



Job Description
Title: Transitions Officer
Grade: SC6/SO1

Relationships

Responsible to: Regional Lead and Head & Deputy Head of Integrated Services

Responsible for: Student transitions into & out of college

Reports to: Regional Lead and Head & Deputy Head of Integrated Services

Main purpose:

To ensure the safe and proactive transition of all students and their information through outstanding information sharing, individualised transition planning and monitoring – both as students transition into and out of college – leading to improved physical and psychological well being, and Positive Behaviour Support practices.

Purpose and main responsibilities:

Transitions in:

- To work alongside the Integrated Services and Assessments and Placements teams to assist in the collection of robust electronic, paper and face to face information regarding complex student transitions (complex medical and behavioural).
- To co-ordinate curriculum and IS team home / school visits and visits to centre for complex students.
- To visit prospective students at home, school and in the community – independently or jointly with IS and curriculum staff – to assess need and build positive transition relationships.
- To monitor non-attendance at assessment visits and flag to Holc and IS team.
- To work with HOLC / IS team and teaching staff to plan link visits and welcome activities at college.
- To attend school transition out meetings for those students who have accepted OHC placements.
- To ensure all students receive accurate, accessible information regarding their first day, class and teaching staff before the beginning of term.
- To act as a point of liaison for schools and families during their young person's transition into college.
- To monitor that key agreed actions are implemented prior to and as students start college (eg provision of favourite activities; key equipment in place; relevant communication occurs).

- To monitor the transition and wellbeing of complex students in the first 6 weeks and flag any concerns to the relevant curriculum or IS team staff.

Transitions out:

- To attend year 3 annual reviews for complex students and support transition out planning
- To have a thorough knowledge of external ongoing placements and supports for students
- To accompany parents, where requested to review external post – college options
- To promote student voice by engaging in the Mental Capacity Assessment / Best Interests process when discussing future placements
- To signpost families to external organisations as appropriate, eg. To social care for necessary review
- To support families with referrals/applications to onward placements and social care support
- To attend and engage in a variety of student-focused transition meetings including multi-disciplinary, curriculum planning, annual reviews and class meetings
- To use IT systems to manage up to date student data, adhering to GDPR regulations
- To be fully aware of the principles of safeguarding and adult protection.
- To promote and implement all agreed policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
- To on occasion work across College sites.
- To undertake such other duties of a similar nature as maybe required by the Principal.



Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Experience

1. Experience of working within a team (1)
2. Experience of working, caring or voluntary work with people who have barriers to learning and/or special educational needs (1)
3. Experience of working in an education environment (2)

Ability, Skills and Knowledge

1. To have sound general knowledge of student support needs, including high frequency medical, physical and behaviour support needs . (1)
2. To have strong interpersonal skills and professional communication appropriate to working with professionals from other organisations, parents, carers, advocates and being an ambassador for the college. (1)
3. To have good interaction and rapport with prospective students and be comfortable working around students who may display behaviours of concern. (1)
4. Able to demonstrate a good level of ICT. Candidate must be competent in all Microsoft Office Packages (including; word, excel outlook and Office 365) as well as having a good level of competency in the use of College systems with relevant training. (1)
5. To organise and chair internal and external Multi-Disciplinary and transition meetings (2).
6. Under the supervision of the HOLC, IS and PBS teams, evaluate individual cases and contribute to discussions regarding the most appropriate transition actions and programme for complex students (2)
7. To have experience of working with other internal and external organisations and be confident in working under the Mental Capacity Act. (2)
8. To have a broad understanding of Positive Behaviour Support and the necessity of good capable environments being in place for students on arrival at college
9. To develop a good knowledge of external provisions suitable for the full range of students that leave OHC (2)
10. To have good organisational skills and be able to plan and execute or support others to execute a range of actions to ensure a smooth transition in (1)
11. To have a good attention to detail and be able to process and communicate the full range of necessary details that pertain to each student's support needs
12. To be able to support and influence curriculum and IS staff to work together to enable through transitions
13. To have good timekeeping and work to deadlines
14. To understand the role that EHCPs & funding play in determining provision and how these translate into practice at OHC (2)
15. To have sound understanding and experience of liaising with and referring to external agencies when appropriate, under the guidance of the Regional Lead and IS Team. (2)
16. Ability to communicate using a variety of methods such as email, phone and face to face. (1)
17. Able to promote and adhere to College's policies and procedures, including, but not extensive to; Safeguarding of Children and Vulnerable Adults Policies and Health and Safety Policies (1).

Other requirements of the post

This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work.

Some students use wheelchairs and require personal care and hoisting. This post involves active assistance of students to carry out these areas of learning, following training.

Other requirements of the post

- No annual leave to be taken in term time.
- Undertaking other duties as required by the Principal, DSL, Senior leaders, which are considered commensurate with the job purpose and grading.
- Attending appropriate training and further develop own CPD.
- Maintaining a professional relationship with other members of the team.
- Maintaining confidentiality at all times.

The post holder must be prepared to work with the full range of SEN with training including SEMH and PMLD.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.

Training can include:

- Attending all whole college INSET days /weeks and twilight sessions.
- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.