

## **MEDWAY COUNCIL - JOB PROFILE**

**POST TITLE:** Transition Officer (QI023)  
**DEPARTMENT:** Education and SEND  
**DIRECTORATE:** CHILDREN & ADULTS  
**RESPONSIBLE TO:** Deputy Area Inclusion Lead  
**RANGE:** 4 (subject to JE confirmation)

### **1. MAIN PURPOSE OF JOB**

- To collate and prepare documents and liaise with schools and parents for the purposes of phase transition for children and young people with EHCPs in line with current legislation guidance.
- To act as the named officer for specific schools, children/young people and parent-carers, giving written, telephone and face to face advice to them about the statutory procedures and the Medway framework for applying these.
- To act as a contact for parents to offer technical advice and support with regard to the assessment process.
- To coordinate the professional input to EHC assessments including supporting organisation of multi-agency advice.
- To ensure accurate transfer and evidencing of recommendations and information provided in professional and other reports to identify advice to include in the Education, Health and Care Plan
- To support the EHCP writers to write Education, Health and Care Plans based on evidence from professional and other reports in clear, concise and accessible language.
- To arrange and hold co-production meetings with parents/carers or young people and agencies.
- To attend annual reviews and not to assessment meetings as required.
- To maintain and support clear and transparent communication about the progress of cases so that all involved are kept fully and accurately informed, and to ensure accurate and details recording of communications with stakeholders.
- To provide support for parent/carers or young people throughout the education, health and care assessment process and while the EHCP is in place.
- To use the SEN database effectively and in line with the councils protocols in order to work through and record SEND processes.
- To update and maintain accurate data for pupils with SEN in line with Medway SEN processes and requirements
- To amend EHCPs following the annual reviews as required within the statutory time frame.
- To liaise with other Local Authorities with regard to pupils with EHCPs moving in and out of Medway and to ensure the timely securing of educational provision for

those pupils moving into Medway.

## **2. PERSON SPECIFICATION**

### **Qualifications**

#### *Essential*

- Level 3 or higher academic qualification
- GCSE A-C/5-9 (or equivalent) qualifications in Maths and English
- Access to own transport.

#### *Desirable*

- Professional qualifications in relevant subject and/or evidence of ongoing professional development in the fields of expertise required.

### **Knowledge**

#### *Essential*

- Detailed knowledge of legislation and guidance relating to SEND, e.g. The Children and Family Act 2014, The SEND Code of Practice.
- Knowledge and understanding of the national educational landscape, and current issues and debates within this sector.
- An understanding of issues impacting access to education, including issues relating to disadvantaged, SEND or vulnerable students, and Social Emotional and Mental Health needs (SEMH).
- An up to date working knowledge of safeguarding frameworks.
- Demonstrable understanding of data management including the ability to interpret trend information to shape service delivery
- Ability to use ICT programmes effectively to capture and analyse data in order to monitor and evaluate performance (e.g. MS Word, Synergy, Excel).

### **Experience**

#### *Essential*

- Experience of working in an education setting
- Experience of IT systems and ability to produce letters and correspondence and interrogate data
- Experience of working directly with children and families
- Demonstrable experience of thoroughly analysing written and spoken information from a range of professionals and extracting the relevant information for a range of purposes

### *Desirable*

- Experience of pastoral care in schools and academies or safeguarding.
- Experience working in SEND settings, e.g. working within specialist schools or resourced provisions.

### **Skills (Mental skills/Communication skills/Physical skills)**

#### *Essential*

- Ability to maintain productive relationships with a wide range stakeholders
- Ability to model high levels of professionalism, and promote a culture of professional standards and accountability amongst the Inclusion Team.
- Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions.
- Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences.
- Ability to consistently and effectively organise and prioritise tasks and meet deadlines
- Ability to take accurate records of meetings and record information accurately.
- Ability and willingness to travel in order to meet requirements of the role.

