

Job Description

Job Title	Transition Leader/Assistant Head of Year 7		
Location	The Park Community School		
Reporting to (job title)	Assistant Headteacher		
Grade	E		
Number of Weeks	39		
Number of Hours	35 hrs per week term time only General working pattern is 8.30 am to 4.00 pm Monday to Friday		
Permanent/FTC	Permanent		
Effective date of JD	September 2026	JE Job Number	1142

Job Purpose including main duties and responsibilities:

- Responsible for leading the transition process from Year 6 to Year 7 in partnership with SLT, ensuring that all students are effectively supported as they join the school.
- To establish and maintain a holistic overview of the needs of the Year 7 cohort, overseeing the quality of integration for all students, with a particular focus on those who are more vulnerable.
- Working closely with the Head of Year 7, the postholder will support ongoing pastoral, behaviour and wellbeing needs throughout the academic year before leading the transition process again in the summer term for the incoming cohort.
- The role includes overseeing and supporting the transition and induction of all mid-year admissions from all year groups and will require close working relationships with all Heads of Year and Key Stage.

Main duties and responsibilities:

- Lead on the transition process for all students who join Park School to ensure a smooth, highly effective transition for their future at Park.
- Manage the transition process and activities for learners into the school, collating information to effectively share with relevant stakeholders.
- Lead review meetings and activities to effectively evaluate the transition process for mid-year admissions.
- Support and help identified students and families (including group work) in the final year of primary school through liaison visits to enable a smooth transition.
- Liaise with key staff to ensure smooth transitions to the school including Heads of Year, SENDCo, Safeguarding team and Senior Leadership, and external agencies.
- Supervise students during break and/or lunch times in the Year 7 areas.
- Lead the buddy systems to ensure a smooth transition process.
- Provide home visits for students taking part in Enhanced Transition to build links between home and school for our most complex students with highest needs.

- Provide, plan, lead and organise events for year 7 students and parents to support them with transition for their child.
- Proactively through primary links find avenues to make positive links with parents and support.
- Oversee and support primary link programmes delivered in primary settings by Park teaching staff.
- Working with the Head of Year 7 to support students, with behaviour, attendance and pastoral care to support successful transition and engagement with school in Year 7.
- Engage and support school refusers and their families - students affected by trauma, attachment issues, significant ACES.
- Work with the families to identify problems and plan effective solutions to minimise the gap of time lost learning.
- Working with the relevant Head of Year and Key Stage to support mid-year admission students, with behaviour, attendance and pastoral care to support successful transition and engagement with school.
- Engage and support students with preadmissions testing (Maths/English).
- Co-ordinate and deliver the transition of student/s into school from tour to timetable.

Specific duties:

- Assess the needs of students and use specialist skills and knowledge to support students' learning.
- Contribute to the implementation and the development of Pupil Passports with teachers, key workers, HLTA and the SENDCo.
- Enable smooth and successful transition for students who will struggle with the transition and are vulnerable.
- Provide and sharing information to staff to support students overcoming barriers to learning.
- Liaise with professionals to close the gap for students transitioning to secondary school.
- Support students who are mid-year admissions all year groups by planning and leading on an effective transition.
- Settling-emphasis on identified vulnerable students to include:
 - Checking ClassCharts and Attendance after 2 weeks and supporting where necessary, emphasis on PP.
 - Follow-up transition session for all who took part in The Transition Project.
 - Attend all open mornings and evenings - discuss support that can be given.
 - Attend tutor settling in the evening.
- Actively supporting students who are struggling in class with interventions to support improved behaviour, emotional regulation and engagement.
- Primary Liaison visits, taking and recording info and planning the Transition Project including identifying students for the Transition Project and assisting HLTAs to develop the project work for enhanced transition.
- Support, deliver and develop the Transition Project with support from staff.
- Carry out tours for parents/students who have requested additional tours.
- Liaise with SENDCo regarding intake and their needs - both specific and group.
- Plan extra shadow visits for vulnerable/PP/SEND students at appropriate times of the year.

- Work with the HoY to support Year 7 pastoral and wellbeing needs throughout year 7 and deputise where appropriate or as directed.
- Attend year 6 parental events and onwards to year 7 parents evening.
- Work along SENDCo to direct Teaching Assistants throughout the Transition Period.
- Proactively liaise with Teachers and Teaching Assistants regarding the progress of year 7 students.
- Representing school at appropriate meetings such as Team around the family.
- Support families and students who are at Early Help where appropriate.
- Attend Year 5 and Year 6 EHCP reviews and TAFS and share information with the SENDCo.
- Use provision maps to create learnings plans, pupil passports and profiles.
- Create SEND/behaviour watch list from analysing whole year group data - to support early identification of students.
- Support HoY and SSO with Year 7 assemblies.
- Using knowledge, information and data, make recommendations to HoKS3 for allocation of students house group, tutor group and teaching group.
- Engage and support school refusers and their families - students affected by trauma, attachment issues, significant ACES.
- Make home visits to learn more about and build effective relationships with the students and their families outside of the home.
- Plan therapeutic activities and interventions according to the individual needs to overcome barriers of engagement.
- Attend summer school and support in identifying eligible students.
- Liaise with key stakeholders in the school and external agencies to facilitate pre-engagement with teaching and learning at the earliest opportunity.

The above duties are also subject to redesignation for alteration from time to time, by negotiation, as directed by the Headteacher and/or the Headteacher's representative.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people			Interview
Experience	<ul style="list-style-type: none"> • Previous experience of working with children • Administrative experience • Learning support experience 	<ul style="list-style-type: none"> • Experience of working in alternative provision setting • Experience of working with children and young adults with special educational needs and disabilities. • Teaching experience • Coaching or mentoring experience 	Application and Interview
Practical Skills	<ul style="list-style-type: none"> • An ability to work towards deadlines with high levels of accuracy • Good behavioural 		Application and Interview

Attribute	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> management skills • Ability to motivate students • Quick to adapt and take on new initiatives • Ability to plan and organise 		
Communication	<ul style="list-style-type: none"> • Excellent communication skills • Good interpersonal skills • Comfortable and confident enough to talk to students about their performance • Ability to communicate with stakeholders 		Application and Interview
Personal Qualities	<ul style="list-style-type: none"> • Strong organisational skills • High level of personal organisation and the ability to work independently 		Interview
Strategic Thinking	Eager to uphold the school's ethos		Interview
Technology / IT Skills	ICT skills, including proficiency in Word, Excel, Microsoft Outlook and PowerPoint.		Application and interview
Education and Training	<ul style="list-style-type: none"> • GCSE Qualifications • A relevant qualification with regard to working with children, such as NVQ 3 		Application and Interview
Professional Registration			Certificate/Registration
Equal Opportunities	THSP and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary		Occupational Health assessment upon appointment