

## **JOB DESCRIPTION**

<b>POST TITLE:</b>	SEND Transition Advisor
<b>GRADE:</b>	Harmonised Salary Scale Point 25-29
<b>RESPONSIBLE TO:</b>	SEND Coordinator
<b>RESPONSIBLE FOR:</b>	Organising tailored transition pathways into and beyond college, for students with Special Educational Needs and Disabilities (SEND) in line with the SEND Code of Practice.
<b>DIRECTORATE:</b>	Student Experience and Wellbeing
<b>WORK ARRANGEMENTS:</b>	37 hours per week / 52 weeks per year

## **PURPOSE OF THE POST**

The post holder will:

1. Carry out school engagement, transition planning, and coordination
2. Contribute to the EHCP consultation process and contribute to the Graduated Approach Assess, Plan, Do and Review Cycle. Support the SEND team in writing Student Inclusion Plans, whilst supporting the SEND Coordinator to cost out the provision.
3. Engage with students, families, and relevant stakeholders, being a key point of contact for those with EHCPs prior to starting college.
4. Support EHCP students, and their curriculum areas, with progression and destinations
5. Collaborate with the SEND and Quality Teams regarding emerging staff training needs and be the business partner /SEND advisor link to the college's specialist and alternative curriculum.
6. Adhere to compliance and quality assurance requirements particularly regarding confidentiality and audit.
7. Line manage Preparation for Adulthood Specialist LSAs.

## **DUTIES AND RESPONSIBILITIES**

### **1. School Liaison, Transition Planning & Coordination**

- Contribute to a coordinated approach to transition support and information sharing before entry, during study, and after exit so students and those supporting them feel prepared for next steps.
- In collaboration with the School Engagement Lead, lead on pre-entry transition processes for SEND students, including liaison with schools, local authorities, parents/carers, and external agencies.
- Oversee and develop individualised transition plans, ensuring they reflect students' strengths, needs, and aspirations, illustrating progression over 3 years.

- Organise and deliver SEND transition activities (interactive sessions within schools, taster days, enhanced visits, summer programmes, orientation sessions).
- Work with the School Engagement Lead to ensure that year 10 and 11 taster events are inclusive and accessible for those with SEND.
- Maintain excellent records of transition activity and analyse impact through reviewing feedback, attrition, and retention rates.
- Support the creation of a SEND Transition Policy
- Follow established Schools Engagement communication processes e.g. communication via the Engage inbox
- Engage in biweekly meetings with Schools Engagement Lead.

## **2. EHCP Consultations, Assessment & Support**

- Ensure that every EHCP student who applies to college has high quality engagement with the SEND Team, that will inform both the EHCP consultation process and individualised transition planning.
- Oversee high-quality initial assessment for incoming SEND students, including EHCP reviews and specialist assessments where required.
- Contribute to the EHCP Consultation panel and costing of support plans.
- Sources, engage in and disseminate training related to specific interventions outlined in EHCPs.
- Work with the wider SEND Team to write Student Inclusion Plans, advising on reasonable adjustments for students and apprentices with learning difficulties and disabilities to ensure timely and accurate sharing of information across curriculum and support teams.
- Work collaboratively with ALS/SEND teams, curriculum staff, therapists, and external specialists to ensure appropriate support is in place.
- Work with the SEND Coordinator to ensure accurate and effective planning of support hours, to enable compliance with the EHCP and funding audit requirements.

## **3. Student, Family & Stakeholder Engagement**

- Act as the main point of contact for parents/carers of EHCP Students regarding transition matters.
- Attend multi-agency meetings, including EHCP reviews, and pre-entry planning meetings.
- Alongside the Schools Engagement lead, sustain strong relationships with feeder schools, post-16 providers, local authorities, and SEND services.
- Share information and feedback to inform curriculum planning decisions.
- Contribute to the college newsletter for schools

## **4. Progression & Destinations**

- Track EHCP student journeys in accordance with a three-year learning and support plan.
- Contribute to planning for transition *out* of college, supporting SEND students with progression to higher education, supported internships, apprenticeships, employment, or community pathways.
- Work closely with careers teams and external partners to ensure meaningful progression opportunities.
- Track and monitor student outcomes, ensuring transition planning contributes to high-quality destinations.
- Support information sharing with schools to support their school destination data/

- Demonstrate a commitment to the SEND Gatsby Benchmarks and continuous professional development around careers related information advice and guidance.

## **5. Collaboration, Business Partner Support & Staff Training**

- Source training related to specialist interventions identified in EHCPs.
- Work closely with the SEND and Quality Team to ensure that the appropriate staff receive the training required.
- Support curriculum areas to understand student needs and embed appropriate preparation for adult life.

## **6. Bespoke Provision and EHCP student Caseloads**

- Where students are unable to access an inclusive study programme, collaborate with relevant curriculum teams, students records and the SEND Coordinator to propose bespoke learning packages.
- Demonstrate a commitment to understanding further education funding and basic curriculum management to ensure that bespoke programmes are funded and recorded correctly.
- Manage a caseload of students with an Education, Health and Care Plan supporting relevant others to provide support towards the EHCP outcomes.
- Prepare EHCP review documentation.
- Chair EHCP reviews for students and apprentices within the caseload

## **7. Compliance & Quality Assurance**

- Ensure all transition processes comply with the SEND Code of Practice, ALS funding requirements, and EHCP statutory duties.
- Maintain accurate records and documentation for audit, funding, and quality purposes.
- Use data to evaluate the effectiveness of transition activities and implement continuous improvements.
- Contribute to Ofsted preparation, self-assessment reports (SARs), and quality improvement plans (QIPs).

