

Job Title:	Admissions Transition Worker
Job Location:	Stepping Stones School
Responsible to:	The Executive Headteacher
LIAISON WITH:	SENCO, Admissions Administrator and Teaching Staff
Salary:	£19,000 - £21,0000 depending on experience.
Qualifications :	Social Care Qualification Level 3 minimum.

We currently make provision for 95 children aged 7 – 19 years, with a range of mild disabilities including medical conditions, a range of physical disabilities and those youngsters whose mental and/or emotional health is at risk.

HOURS OF WORK

Full time

MAIN RESPONSIBILITIES

To assist with the smooth transition of students entering Stepping Stones School

- Meet and greet assessment students/parents.
- Ensure student gets into right classroom and handover to class TA.
- Look after the parents along with any discussions with parents as necessary.
- Copy accompanying documents if needed.
- Collate post assessment feedback from staff.
- Liaise with Stepping Stones admissions administrator and SENCO

To assist with the smooth transition of students leaving stepping stones school moving on to a further education placement

- Liaise with parents / families with regard to College / school placements
- Liaise with Colleges / schools to share information as appropriate
- Assist with College / school visits
- Liaise with Stepping Stones SENCO , Form teachers and Executive Headteacher

General

1. Actively promote the Stepping Stones Ethos and vision, aims and objectives.
2. Attend relevant school meetings, as well as any other relevant meetings associated with this role.
3. Complete administrative tasks associated with the role.
4. To help develop and sustain collaborative links with relevant agencies, and parents in order to support children/young people and their families.
5. Actively involved in the school operations during the day

PERSONAL ATTRIBUTES

6. To have high expectations of children and young people with SEN including a commitment to ensuring that they can achieve their full educational potential and to establishing, their respectful, trusting, supportive and constructive relationships with them.
7. To act as a positive role model for students, actively demonstrating our values and attitudes and setting clear expectations for standards of behaviour.
8. To communicate effectively with children and young people.
9. To be respectful, welcoming and supportive towards parents and carers.
10. To recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
11. To recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
12. To act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

1. To show knowledge of and apply a range of approaches to working with families impacted by SEN.
2. To develop an understanding of how you can support children and young people with SEN to develop and progress.
3. To promote the well-being of learners who are affected by a range of developmental, Learning difficulties and disabilities, sensory, physical disabilities, speech and language difficulties, social, religious, ethnic, cultural and linguistic influences.
4. Demonstrate a good understanding and level of experience of working within teams of professionals with the young person in mind.

HEALTH AND SAFETY

- Adhere to Stepping Stones Health, Safety and Welfare policy at all times.
- Promote Health and Safety in all session plans and objectives.
- Maintain tools and equipment to a high standard.
- Carry out all activities and actions with the learner in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents and accidents to Health and Safety Officer.
- Inform managers when you are working within an off-site setting.

EQUALITY AND DIVERSITY

- Promote equality of access to education, training and employment opportunities for disabled people, and advocate a positive attitude.
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower students.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both students and environment.

CONFIDENTIALITY

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the student's needs, progress and assessment should only be shared with the team to aid support.
- Remain objective and do not favour any gender, language or culture and comply with the School policy.

GENERAL

- Other reasonable duties at the discretion of the Executive Headteacher