

**JOB TITLE:** Transition & Inclusion Lead

**GRADE:**  SCP 28-33, 37 hours, Term time only plus 3 Weeks

**RESPONSIBLE TO:** Primary Headteacher

**CONTEXT:** River Tees Primary Academy is an alternate provision school in Middlesbrough. We support students between Year 3 - 6 who have been excluded or are at risk of exclusion and students with a varying level of SEND needs to access education. As of 2025/2026, we are commissioned for 37 places. On a case by case basis we also accept school commissioned referrals as additional places. Our students have a range of SEND needs and many have EHCP's or are on the pathway to receiving one. The aim of our provision is to prepare students to transition back into their mainstream school or into a suitable specialist provision and we are looking for a motivated and passionate person to lead this process.

**JOB PURPOSE:** This is a customer facing post which will actively promote the educational aims and ethos of River Tees Multi Academy Trust and further develop support services and relationships to schools. The Transition and Inclusion Lead will work as part of the middle leadership team to ensure effective management of the procedures and systems of referrals, integration and reintegration of pupils. They will attend a range of professional meetings and panels and be part of professional discussions surrounding placements within the Academy Trust. We require a Transition & Inclusion Lead with the knowledge, understanding and skills to work with and build positive professional relationships with the local Primary schools to ensure students are supported to successfully transition into their next chapter of education. The Transition & Inclusion Lead will champion the needs of individual learners through positive relationships and professional challenge. They will create a supportive and inclusive environment that ensures a smooth transition for students, fostering a sense of belonging and well-being. This role is pivotal in championing diversity, equity, and inclusion within the school community, promoting an atmosphere where every student feels valued, respected and able to achieve.

**MAIN RESPONSIBILITIES:**

We recognise that coaching, support and training may be needed to further develop skills in some of the areas outlined.

* Facilitate seamless transitions for students during transitional periods, ensuring they feel comfortable and supported.
* Collaborate with teachers, parents, and other stakeholders to identify potential challenges during transitions and develop proactive strategies to address them.
* Build positive relationships with pupils, parents, teachers and other stakeholders.
* Work closely with teachers to implement inclusive teaching practices that cater to diverse learning styles, abilities, and backgrounds.
* Identify students who may require additional support due to unique transition challenges or inclusion needs.
* Develop, monitor and review development plans to support the academic, social, and emotional growth of individual students.
* Develop and review student risk assessments.
* Act as a liaison between the school and other professionals with a focus on inclusion and diversity.
* Advocate for inclusive policies and practices within school, ensuring that all students have equal opportunities to succeed.
* Assess the effectiveness of transition and inclusion programs through data collection and analysis.
* Use feedback and data to make informed adjustments to programs and strategies, ensuring continuous improvement.
* Intervene in situations where students may be experiencing difficulty with transitions or facing challenges related to inclusion.
* Collaborate effectively and clearly with students, parents, teachers, and other relevant professionals to provide timely and appropriate support and updates.
* Create an inclusive and supportive learning environment for all students, driven by a belief in the value of diversity and the potential of every individual.
* Develop a clear understanding of the ‘Specialists in the Trust Team’ and create an outreach offer which provides a tiered approach of support for schools with students at risk of exclusion.
* Develop and implement an initial assessment process for students starting at RTMAT Primary with a focus on gathering initial academic and personal development data.
* Develop and implement a readiness for transition assessment process with clear links to preparation for adulthood.
* Conduct an initial observation on pupils referred to RTMAT Primary and advise on the best strategy and support model moving forward - including outreach work completed in the student’s current Primary school, interventions and beginning a placement in RTMAT Primary.
* Work with local Primary schools to develop and understanding of their processes, procedures and policies.
* Implement the RTMAT child protection policy and procedures and encourage good practice by promoting these.
* Respond appropriately to disclosures or concerns which relate to the well-being of a child.
* Maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.
* Monitor, report and act to improve attendance.
* Initiate and refer pupils to outside agencies and co-ordinate referrals when appropriate.
* Act as lead professional and coordinate Team Around the Child/Family meetings
* Attend and participate in a range of professional meetings, including Child Protection Conferences and Planning & Review meetings.
* Deliver intervention programmes with individuals and small groups.
* Monitor behaviour and ensure appropriate support is in place to help students move towards managing their own behaviour more effectively.
* Cover for teaching within the academy when required.
* Support the learning of students in class and through blended models.
* Identify instances where professional challenge is required.
* Lead and/or organise assemblies.
* Assist/conduct home visits.
* Contribute to, evaluate and develop the Academy’s PSHE, RSE, SMSC and social and emotional development activities.
* Develop student voice and provide feedback to parents, staff and other professionals.
* Transport students during planned transitions and meetings when appropriate.
* Engage in professional development opportunities with a focus on therapeutic interventions.
* Write reports for a range of professional audiences and parents/carers.

