Job Description - Transition Support Worker

Post Title	Transition Support Worker
Salary Grade	N5
Job Evaluation Code	AA3801
Reporting To	DEC Ferndene/Stephenson

Job Purpose (including main duties and responsibilities)

- To support the smooth transition of students in a range of educational thresholds

Main responsibilities:

- The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Specific Transition Responsibilities

- Take the lead on the admission process for pupils admitted to designated wards
- To contact home schools and LA to gather all relevant information
- To ensure all admission documentation is completed in line with school procedures
- To contribute to all multi-disciplinary meetings for pupils on designated wards, representing education views
- To ensure education staff are kept up to date with individual pupil's case developments
- To liaise with other education staff to ensure reports for the pupils are completed with appropriate and relevant information for the specified audience
- To liaise with the multi-disciplinary team, NBS SENCo, home schools/LAs parents to identify appropriate future placements for individual pupils
- When required to visit and evaluate potential future placements (regional and national) and report back to the multi-disciplinary team
- To assist in the actual transition process and offer support to the individual and placement partners
- To ensure all discharge documentation and reports are complete

Generic Responsibilities

To work as a Support Assistant with particular attention to:

- help pupils make progress in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To be aware of national frameworks, typical curricula and teaching methods and expectations in the relevant key stages of phases and make effective use of other learning activities to support the development of pupils' skills.
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.

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Planning, Monitoring and Assessment

- Within an agreed system of supervision, to plan challenging teaching/learning objectives and deliver learning activities to pupils, making adjustments according to pupil responses/needs, as appropriate.
- To maintain and analyse records of pupils' progress.

Support for Pupils

- To communicate effectively and sensitively with pupils to support their learning.
- To develop and implement Individual Education Plans and assess the needs of pupils, using detailed knowledge and specialist skills to support pupils' learning.
- To respond to pupils' individual needs and promote inclusion and acceptance of all pupils in the classroom.

In addition

- Under the supervision of the Head Teacher or other designated teachers, to invigilate internal and external examination.
- Following the school guidelines for absent teachers, provide cover for lessons under the agreed system of supervision.
- To administer, assess and mark tests.
- To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- To establish constructive relationships and communicate with agencies/professionals, in liaison with the teaching staff, to support achievement and progress of pupils.
- To attend meetings and engage in development activities/training as required by the school.
- To promote and implement the School's/Council's Equality Policy in all aspects of employment and service delivery.
- To assist in maintaining a healthy, safe and secure environment and to act in accordance with the school's policies and procedures.

General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

PERSON SPECIFICATION – Transition Support Worker

Method of Candidate Assessment:

A = Application
I = Interview
T = Task
P = Presentation
R = Reference

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
Knowledge of relevant legislation & guidance (Curriculum requirements: SEN Code of Practice).		I/A/R
Excellent written and oral communication skills.		I/A/R
Understanding the needs of pupils with complex difficulties, behavioural and mental health problems and how these may affect access to a learning environment.		I/A/R
Ability to coordinate and review pupil progress including liaising with other agencies.		I/A/R
Ability to establish effective partnerships with other professionals, staff, parents and pupils.		I/A/R
Excellent ICT skills and a proven ability to use them effectively.		I/A/R
Ability to manage the administration of complex cases.		I/A/R
Able to work both independently and within a team.		I/A/R
Able to establish good, effective relationships with pupils and adults		I/A/R
Qualifications and training		
4 GCSEs Grade C+/4+ (or equivalent) including Maths and English.		Q/A/I
Training in relevant learning strategies and specialist knowledge in a particular curriculum areas.		A/I
Evidence of commitment to updating knowledge through regular INSET.		A/I
Further professional development in relevant fields.		A/I
Recent child protection training.		A/I

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Experience		
Working with pupils of the relevant age in a learning environment.		I/R/A
Working effectively with a range of statutory and voluntary agencies.		I/R/A
Working with pupils with mental health problems and those who experience difficulty in engaging successfully in education.		I/R/A
Personal qualities		
Able to demonstrate commitment to driving forward the school's vision.		I/R
Able to act as a role model to staff and pupils.		I/R
Positive attitude.		I/R
Positive approach in dealing with change and work effectively amid conflicting demands & resolve difficult situations.		I/R
Equal Opportunities		
Should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the trust.		I
Safeguarding		
Commitment to the protection and safeguarding of children and young people.	Have an up to date knowledge of relevant legislation and guidance in relation to safer working practice for those staff working with children and young people in an education setting.	A/I