The Carr Fenton Foundation

Yorkshire Rose College

Aspire to Be

Job Description

Title:	Transition Coordinator
Reports to:	Employment and Work Experience Lead
Based at:	Yorkshire Rose College and Aspire To Be
Hours of Work:	37 hours p er week
Annual Leave	55 days including 8 bank holidays to be used during the school holidays
Basis:	Permanent
Salary:	EW1 — EW5

Job Purpose:

The Transition Coordinator will hold responsibility for an allocated caseload of students and learners across Yorkshire Rose College and Aspire to Be. The postholder will provide consistent oversight of each learner's Education, Health and Care Plan (EHCP), outcomes, progress, transition planning and intended destination throughout their journey.

The role will be a key point of coordination for students, families, curriculum teams and external professionals. The Transition Coordinator will chair EHCP Annual Reviews and transition meetings for their caseload.

Transition planning will begin early and remain active throughout the learner journey, rather than being limited to the point at which a learner is preparing to leave.

Key Duties and Responsibilities

Caseload Management

- Hold and actively manage an allocated caseload of students and learners across Yorkshire Rose College and Aspire to Be.

- Maintain clear individual action plans and track progress, risks, actions and review dates for every learner within the caseload.

- Identify where progress, provision, outcomes or transition arrangements require further action and escalate concerns appropriately.

- Maintain accurate, timely and confidential records on the organisation's agreed systems.

- Provide continuity for learners and families by acting as a consistent point of contact throughout the learner journey.

EHCP, Annual Reviews and Outcomes

- Chair EHCP Annual Reviews for learners within the allocated caseload.

- Gather appropriate evidence and contributions from the learner, parents or carers, curriculum teams, therapy, pastoral staff and relevant external professionals.

- Ensure the learner's voice, aspirations and preferred communication methods are central to the review process.

- Review EHCP outcomes and goals to ensure they remain relevant, meaningful, measurable, aspirational and linked to preparation for adulthood.

- Record, communicate and monitor all agreed actions, ensuring named individuals understand their responsibilities and timescales.

- Contribute to quality assurance activity to improve the consistency and quality of EHCP reviews, evidence and outcomes.

Learner Voice and Person-Centered Planning

- Build positive and professional relationships with learners so their wishes, aspirations, strengths and concerns are understood and represented.

- Use accessible and differentiated approaches to support learners to contribute meaningfully to their EHCP review and transition planning.

- Ensure person-centred planning reflects the learner's communication needs, identity, choices and longer-term ambitions.

- Seek and record the views of parents and carers while maintaining the learner's voice at the centre of planning.

Transition, Progression and Destinations

- Maintain and regularly review individual transition plans for learners within the caseload.

- Work with learners to identify realistic and aspirational next steps in education, employment, independent living, community participation and adulthood.

- Coordinate transition activity with curriculum, careers, work experience, therapy, pastoral, safeguarding and other relevant teams.

- Work with families and professionals to identify appropriate future provision, support, placements and progression opportunities.

- Arrange and contribute to visits, planning meetings and transition activities in college, community and destination settings.

- Make or coordinate appropriate referrals to external services and agencies, ensuring a clear circle of support is in place.

- Track intended and actual destinations, maintain contact at agreed follow-up points and record the learner's ongoing journey after leaving. To deliver aspects of the Independence curriculum to support students towards employment.

Multi-Agency and Partnership Working

- Develop effective working relationships with Local Authorities, health, social care, schools, colleges, training providers, employers and community partners.

- Chair or contribute to multi-agency meetings relating to learners within the caseload.

- Ensure information is shared appropriately, lawfully and promptly with relevant colleagues and professionals.

- Advocate for learners and challenge constructively where provision, progress or transition arrangements are not meeting identified needs.

Internal Communication, Data and Reporting

- Provide clear updates to managers and relevant teams on Annual Reviews, proposed amendments, learner progress, transition plans, risks and outstanding actions.

- Contribute to team meetings, learner progress reviews and case discussions as required.

- Use caseload data to identify themes, gaps and emerging risks that may inform curriculum planning, service development and quality improvement.

- Contribute to self-assessment, quality improvement planning, audits and reporting requirements relevant to EHCPs, learner journeys and destinations.

General

- To strictly observe and follow staff code of conduct.

- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions

- Support the college's implementation of all current statutory requirements, e.g. Equalities Act, Equal Opportunities, Child Protection and Data Protection (GDPR)

- To fulfil personal requirements, where appropriate, with regard to Foundation and college policies and procedures, health, safety and welfare, emergency, evacuation and security

- To have responsibility for promoting and safeguarding the welfare of all students

- The Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

- To work positively and inclusively with colleagues and stakeholders so that the Foundation provides a workplace and delivers a service that does not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities

- To attend training as required by the Foundation to ensure that the best possible service is provided to our students and to each other

- To observe at all times the Foundation's policies, in particular those relating to Health and Safety at Work and Data Protection.

- To undertake other duties which may be reasonably be required.

Person Specification

	Essential	Desirable
Qualifications	• GCSE Maths and English grade 4 or equivalent. • Full UK driving license, with willingness to travel and use own vehicle or company provided vehicles. • Relevant Level 3 qualification or experience.	• BSL Qualification (willingness to work towards)
Experience	• Experience of supporting children and/or young people in an educational or care setting or similar • Experience of working collaboratively within a team. • Experience of supporting children or young people with their transition towards positive destinations such as education and social care provisions. • Setting and achieving SMART targets. • Ability to provide information in report format. • Experience of chairing meetings, annual reviews or other meetings support students and families.	• Experience of working with young people who are Deaf/Hearing Impaired or those with Special Educational Needs and/or Disabilities • Teaching experience and/or facilitating training.
Skills, Knowledge and Aptitude	• Ability to relate well to young people and adults with SEND. • Strong knowledge of EHCPs and Annual Review process. • Strong organisational skills. • Effective oral and written communication skills. • High level interpersonal skills both in working with students but also liaison, networking, negotiation, and team working. • Knowledge of CPOMS • IT literate with a working knowledge of MS office, in particular: Word, Excel and Outlook • Knowledge of the Preparing for Adulthood (PfA) framework and supporting young people in working towards these outcomes.	• Demonstrate excellent IT skills • Knowledge of the local area • Experience of liaison with employers and other stakeholders • Behaviour management strategies • Reporting and writing • Knowledge of Databridge
Personal Attributes	• Be willing to undertake a programme of ongoing continuous professional development.	

	• Demonstrate the following attributes: approachable; patient; efficient; enthusiastic; positive with a 'can do' attitude. • Flexibility and willingness to be adaptable and respond quickly to changes. • Complete honesty and integrity. • Ability to maintain confidentiality and abide by all GDPR regulations • Have the ability to organise own time effectively.	
Safeguarding Young People	• Understanding the importance of safeguarding and child protection and its impact on this role.	