Logo

Description automatically generated

**Job Description**

**SEND (Special Educational Needs and Disabilities) Transition Worker**

**Job Title:** SEND Transition Worker

**Job Grade:** Scale 6

**Job Location:** Uxbridge Campus

**Hours:** 36 hours per week, 52 weeks per year

**Reporting to:** Head of Learning Support

**MAIN SCOPE OF POST:**

* To work with pupils and parents from Year 9 upwards to enable learners to make an effective transition to Uxbridge College.
* To provide administrative duties for receiving and processing of learners with an EHC (Education, Health and Care) plan.
* To support learners with their independence and their understanding of post College options and to support them with preparation for transition when they leave the College.

**DUTIES AND RESPONSIBILITIES:**

1. To work directly with local schools, specialist providers and the local authorities to identify prospective students wishing to enrol at the College.

2. To work with these prospective students to assist their transition to the College environment. To include activities such as: arranging interviews; visits and link/taster courses; attending school based EHCP reviews.

3. To work with pupils and parents to assist the transition process, and by working closely with the Head of Learning Support (Special Educational Needs Co-ordinator) provide advice on such areas as: curriculum offer, travel and mobility, and addressing the specific needs of SEN learners.

4. To assist the Head of Learning Support in creating and maintaining a register of SEN learners.

5. To maintain an up to date database of all correspondence regarding EHC plans and provide reminders regarding deadline dates for actions.

6. To assist the Head of Learning Support in correspondence with local authorities, schools and parents regarding EHC plans.

7. To work with the Head of Learning Support regarding the needs of students with disabilities and to record this on detailed learner profiles.

8. To foster ‘relationships’ with all feeder Boroughs including attendance at relevant local authority meetings.

9. To assist the Head of Learning Support in ensuring appropriate progression for SEN learners

10. To undertake administration for learners with SEN which includes:

* Administration of the formal review process for learners with EHCPs
* To monitor completion of individual action plans for learners and to ensure appropriate records are kept. Assist with input into student profile document on High Needs Tracking Spreadsheet

**GENERAL:**

12. To take an active part in the appraisal and mentoring processes and to engage in relevant Staff Training and Development as identified.

13. To comply with all relevant Health & Safety Regulations and assist the College in the implementation of its own Health & Safety Policy.

14. To comply with and actively promote the College’s Equal Opportunities Policy.

15. To participate in and contribute to the College’s in-service and training activities.

16. To carry out all other duties as may be reasonably required.

|  |
| --- |
| **Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. The job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.** |

#### SEND Transition Worker

#### Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How assessed\* |
| Qualifications |  |  |  |
| Good standard of general education (GCSE level or equivalent) | **** |  | Cert/AF |
| Knowledge, Skills and Experience |  |  |  |
| Experience of working in the education sector with children or young people with Special Educational Needs and Disabilities (SEND) | **** |  | AF, IV |
| Understanding of the 2014 SEN Code of Practice | **** |  | AF, IV |
| An awareness of recent government initiatives relating to SEN | **** |  | AF, IV |
| Understanding of Equality and Diversity and Safeguarding in education | **** |  | AF, IV |
| Good communication skills, written and verbal | **** |  | AF, IV |
| Experience of working in partnership with a variety of agencies e.g. schools, local authorities |  | **** | AF, IV |
| Ability to communicate effectively with a diverse range of people | **** |  | AF, IV |
| Good IT skills, including good working knowledge of Microsoft Office software and ability to use databases | **** |  | AF, IV |
| Ability to maintain accurate records, both manual and on a database | **** |  | AF, T |
| Strong organisational and administrative skills and ability to prioritise workload effectively and meet deadlines | **** |  | AF, IV |
| Excellent customer service skills | **** |  | AF, IV |
| Good literacy and numeracy skills | **** |  | AF , T |
| Personal Attributes |  |  |  |
| Excellent communication skills | **** |  | AF/IV/T |
| The ability to work under own initiative | **** |  | AF/IV |
| The capacity to respond to the emotional as well as the educational and physical needs of individual students | **** |  | AF/IV |
| Competencies *Support staff should be able to demonstrate competency in all of the following areas:*  Communication; Planning and Organising;  Working Together; Customer Service;  Adaptability/Flexibility |  |  | AF, IV |

\*Evidence of criteria will be established from:

AF = Application Form

IV = Interview

T = Test (Skills test at interview stage)

Cert = Certificates checked on induction