**Post: Physical Difficulties/Transition Coordinator (TransCo)**

**Scale: Level 2**

**Accountable to: Assistant Principal/SENCo**

**Date reviewed: February 2017**

The following job description refers to the main duties and accountabilities of the Physical Difficulties/Transition Co-ordinator (TransCo – Learning Support). In respect of these duties the TransCo is accountable to and supported by the Assistant Principal/SENCo.

**Purpose of job**

To work under the guidance of the SENCo within an agreed system of supervision. To monitor and co-ordinate KS2-3 transition; KS3 – 4 transition. Have the ability to liaise with the Careers Advisors, SENCo/Deputy SENCo and other staff responsible for transition. This will include liaising with teaching staff about the needs of the student/s, ensuring they are aware of a student’s transition needs and to liaise with the SENCo and other staff responsible for Exam Access Arrangements to ensure that students support needs (including support for exams) are effectively communicated.

Be responsible for keeping and updating records as directed by the SENCo, contributing to reviews of systems/records and to the information required for SIMs and the school Provision Map. The post holder will also be responsible for the identification and enabling access to the whole school curriculum for students with physical and/or sensory difficulties. In addition the post-holder will assist colleagues to co-ordinate support relating to Exam Access Arrangement for students with SEND taking external examinations.

With additional responsibility for supporting Nurture Group students both in and outside the classroom.

**Major tasks, duties and responsibilities**

**1. Support for Students**

* Liaise with the SENCo/Deputy SENCo to identify areas of need and assist in the development of learning strategies to address these including self-esteem and appropriate relationships
* Provide level of attention appropriate to students’ needs, modify approach to ensure the desired outcomes are achieved
* Use specialist skills training or experience to support students with transition, physical or sensory needs.
* Support students consistently whilst recognising and responding to their individual needs.
* Assist with the development and implementation student targets as identified with an EHCP/ Statement of Special Educational Need and the Provision Map of students’ profiles where appropriate.
* Establish productive working relationships with students, acting as a role model and setting high expectations.
* Promote the inclusion and acceptance of all students within the classroom.
* Encourage students to interact and work cooperatively with others and engage all students in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Provide feedback to students in relation to progress and achievement.
* Liaise with relevant external agencies to ensure best practice for targeted students.
* To provide a before school, break and lunchtime facility for students under their care to attend.
* To create, coordinate and inform students/parents of Personal Emergency Evacuation Plans (PEEP’s) and Risk Assessments under the direction of the SENCo and in line with school policy
* Meet and greet identified students as appropriate.
* To coordinate and plan transition arrangements including visits to the school by year six students with a diagnosis of a physical or sensory need
* To observe students in class as appropriate.
* To coordinate the timetable of activities for those students receiving one-to-one support
* To assist identified students with personal care needs/physiotherapy needs as and when appropriate
* To undergo training as appropriate in order to be able to fulfil any interventions that an individual student may require in school

**2. Support for the Curriculum**

* Determined the need for, prepare and maintain general and specialist equipment and resources, providing resources, advising curriculum teams and adjusting activities according to student needs.
* Implement local and national learning strategies across the curriculum to support the development of relevant skills.
* Help students to access learning activity through specialist support and by coordinating and running small-group withdrawal as required during the school day
* To liaise directly with curriculum teams to facilitate access arrangements for students with either Physical or Sensory Difficulties

**3. Support for the Teacher.**

* Work with teaching staff to establish an appropriate learning environment using your specific knowledge and strategies relating to targeted students.
* Work with the teaching staff in lesson planning, evaluating and differentiating lessons or work plans as appropriate.
* Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
* Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own learning and behaviour to be the point of contact for teaching staff for students with physical or sensory needs.
* Provide information for teaching staff on students who have a physical or sensory need and give advice and training as appropriate, under the direction of the SENCo and outside agencies

**4. Support for the School.**

* Be aware of and comply with all policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, inclusive learning and all policies pertinent to the role.
* Be aware of and ensure all students have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students.
* Attend and participate in relevant meetings including parent’s evenings as required.
* Participate in training and other learning activities and performance development as required.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Provide appropriate guidance and supervision and assist in training and development of staff as appropriate.
* Supervise students on visits, trips and after school activities as required.
* Liaise sensitively and effectively with parents/carers as agreed within your role/responsibility and participating feedback sessions/meetings with parents with, or as directed.