

<b>Organisation:</b>	Leeds City College
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	N/A
<b>Core Job Role:</b>	SEND Transition Coordinator
<b>Job Title:</b>	SEND Transition Coordinator
<b>Reports to:</b>	SEND Manager
<b>Grade</b>	LC6
<b>Date of compilation:</b>	02/03/22

### ROLE SUMMARY:

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEND professional to lead on the transition of students with Educational Health and Care Plans and SEND needs. You will be an operational main point of contact with parents, schools and college staff, ensuring students have a smooth transition into college.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Develop strong working relationships with feeder school SENDCOs to ensure that potential students with EHCPs are identified at the earliest opportunity, and there is an effective transfer of information from school to college.
2. Be the main point of contact for the School Liaison and Admissions teams with SEND queries.
3. Liaise with relevant college staff to support with the application and interview process
4. Arrange and host visits to college for SEND students, in conjunction with the School Liaison team and campus SEND teams.
5. Identify potential students who may need transport and support them with the application process, ensuring that timetables are supplied to the transport team
6. Liaise with parents, carers and potential students to ensure that an individual transition plan is in place where required
7. Attend school EHCP reviews as required
8. Support in the preparation of promotional materials and attend relevant events to
9. Represent the College and promote our offer
10. Identify current students who may need to support to transition to their next steps, both within college and externally, and work with the SEND team to ensure this is in place.

## **CORE RESPONSIBILITIES:**

11. Gain a good understanding of the curriculum offer across the college, and provide effective advice to potential students.
12. Ensure that students have a clear progression pathway throughout their time at college, communicating with curriculum departments where they may progress into.
13. Monitor the progress of new students as they start college, ensuring that the curriculum and SEND teams are aware of the support needed to ensure they settle onto their programme.
14. Support with the transition between departments, and liaise with curriculum staff to ensure that any late starters have the support needed to catch up.
15. Support with the creation of support plans, risk assessments and other relevant student documents.
16. Provide direct support to students where required. |

## **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

### **Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

### **Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

### **Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

### **Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

### **Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

### **Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

<b>Job Title:</b>	SEND Transition Coordinator
<b>Department</b>	SEND

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English and Mathematics at Level 2 or above	A/C
E	Q2. Educated to level 3 or above	A/C
E	Q3. IAG qualification or achieve within a year of appointment	A/C
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>

E	EK1. Extensive experience of working with SEND/High Needs learners	A/I
E	EK2. Awareness of the policies around SEND/High Needs learners.	A/I
E	EK3. Experience of partnership working.	A/I
E	EK4. Expertise, knowledge and understanding of the FE and Skills sector	A/I
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Excellent communication and interpersonal skills	A/I
E	SC2. Able to demonstrate a high level of organisational ability	A/I
E	SC3. Able to demonstrate effective administration skills.	A/I
E	SC4. Able to demonstrate good IT skills and use of Microsoft/Google packages.	A/I
E	SC5. Ability to work on your own initiative	A/I
E	SC6. Able to demonstrate problem solving skills	A/I
E	SC7. Ability to relate well to all students of all ages and abilities is essential.	A/I
E	SC8. The ability to work as a pro-active and supportive member of the team is vital, with skills to lead in defined areas.	A/I

E	SC9. Flexible approach, with ability to adapt and embrace change.	A/I
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
E or D	Criteria	A / I / T / P / C / MT
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I