

JOB DESCRIPTION

Post: Transition Manager

Responsible To: Strategic Lead for East Kent Post-16 Education

Summary of Post:

To lead the design, implementation, delivery, and evaluation of the Bridging Futures Transition and Attendance Programme. The post holder will provide operational leadership for a structured, evidence-informed transition model supporting vulnerable and disadvantaged 16–19 learners at risk of disengagement or becoming NEET.

The role will oversee cross-college delivery, coordinate internal and external stakeholders, lead a team of Transition Mentors, ensure programme fidelity, and work closely with evaluators to support robust pre-pilot development and scalability across EKC Group and beyond.

Specific Duties:

1. Provide overall leadership and management of transition and attendance programmes, including any project funding that may apply and EKC Group priorities.
2. Lead the co-design, refinement, and implementation of pre-entry transition mentoring, 100-days induction process, and SEMH-informed attendance support.
3. Line manage and provide professional supervision to Transition Mentors, ensuring high-quality delivery across relevant campuses.
4. Coordinate multi-agency working with feeder schools, Virtual Schools, local authorities, social-care teams, and other key partners to ensure effective information sharing and continuity of support.
5. Oversee programme planning, timetabling, and deployment of resources across participating campuses and partner schools.

6. Lead monitoring, tracking, and analysis of programme data, including learner engagement, attendance, retention, and progression outcomes.
7. Ensure effective use of CRM/MIS systems to track transition activity, learner risk indicators, and intervention impact.
8. Work collaboratively with internal curriculum, inclusion, safeguarding, and wellbeing teams to embed transition-sensitive practice across vocational provision.
9. Coordinate staff training and CPD linked to transition-sensitive pedagogy, and attendance mentoring.
10. Supporting data collection, reporting, implementation logs, and feedback processes.
11. Produce written reports for senior leaders, funders, and governors, contributing to evaluation updates and quality improvement planning.
12. Support planning for programme sustainability and scale-up.
13. To maintain own mentorship caseload.

General Duties and Responsibilities:

1. To participate in the staff support & development scheme and to undertake training based on individual and service needs.
2. To take a lead in creating or to promote a positive, inclusive ethos that challenges discrimination and promotes equality and diversity.
3. To comply with legislative requirements and College policies and guidelines in respect to health & safety and data protection.
4. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
5. To undertake continuing professional development to support our culture of continuous improvement.
6. To partake in quality assurance systems.
7. To meet minimum relevant occupational standards.
8. To keep up to date with the skills required to fulfil the role.

9. To undertake any other duties commensurate with grade as may be reasonably requested.
10. You will be responsible for protecting staff and learners from all preventable harm as per Safeguarding procedures.

	EMPLOYEE SPECIFICATION	Application	Interview	Shortlisting Weighting
Skills				
1.	Proven ability to lead and manage complex, multi-site projects or programmes	✓	✓	6
2.	Strong leadership and people-management skills, including supervision of specialist staff	✓	✓	6
3.	Ability to analyse and use data to inform decision-making and programme improvement	✓	✓	4
4.	Excellent communication skills with a range of stakeholders, including external partners and evaluators	✓	✓	4
5.	Understanding of trauma-informed, inclusion-focused practice in FE or education settings	✓	✓	4
6.	Commitment to equity, inclusion, and learner-centred practice	✓	✓	6
7.	Knowledge of attendance, retention, or transition challenges for 16–19 learners	✓	✓	6
8.	Strong safeguarding knowledge and commitment to learner safety	✓	✓	6
Experience				
1.	Experience of leading cross-organisational or partnership-based initiatives	✓	✓	6
2.	Experience working with disadvantaged, SEMH, or care-experienced learners	✓	✓	4
3.	Experience of project or programme evaluation, reporting, or quality assurance	✓	✓	6
4.	Experience of budget management or financial oversight	✓	✓	4

Education				
1.	Maths Level 2 (e.g. equivalent to GCSE grade C/4 or above)	✓		4
2.	English Level 2 (e.g. equivalent to GCSE grade C/4 or above)	✓		4
3.	Degree or appropriate professional qualification (level 4 minimum)	✓		4
4.	Evidence of relevant leadership or professional development	✓		4

Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6 Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4 Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2 Other relevant - it would be great if the candidate had, but is not expected to be shortlisted.