**GENERAL/MISCELLANEOUS**

The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the successful candidate. The outlined duties and responsibilities may, therefore, vary from time to time without materially changing either the character or level of responsibility. These factors are reflected in the post grade.

All employees are expected to demonstrate a commitment to the principles of equal rights both in relation to employment issues and service delivery and to adhere to the policies of the Council in performance of their duties.

All employees are expected to respect all confidentialities and principles and practice of the Data Protection Act.

All post holders are required to comply with Health and Safety policies and legislation.

**PERSON SPECIFICATION**

**TRANSITION AND INCLUSION LEAD**

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| **Item** | **Essential** | **Desirable** | **Qualifications & Training** | **Experience** | **Knowledge & Skills** | **Other** | **Where Identified** |
| GCSE, A-Level/equivalent Qualification or relevant experience | **✓** |  | **✓** |  |  |  | Application form |
| Level 2 or equivalent in English and Maths | **✓** |  | **✓** |  |  |  | Application form |
| First Aid qualification or willingness to undertake training | **✓** |  | **✓** |  |  |  | Application form |
| Degree or equivalent |  | **✓** | **✓** |  |  |  | Application form |
| Evidence of recent, relevant continuing educational professional development |  | **✓** | **✓** |  |  |  | Application form |
| Team Teach trained |  | **✓** | **✓** |  |  |  | Application form |
| Experience working with young people | **✓** |  |  | **✓** |  |  | Application form |
| Experience working with outside agencies and other stakeholders |  | **✓** |  | **✓** |  |  | Application form/ Interview/ References |
| Experience working in education | **✓** |  |  | **✓** |  |  | Application form |
| Experience in pastoral/student personal development, within a robust whole school safeguarding culture |  | **✓** |  | **✓** |  |  | Application form/Interview/Assessments and References |
| Experience of Ofsted processes |  | **✓** |  | **✓** |  |  | Application form/Interview/Assessments and References |
| Experience of delivering intervention |  | **✓** |  | **✓** |  |  | Application form/Interview andAssessments |
| Able to relate to all students in a positive and constructive way and inspire them to achieve. | **✓** |  |  |  | **✓** |  | Interview/Assessments |
| Have relentlessly high expectations of students in terms of learning, achievement and behaviour | **✓** |  |  |  | **✓** |  | Application Form/ Interview and Assessments |
| Ability to use of a range of tools and evidence to support, monitor, evaluate and improve student progress | **✓** |  |  |  | **✓** |  | Application form/Interview andAssessments |
| Demonstrable ability to encourage student and parental involvement | **✓** |  |  |  | **✓** |  | Application form/Interview andAssessments |
| Coaching & Mentoring Skills |  | **✓** |  |  | **✓** |  | Interview/ Assessments and References |
| Evidence of involvement in whole school initiative or development |  | **✓** |  |  | **✓** |  | Interview/ Assessments and References |
| Knowledge and understanding of the SEND Code of Practice |  | **✓** |  |  | **✓** |  | Interview/ Assessments and References |
| Knowledge of effective practice for conflict resolution |  | **✓** |  |  | **✓** |  | Interview/ Assessments and References |
| Understanding of Child Protection and safeguarding practice and responsibilities |  | **✓** |  |  | **✓** |  | Interview/ Assessments and References |
| Knowledge and understanding of supporting young people with mental health difficulties |  | **✓** |  |  | **✓** |  | Interview/ Assessments |
| Able to work effectively as part of a team | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Ability to empathise with young people | **✓** |  |  |  |  | **✓** | Interview/ Assessments |
| Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Ability to be flexible, creative and solution focused | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Effective organisational skills, the ability to prioritise workloads and manage competing demands | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Resilience, the ability to work under pressure and able to meet deadlines | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Ability to work independently outside of the usual school hours | **✓** |  |  |  |  | **✓** | Interview/ Assessments and References |
| Car and business insurance to transport pupils where necessary |  | **✓** |  |  |  | **✓** | Application form |