

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

CS1502P: Transitions Officer

SALARY

£25,995 pro rata per annum

GRADE

CSS Scale 4

HOURS

37.5 HPW
Term-Time Only (38 WPY)

REPORTING TO

Programme Lead - NEET

DEPARTMENT

Student Services

LOCATION

Lincoln

BE READY...

Job Purpose:

The Transitions Officer will provide targeted, personalised support to NEET learners participating in a specialist programme designed to re-engage young people who have experienced barriers to education, learning and progression. The role will support learners to build confidence, develop essential employability, study and independent living skills, and achieve a recognised qualification, enabling them to successfully progress within one year into mainstream vocational provision, an apprenticeship, employment or further education.

Working closely with curriculum teams, Careers, employers, parents/carers and other internal and external partners, the Transitions Officer will act as a consistent advocate and trusted professional for learners throughout their programme. They will identify individual strengths, needs and aspirations, remove barriers to progression and provide practical, personalised support to help learners develop the resilience, independence and skills required for their next step.

The postholder will facilitate bespoke transition visits and experiences, support learners to access mainstream vocational areas, attend open days and transition events, and develop strong links with relevant curriculum areas, employers and external agencies. They will share good practice with colleagues and contribute to the monitoring and review of learner progress, ensuring that each learner has a clear and achievable progression pathway.

The role will play a key part in creating a positive second chance for young people who may have struggled within traditional education, enabling them to reconnect with learning, recognise their potential, gain a meaningful qualification and progress towards sustainable education, training or employment.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. To support the CATCH Team with transition planning for learners entering, progressing through and moving on from the CATCH programme.
2. To coordinate transition arrangements for learners with EHCPs and/or complex SEND needs. This will include internal progression into mainstream vocational areas and external progression to apprenticeships, employment, further education, Supported Internships or other appropriate destinations.
3. To support learners to develop the confidence, independence, study skills and employability skills required to successfully progress from the specialist programme.
4. To work with learners to identify their strengths, interests, aspirations and barriers to progression. To develop clear and achievable individual progression plans.
5. To arrange and support bespoke transition visits, taster sessions, work experience and vocational activities. To help learners become familiar with mainstream College areas and future learning or employment environments.
6. To attend College open days, transition events, careers events and employer activities. To support learners to access and participate in these opportunities.
7. To work closely with curriculum teams to support learners transitioning into mainstream vocational programmes. To share relevant information and good practice to ensure appropriate support is in place.
8. To work closely with the Careers Team to support learners with their next steps. This will include further study, apprenticeships, Supported Internships and employment.
9. To support learners with applications, CVs, interview preparation and other activities linked to progression and employment.
10. To develop positive relationships with employers and external agencies. To identify opportunities for work experience, placements, apprenticeships and employment.

11. To act as an advocate for learners and ensure their views, needs, strengths and aspirations are communicated effectively. To support learners to develop increasing independence and take responsibility for their own progression.
12. To liaise with parents and carers regarding learner progress, transition arrangements and future destinations. To ensure appropriate information is shared and concerns are addressed.
13. To contribute to the monitoring and review of learner progress, attendance, achievement, engagement and progression. To identify learners who may be at risk of disengagement and work with colleagues to provide appropriate support.
14. To maintain accurate records of transition activity, learner progress and destinations. To provide information and reports as required by the College.
15. To support activities that promote inclusion, confidence and positive relationships. This may include learner groups, parent/carer forums and other engagement activities.
16. To ensure all transition and progression activities support the four strands of Preparing for Adulthood: Employment, Independent Living, Community Inclusion and Health.
17. To accept responsibility for the implementation of the College's Equal Opportunities and Equality, Diversity and Inclusion policies within all personal contacts and areas of responsibility.
18. To maintain professional standards and expertise through relevant professional development. To keep up to date with changes in SEND, safeguarding, careers, employment and relevant legislation.
19. To maintain quality standards, appropriate to the post. To contribute to the development and sharing of good practice within the College.
20. To conform with the Health and Safety requirements relevant to the post. To promote safe working practices when supporting learners in College, on visits and in external settings.
21. To be responsible for safeguarding and promoting the welfare of learners within the role. To follow College safeguarding procedures and report concerns appropriately.
22. To undertake any other reasonable duties appropriate to the level and nature of the post.

N.B. This is not a complete statement of all duties and responsibilities of this post. The postholder may be required to carry out other lawful and reasonable duties as directed by a supervising manager.

PERSON SPECIFICATION

	Knowledge	PSM
1	Level 3 qualification in IAG or specialist SEND qualification.	A
2	Level 2 IT qualification or equivalent.	A
3	Level 2 Safeguarding qualification.	A
4	GCSE Maths and English Grade 9 -4 (A* - C) (or equivalent).	A
5	A sound working knowledge of the legislation surrounding SEND, EHCP and the Equality Act.	A/I

	Experience	PSM
6	Previous recent experience of working with and meeting the needs of people aged 16+ with SEND.	A/I
7	Recent experience of multi-agency working.	A/I
8	Recent experience of supporting SEND students within an FE setting.	A/I

	Skills/Abilities	PSM
9	The ability to supervise students and work as a member of a team.	A/I
10	The ability to communicate with a range of students, staff and other agencies verbally and in writing.	A/I
11	The ability to work to strict deadlines and to prioritise workload.	A/I
12	The ability to maintain and develop administrative systems and have excellent organisational skills.	A/I
13	The ability to work in a non-discriminatory manner.	A/I
14	The ability to supervise students and work as a member of a team.	A/I

	Skills/Abilities – Other	PSM
15	Appropriate IT and digital skills, including the ability to use learner management systems and Microsoft Office to record and monitor learner progress.	A/I
16	Ability to identify safeguarding and wellbeing concerns, make appropriate referrals and follow relevant procedures.	A/I
17	Ability to support learners to develop workplace readiness, including communication, teamwork, problem-solving, professional conduct, interview and job search skills.	A/I
18	Ability to maintain accurate and confidential records, manage competing priorities and work effectively both independently and as part of a team.	A/I

	Work Related Circumstances	PSM
19	Ability and willingness to undertake relevant professional development, including safeguarding, trauma-informed practice, restorative approaches and employability support.	A
20	Ability to work flexibly across different learning and workplace environments.	A/I

Prepared By:	Samantha Rees – Head of Student Services
Date:	September 2026

Proposed Selection Method Key (PSM)		
A = Application	I = Interview	T = Test

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *BE READY...*

**REALISE ASPIRATIONS;
SHAPE FUTURES;
SERVE OUR COMMUNITIES.**

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because **You Matter**.

We **CARE** deeply about achieving outcomes in the right way and expect staff and students to behave with...

COMMUNITY

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

ACCOUNTABILITY

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

RESPECT

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

EXCELLENCE

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:

