifications	
• GCSE (or equivalent) Grade C/4 or above in English and Mathematics. • HLTA qualification, equivalent qualification, or significant relevant experience. • Ability to work at NVQ Level 4 standard.	• Careers Leader qualification or recognised careers guidance qualification. • Specialist qualification or training in SEND, careers education, transition planning, or employability. • Relevant First Aid or Safeguarding training.

General Information

- This job description will be reviewed annually and may be amended in consultation with the post holder to reflect the evolving needs of the school.
- It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Jobholders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Jobholders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
- The school acknowledges the entitlement of all staff to continuing professional development.