



Job Description

Post:	Transition Coordinator and Learning Support Assistant
Responsible to:	Deputy Headteacher for Pastoral / SENCO
Salary scale:	£32,049 per annum. (£3,169, Coordinator Allowance Scale 4, Point 7, £28,880, LSA)
Status:	Maternity Cover, Term-Time plus 5 days
Hours:	Monday - Friday, 8 am - 4 pm
Location:	The Excelsior Academy

Job Purpose

This combined role serves two interconnected functions within the Academy. As Transition Coordinator, the post-holder leads on supporting students' progression from secondary school to post-secondary education, employment, or long-term support, with a particular focus on students with special educational needs. As Learning Support Assistant, the post-holder works under the direction of teaching and senior staff to support access to learning, promote positive behaviour, and contribute to an inclusive Academy environment.

Both elements of the role share a commitment to the highest expectations of all students, equity, diversity, and safeguarding.

Part A: Transition Coordinator Responsibilities

Strategic Leadership

- Lead on transition coordination delivery, developing effective practice that raises standards of attainment, behaviour, and achievement.
- Design and implement programmes to support students with special needs in continuing their education or securing employment.
- Develop curriculum, create lesson plans, and assess student progress against individual transition needs.
- Support the development of strategies for students' spiritual, moral, social, and cultural development, including citizenship.
- Coordinate transition activities for school, college, career, and community readiness.
- Assist with aligning the transition continuum of services at the secondary level.

Individual Education Plans (IEPs)

- Manage IEPs for an assigned caseload; coordinate and facilitate IEP meetings and write IEPs in accordance with statutory requirements.
- Communicate effectively with general education teachers and support staff regarding student needs and progress.
- Facilitate referral, application, and eligibility processes for students and families seeking adult service providers.

- Disseminate information to staff, students, and parents regarding individual student needs, progress, and available resources.

Teaching & Learning

- Participate in teaching Year 6 students preparing to join the school in Year 7.
- Provide direct instruction tailored to students' individual transition needs.
- Ensure teaching and learning is appropriately differentiated for all students, including those with EAL and SEN.
- Set, mark, and assess classwork, homework, and projects as appropriate.
- Act as a role model in the provision of high-quality teaching, learning, and assessment.
- Endeavour to give every student the opportunity to reach their full potential.

Operational & Administrative

- Maintain and update comprehensive student records, including attendance, classwork, and homework.
- Collect, collate, and deploy student data on attendance, behaviour, participation, progress, and attainment to improve outcomes.
- Participate in public and internal examination arrangements and assessment programmes.
- Undertake the role of form mentor for a designated group of students.
- Manage resources to ensure effectiveness and value for money.
- Undertake additional administrative duties as directed by the Pastoral Deputy Headteacher.

Community & Partnership

- Ensure effective dialogue with parents/carers, outside agencies, community partners, and partner organisations.
- Develop links with other schools, colleges, and learning providers as appropriate.
- Represent the school at external events and meetings as required.
- Liaise with external partners and maintain positive relationships with the wider community.

Part B: Learning Support Assistant Responsibilities

Support for Students

- Attend to students' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid, and welfare matters.
- Supervise and support students, ensuring their safety and access to learning.
- Establish good relationships with students, acting as a role model and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with peers and engage in teacher-led activities.
- Foster independence in students as appropriate to their needs.

Support for Teachers

- Work with the teacher to establish an appropriate learning environment, including preparing and clearing classrooms and assisting with displays.
- Monitor and report on pupil problems, progress, and achievements to the teacher/SENCO as agreed.
- Undertake pupil record-keeping as requested.
- Support the teacher in managing pupil behaviour and report difficulties appropriately.
- Gather and relay information to and from parents/carers as directed.
- Provide clerical and administrative support as required by the SENCO, e.g. photocopying, Arbor administration, filing.

Support for the Curriculum

- Support students in understanding instructions and accessing learning materials.
- Assist students in line with local and national learning strategies, e.g. literacy, numeracy, KS3, and early years, as directed by the teacher.

- Support students in the use of basic ICT as directed.
- Prepare and maintain equipment and resources as directed by the teacher.

Shared Responsibilities

Academy-Wide Contributions

- Be aware of and comply with all policies and procedures relating to child protection, health and safety, security, confidentiality, and data protection.
- Support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work, and aims of the Academy.
- Attend regular meetings and participate in training, learning activities, and performance development as required.
- Assist with supervision of students out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and students on educational visits, trips, and out-of-school activities as required.
- Participate in the school's arrangements for assemblies and other whole-school events.

Professional Standards

- Take part in the Performance Management process and engage in regular self-review.
- Promote and safeguard the welfare of children, young people, and vulnerable individuals.
- Model the highest expectations and maintain a strong professional presence around the Academy.
- Act as a role model for staff and students through personal and professional conduct.
- Establish effective working relationships and set a positive example through professional presentation.
- Have a working knowledge of teachers' professional duties and legal liabilities and adhere to the Teachers' Standards.
- Take responsibility for own professional development in relation to school policies and practices.

Person Specification

Qualifications

- Graduate (Essential)
- Maths and English to GCSE Grade C or equivalent (Essential).
- Relevant First Aid training, or willingness to undertake this (Desirable).
- Level 1 Safeguarding Training (Desirable).

Experience

- Successful experience of working with young people with a range of complex barriers to learning.
- Experience of working with young people in a secondary school setting.
- Experience of managing IEPs and coordinating transition activities (Desirable).
- Experience of vocational guidance, counselling, or careers support for young people (Desirable).
- Demonstrable knowledge, skills, and appropriate behaviours in relation to relationships with students.

Knowledge & Skills

- General understanding of the National Curriculum and other basic learning programmes and strategies.
- Knowledge of SEND legislation, the EHCP process, and transition frameworks.

- Ability to communicate effectively, both orally and in writing, with students, staff, and external partners.
- Proven administrative and organisational skills.
- Competent in the use of school information management systems (e.g. Arbor) and basic ICT.

Personal Qualities & Attributes

- A commitment to the aims and values of community comprehensive education, the Academy's vision and ethos, and the implementation of equal opportunities.
- A willingness to initiate and participate in cross-curricular and extra-curricular activities.
- The ability to establish effective and appropriate relationships with students and staff.
- Flexible, able to work under pressure and meet deadlines.
- A clear understanding of the importance of professionalism and confidentiality.
- A strong role model for both staff and students.
- • A proven record of excellent attendance and punctuality.

Commitments

All staff must be fully committed to:

- The highest possible expectations of all students.
- Equity, diversity, inclusion, and social justice.
- Safeguarding and promoting the welfare of children.
- Their own professional and personal development.

Our Commitment to Safeguarding

The Excelsior Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. All shortlisted applicants will be subject to an online search as recommended by government guidelines.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated management responsibilities under the terms of a direction made by the Secretary of State for Education.

Our Commitment to Equality

The Excelsior Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect, and their contribution to the learning process will be valued. All employees are expected to understand and promote equality and diversity in the course of their work.

Note: This job description will be reviewed annually and is subject to variation at the reasonable discretion of the Headteacher.