

Job Description



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| Post | Transition and Wellbeing Lead |
| Department | Learning Support/Pastoral |
| Responsible to | Vice Principal / Head of Learning Support |
| Hours and work pattern | To be agreed |
| Working closely with | Head of Learning Support, Vice Principal, Senior Tutors, Learning Support team, Pastoral Team and the Student Services Team |

Key Purpose:

- To deliver one to one support and bespoke group sessions for vulnerable students focussing on engagement, attendance, achievement, wellbeing, personal development, social skills, welfare and employability
- To support the aims and values of the college as detailed in the college’s statement of purpose, vision and values

Duties and Areas of Responsibility:

| Each academic year | |
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| 1 | To support a successful transition and help secure engagement in college life for students with social emotional and behavioural issues by working closely with mainstream schools and pupil referral units to identify those likely to struggle with the transition. |
| 2 | To work closely with schools, college parents/carers to identify barriers and support required to enable individual learners to be successful both in transitioning to college and remaining successful in their chosen programme. |
| 3 | To provide individual support and a bespoke transition programme and ongoing support to ensure the students have the best chance of success. |
| 4 | To work alongside college tutors to work together to break down barriers to ensure both academic and social and emotional success. |
| Key Responsibilities | |
| 1 | To provide individual support to students in need to enable them to re-engage and thrive in their college life. |
| 2 | To provide ongoing mentoring and targeted group sessions /programmes to support the SEMH needs of the students. |
| 3 | To work alongside tutors to ensure that both academic and SEMH needs can be met in a unified way. |
| 4 | To work closely with college tutors and support staff to help plan effective strategies to support individual students. |
| 5 | To fully understand individual barriers to learning with regards to learning, mental health, safeguarding, home circumstances and how these may impact on performance. |
| 6 | To develop a close working relationship with schools and PRUs to identify learners who would benefit from a targeted transition programme. |
| 7 | To build a relationship with the student/parents/carers prior to coming to college helping where necessary with the application process and supporting the Interview process. |
| 8 | To keep accurate records of interactions with students, schools /PRUs, parents/carers, agencies. |

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| Name of the Post holder: | |
| Sign: | Date: |
| Name of Line Manager: | |
| Sign: | Date: |