### **Personal qualities (Mental demands)**

- Personal resilience, energy and enthusiasm.
- Strong organisational skills and ability to meet deadlines.
- A can-do, solution focused approach to working.
- Strong interpersonal and communication skills

## **3. ORGANISATION**

### **(i) ORGANISATION CHART**

Attach a copy of the Service organisation chart - attached

### **(ii) DESCRIBE HOW AND BY WHOM THE POST IS MANAGED**

The Transition Officer will report directly to, and be line managed by, the Deputy Area Inclusion Lead.

### **(iii) DESCRIBE THE LEVEL OF INITIATIVE AND/OR INDEPENDENCE EXPECTED OF THE POST HOLDER**

The postholder will be expected to work to a high level, independently and as part of the service teams for Inclusion. The postholder will require the ability to demonstrate a high level of initiative, self-motivation, proactivity, alongside the ability to work in a demanding environment.

The postholder will demonstrate and promote a highly organised way of working, ensuring that work progresses and that projects are seen through to completion a timely way. Individuals will be motivated to identify creative and innovative ways to develop practice and overcome barriers.

**(iv) DESCRIBE ANY SUPERVISORY/MANAGEMENT RESPONSIBILITIES**

The postholder may be required to support the induction of new staff.

**(v) JOB CONTEXT - DESCRIBE THE MAIN CONTACTS, BOTH INTERNAL AND EXTERNAL AND THE PURPOSE OF THOSE CONTACTS**

The key contacts for this postholder may include (but are not limited to): corporate directorate teams, including senior leadership, democratic services, finance, HR; elected councillors and MPs, including lead portfolio holders in Children's Services/Education; colleagues and senior managers across the People directorate (including Commissioning); senior leaders and other relevant representative of schools, academies and Pupil Referral Units (including Governing Bodies or equivalent); key contacts within the Department for Education and other central government departments; wider stakeholders and partners, including Integrated Care Boards (ICBs); third party providers of services (including contracted services)/education provision; and (where necessary and appropriate) members of the public/service users.

The postholder would be required to develop these relationships and contacts for a number of purposes, including customer relations, and joint working across agencies.

#### **4. PHYSICAL DEMANDS**

It is anticipated that the majority of meetings that the post holder for this role will be required to participate in will continue to be held virtually. This will mean the post holder will spend significant amounts of time on their laptop to join these meetings/calls. However, some meetings will be held in person (in the office(s) location or external venue).

Similarly, a large amount of communication may be done via email or other electronic written communication, therefore it is recognised that this may come with an impact in terms of manual dexterity.

## **5. EMOTIONAL DEMANDS**

This postholder will be working in a fast-paced environment with a number of competing demands. The postholder will need to be agile and work to multiple priorities. This role demands a level of decision making, particularly to resolve issues and conflicts that would otherwise impede the progression of key activities and priorities.

The postholder will likely receive direct communication from members of the public, particularly if dissatisfied or upset with services and/or seeking action from the LA in respect of the relevant services

## **6. RESPONSIBILITY FOR PEOPLE (not staff supervision)**

The job involves some direct impact on the well-being of individual, or groups of, people, through undertaking tasks or duties which are to their direct benefit, or impact directly on their health and safety.

## **7. RESPONSIBILITY FOR FINANCIAL RESOURCES**

The post holder will not have responsibility for financial resources.

## **8. RESPONSIBILITY FOR PHYSICAL RESOURCES**

(stock/systems/confidential information)

The postholder will be required to follow all GDPR and Information Governance policies in the handling of any data and information, including hard-copy files. Allocated hardware (laptop, etc) must also be well-maintained (with IT support available for any issues).

The postholder will be expected to have access to child-level data within case files and case management systems.

## **9. WORKING CONDITIONS**

The main location of work will be in Family Hubs in Medway. The postholder will be required to also work at the central Council offices at Medway Council, Gun Wharf. The post involves frequent visits to a wide range of community settings, including schools and education provision settings will be required as part of these roles. From time to time, the post holders may be expected to attend internal and external networking events (e.g. team meetings and events, headteacher conferences), held at external venues. It is anticipated that the majority of meetings, particularly with external partners, would likely continue to be held virtually. The postholder may be required to undertake home visits.

