

Grading

Job Description and Employee Specification

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<u>Job title:</u> Transition Practitioner	<u>Service area:</u> Children and Families
<u>Post number:</u> 	<u>Division:</u> Education
<u>Grade:</u> 6	<u>Section/team:</u> SEND
<u>Overall purpose of job:</u> To support children and young people with SEND at key transition points in their education by delivering early, targeted and practical intervention that reduces anxiety, prevents placement breakdown, and strengthens inclusion within mainstream education. The Transition Practitioner will work across Early Years, Primary, Secondary and Post-16 transitions, focusing on preparation, independence, attendance and progression. The role is designed to reduce escalation into statutory processes and specialist provision by intervening at the point where risk historically increases. The post holder will work closely with SEND Specialists, schools, families and partners to translate plans into meaningful day-to-day practice and ensure transitions are planned, supported and sustained. Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	

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Main responsibilities:

1. Work under the direction of the SEND Specialist Lead Teacher to deliver practical transition support for children and young people with SEND at key phase changes.
2. Provide direct work with children and young people to reduce anxiety, build confidence and prepare them for successful transitions between settings.
3. Support Early Years to Primary, Primary to Secondary and Secondary to Post-16 transitions, ensuring planning is timely, coordinated and outcome-focused.
4. Develop and implement transition support plans that translate SEND support into practical strategies within everyday provision.
5. Work with schools and settings to strengthen Ordinarily Available Provision at transition points, reducing reliance on specialist placements and statutory escalation.
6. Support preparation for adulthood, including independence skills, travel training and post-16 pathway planning.
7. Work collaboratively with families to promote confidence, understanding and engagement during transition periods.
8. Contribute to multi-agency planning meetings and reviews, ensuring transition risks are identified and mitigated early.
9. Monitor attendance, engagement and inclusion outcomes following transition, intervening promptly where risk of breakdown emerges.
10. Maintain accurate records of work undertaken, outcomes achieved and impact, contributing to service-wide monitoring and evaluation.
11. Share learning, emerging trends and risks with SEND Specialists and managers to inform service development and planning.
12. Promote inclusive practice and positive relationships across schools, settings and partners.

Job Description and Employee Specification**Knowledge, skills and experience:****Essential**

- Experience of working directly with children and young people with SEND in education, inclusion, pastoral, youth, family support or equivalent settings.
- Demonstrable understanding of key transition points (Early Years, Primary, Secondary, Post-16) and the risks associated with transition for children and young people with SEND.
- Experience of supporting children and young people with anxiety, emotional wellbeing needs or emerging barriers to engagement.
- Knowledge of inclusive practice, graduated response and ordinarily available provision within mainstream settings.
- Ability to translate plans and recommendations into practical, day-to-day strategies that support successful transitions.
- Strong communication skills, with the ability to build positive, trusting relationships with children, families and professionals.
- Ability to work collaboratively within a multi-disciplinary SEND and Inclusion team, including close working with SEND Specialists.
- Good organisational skills, including the ability to manage multiple cases, maintain accurate records and monitor outcomes.

Creativity and innovation:

- Provide direct work with children and young people to reduce anxiety, build confidence and prepare them for successful transitions between settings.
- Apply creative, child-centred approaches to reduce anxiety and support successful transitions.
- Adapt strategies to meet individual needs and circumstances.
- Contribute ideas and feedback to wider SEND services on improving transition support and inclusive practice.
- Reflect on practice to support continuous improvement and service learning.

Contacts and relationships:

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Regular contact with:

- SEND Specialists and wider SEND and Inclusion staff
- Schools, early years settings and post-16 providers
- Children and young people with SEND and their families
- Health, social care and other partner agencies
- Work with schools and settings to strengthen Ordinarily Available Provision at transition points, reducing reliance on specialist placements and statutory escalation.
- Work collaboratively with families to promote confidence, understanding and engagement during transition periods.
- Coordinate with families to ensure consistency, understanding and sustained engagement.
- Contribute to multi-agency planning to align education, health and social care support.

Decision making:

- Make professional judgements regarding appropriate transition support strategies within agreed frameworks.
- Work with schools and settings to strengthen Ordinarily Available Provision at transition points, making decisions which reduce reliance on specialist placements and statutory escalation.
- Prioritise work in response to identified transition risks and service priorities.
- Escalate concerns appropriately to SEND Managers.
- Contribute to shared decision-making within multi-agency contexts.

Responsibility for resources:

- Laptop, mobile phone and relevant digital tools.

WORK ENVIRONMENT

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Work demands:

- Managing multiple transition cases across different phases.
- Responding flexibly to emerging risk and anxiety around transitions.

Physical demands:

- Normal physical demands associated with school-based and community working.

Working conditions:

- Agile working across schools, settings, homes and council buildings.
- Regular travel across the local authority area.

Work context:

- The role involves high levels of responsibility, scrutiny and potential reputational risk to the Authority.
- Some lone working and risk associated with home visits, e.g. potentially challenging behaviour of either a physical or verbal nature, from citizens or their carers.

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Position in organisation:

Indicate how many staff the post is directly accountable for:

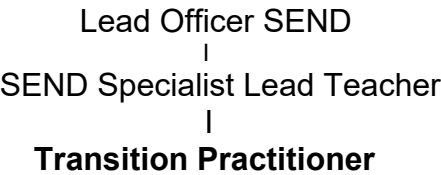
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Are posts in more than one location? No
Is this at the same site? Are the posts managed highly mobile? Within schools, homes and council buildings

Is the supervision/management shared with another post in the structure?
No

Please indicate which post(s):

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



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Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
• Experience of working directly with children and young people with SEND in education, inclusion, pastoral, youth, family support or equivalent settings. • Demonstrable understanding of key transition points (Early Years, Primary, Secondary, Post-16) and the risks associated with transition for children and young people with SEND. • Experience of supporting children and young people with anxiety, emotional wellbeing needs or emerging barriers to engagement. • Knowledge of inclusive practice, graduated response and ordinarily available provision within mainstream settings. • Ability to translate plans and recommendations into practical, day-to-day strategies that support successful transitions. • Strong communication skills, with the ability to build positive, trusting relationships with children, families and professionals. • Ability to work collaboratively within a multi-disciplinary SEND and Inclusion team, including close working with SEND Specialists. • Good organisational skills, including the ability to manage multiple cases, maintain accurate records and monitor outcomes.	
Knowledge, Skills and Experience	Interview
Education, Training and Qualifications	Original documents
• Level 3 qualification or above in a relevant field (e.g. education, child development, youth work, health, social care or equivalent experience). • Commitment to ongoing professional development in SEND, inclusion and transition support. • Willingness to undertake safeguarding training and SEND-related CPD as required.	
Working Arrangements	Interview
• Ability to work flexibly across schools, settings and community locations. • Willingness to travel across the local authority area. • Capacity to work collaboratively with families, schools and partner agencies.	

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DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
- Experience of supporting transition planning or preparation for adulthood. - Experience of working with attendance, engagement or behaviour support. - Experience of contributing to multi-agency planning or review meetings.	
Knowledge, Skills and Experience	Interview
Education, Training and Qualifications	Original documents
- Additional SEND-related qualification or specialist training. - Training in emotional wellbeing, anxiety support or child development.	
Working Arrangements	Interview
N/A	

THE POST IS SUBJECT TO:

Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974

Yes ☒No ☐

Political restriction

Yes ☒No ☐

The ability to speak fluent English under the Immigration Act 2016

Yes ☒No ☐

• Version Control

Author	
Status	
Date approved	
Last updated	