## **8. Line Management**

- Support the daily coordination of Student Support Assistants in line with staff absence, student need, and Additional Learning Support funding.
- Directly line manage a team of Specialist Learning Support Assistants under the direction of the SEND Coordinator.
- Take responsibility for EHCP specific continuous professional development ensuring that relevant staff have the training required to carry out interventions specified within EHCPs.
- Carry out one to one meetings and Personal Development Reviews with staff, ensuring induction, performance management processes and development opportunities are effective through day-to-day line management.
- Provide duty cover for the SEND Team to deal with SEND related enquires.

## **GENERAL**

1. Work effectively as a team, listen, consult and work in partnership to shape the future success for our Group community.
2. Take an active role in the health, safety and welfare of students/apprentices and staff, ensuring attendance at all mandatory training and adhering to all policies and procedures.
3. Take responsibility for one's own professional development and continually update, as necessary, participating in appropriate staff development activities, as required, including the Professional Development Review.
4. Act as an ambassador for the Group, being positive and professional at all times.
5. Comply with all legislative and regulatory requirements.
6. Apply the Group's Safeguarding Policy and practices and attend all training as requested.
7. Comply with the Group's Equality, Diversity and Inclusion Policy, promoting an inclusive environment where every individual is treated with kindness and respect.
8. Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.
9. Take responsibility for keeping personal data safe, ensuring compliance with the data protection policy and procedures and attending all mandatory training.

### **Person Specification**

<b>Post:</b>	SEND Transition Lead	<b>Directorate:</b>	Student Experience and Wellbeing
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<b>Key Requirements:</b>	<b>Essential/ Desirable</b>	<b>Assessed</b>
<b>Qualifications:</b>		
Level 2 or above in Learning Support or willingness to work towards	<b>D</b>	<b>A</b>
Level 2 in English and Maths	<b>E</b>	<b>A</b>
Careers leader training	<b>D</b>	<b>A</b>
Additional SEND qualifications (e.g., SENCo, SEND Interventions, neurodiversity training).	<b>D</b>	<b>A</b>
<b>Experience:</b>		
Experience of coordinating and delivering support for SEND students	<b>E</b>	<b>A</b>
Experience of following and leading on EHCP processes and annual reviews	<b>D</b>	<b>A/I</b>
Experience of direct line management	<b>D</b>	<b>A/I</b>
Experience of providing learning support in an educational environment	<b>E</b>	<b>A/I</b>
Experience working in or in relation to a post 16 educational setting.	<b>E</b>	<b>A</b>
Experience of career planning and setting support related targets with students and apprentices	<b>E</b>	<b>A/I</b>
Some experience of sourcing, designing and delivering staff training in relation to support strategies	<b>E</b>	<b>A/I</b>

<b>Skills/Knowledge:</b>		
Excellent awareness of the challenges faced by SEND students transitioning into post 16 education	<b>E</b>	<b>I</b>
An understanding of High Needs funding streams	<b>D</b>	<b>A/I</b>
Ability to work collaboratively with internal teams and external agencies.	<b>E</b>	<b>I</b>
Excellent interpersonal skills	<b>E</b>	<b>A/I</b>
Good working knowledge of student support methods, including assistive technologies and exam access arrangements	<b>E</b>	<b>A/I</b>
ICT literate, with sound working knowledge of Excel, Teams, Outlook, and other Microsoft Word Packages.	<b>E</b>	<b>A/I</b>
An excellent understanding of the Children and Families Act, the SEND Code of Practice and how these impacts upon working practice in education	<b>E</b>	<b>A/I</b>
<b>Qualities:</b>		
Student-centred and committed to inclusive practice	<b>E</b>	<b>A/I</b>
Empathetic and able to build strong relationships with students and families.	<b>E</b>	<b>A/I</b>
Confident in navigating complex situations with professionalism.	<b>D</b>	<b>A/I</b>
Ability to work under pressure and meet tight deadlines	<b>E</b>	<b>A/I</b>
Excellent organisational skills and attention to detail	<b>E</b>	<b>A/I</b>
Excellent initiative, proactive and solution focused	<b>E</b>	<b>A/I</b>
<b>Other Requirements:</b>		
An understanding of Safeguarding of Children & Vulnerable Adults within the workplace	<b>E</b>	<b>I</b>
Full commitment to Equal Opportunities and anti-discriminatory working practices	<b>E</b>	<b>I</b>
Ability to keep matters confidential	<b>E</b>	<b>I</b>
Be able to travel to schools and specialist colleges, for events and open evenings	<b>E</b>	<b>A</b>

**E = Essential**

**D = Desirable**

**A = Application**

**I = Interview**

**T = Test**

<b>Produced by:</b>	N Beldham	<b>Date Produced:</b>	17.04.26
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