

## Job Description

### Transition and Engagement Co-ordinator

**School:** Reddish Hall School

**Group:** Outcomes First Group

**Contract:** Full-time, Permanent (Term time plus 4 weeks)

**Hours:** 37.5 hours per week (usual working day 8.15 – 3.45, however, the role requires some flexibility with hours)

**Location:** Reddish Hall School, with off-site working as required

**Line Manager:** Head of School

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## Job Purpose

The Transition and Engagement Co-ordinator will play a key role in supporting **successful, bespoke transitions into Reddish Hall School**, ensuring that pupils—particularly those with SEMH needs, previous EBSA (Emotionally Based School Avoidance), or disrupted educational histories—are supported to **attend and engage in school full time**.

The postholder will work closely with the Headteacher, clinical team, safeguarding team, Year Managers, SENCo, Attendance and Welfare Officer and Family Liaison Team to design, implement and review **individualised transition and reintegration plans**. The role will also support pupils who are struggling to engage in school, including those on **reduced timetables**, with a clear KPI of **increasing time spent in school and access to education**.

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## Key Responsibilities

### A. Transition into School

- Lead and coordinate **bespoke transition plans** for new pupils joining Reddish Hall School, particularly those with SEMH needs, EBSA histories or anxiety-based non-attendance.
- Work in partnership with the senior leadership, clinical staff and safeguarding team to ensure transitions are **safe, timely and trauma-informed**.
- Liaise with previous and current schools, local authorities, families and professionals to gather transition information and ensure continuity of support.
- Support phased transitions where appropriate, ensuring plans are **time-limited, purposeful and outcome-driven**.

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- Support the Head of Careers and Destinations with transitions to college and post-16 education when necessary
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### B. Engagement and Reduced Timetables

- Work with pupils who are finding it difficult to engage in school, including those on **reduced timetables**.
  - Oversee and monitor pupils on reduced timetables, ensuring safeguarding oversight, clear review points and progression towards increased attendance.
  - Track and report on **engagement and time-in-school data**, with a clear focus on increasing attendance and reintegration into full-time provision.
  - Work closely with Year Managers, SENCo and the Attendance and Welfare Officer to align engagement work with attendance strategies and statutory requirements.
  - Support students who are returning after a suspension or a period of time out of school to successfully re-engage in conjunction with the pastoral team
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### C. Family and Parental Support

- Build strong, professional relationships with parents and carers to support **attendance, engagement and transition into school**.
  - Provide guidance, reassurance and challenge where needed, helping families understand expectations while remaining supportive and solution-focused.
  - Conduct **home visits** and off-site meetings as required to reduce barriers to attendance and engagement, alongside the education and welfare officer.
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### D. Multi-disciplinary and Multi-agency Working

- Work collaboratively with the **clinical team**, including psychologists and therapists, to ensure emotional and mental health needs inform transition and engagement planning.
  - Liaise regularly with the safeguarding team to identify and respond to risks linked to non-attendance or disengagement.
  - Contribute to multi-agency meetings, reviews and planning where appropriate.
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### E. Operational Flexibility

- Undertake **off-site working**, including visits to other schools, local authority meetings and family homes.
  - Be available to work **outside normal school hours** when required to support transitions or family engagement.
  - Undertake some work during school holidays in line with the contract (term time plus 4 weeks), particularly to support planned transitions, or keep in contact with pupils who may find it difficult to re-engage after a break
  - Have own car and a clean driving licence, with appropriate insurance
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### Professional Responsibilities

- Maintain accurate, timely records of transition, engagement and reintegration work in line with school systems and GDPR requirements.
  - Communicate clearly and professionally with pupils, families and colleagues at all times.
  - Contribute to a culture of **high expectations, inclusion and belief that all children can succeed.**
  - Uphold the school's safeguarding responsibilities and promote pupil welfare at all times.
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### Person Specification

#### Essential

- Experience working with children and young people with **SEMH needs**, anxiety or disrupted education.
- Experience supporting **school transitions, reintegration or engagement**, including pupils with EBSA.
- Strong communication skills, with the ability to build trust while maintaining professional boundaries.
- A **tenacious, solution-focused approach** with a belief that all children can succeed.
- Ability and willingness to undertake home visits, off-site work and flexible hours when required.

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- Ability to communicate and work effectively with different teams within school
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### **Desirable**

- Experience working in a specialist or alternative provision setting.
- Understanding of reduced timetables, phased returns and attendance-related safeguarding.
- Experience of multi-disciplinary working alongside clinical or therapeutic teams.