



# Transition Lead and Student Mentor

Recruitment Pack: May 2025

## We are Hiring

We have an exciting opportunity for a Transition Lead and Student Mentor to join our school staff team.

This is a varied, hands-on role working with young people aged 11-17 with complex learning and therapeutic needs. We provide 1:1 support using a therapeutic approach that fosters independence in our students by the time they reach school-leaving age.

Our schools are located across Essex in the villages of Wethersfield, Sible Hedingham, and the city of Chelmsford. We operate a 38-week curriculum aligned with the Essex County Council school calendar.

## About You

We are seeking a team player who can quickly learn and master our approaches and processes, enabling them to take a leading role in delivering therapeutic education to our students.

We prioritise accuracy and attention to detail through continuous improvement and steady progress towards objectives. You will possess strong skills and experience in building positive relationships with others. You are diligent, detail-oriented, highly motivated, professional, and able to remain calm under pressure.

You are a team player, confident in leading by example through a hands-on approach, and willing to learn and adapt practices to meet students' evolving needs.



## Overcoming barriers – Achieving success



# History

Exceptional Ideas Ltd was established in 2007 to provide educational consultancy and training. We opened Teasdown School in Ridgewell, Essex, in 2009 to support young people aged 11–17 in overcoming the barriers they faced within the mainstream education system. In 2013, Primrose Hill School in Chelmsford was opened to complement Teasdown School. In January 2015, Teasdown School relocated to larger, bespoke premises in Sible Hedingham’s Sugar Loaves building. Brook View School, situated at the former Brewery Tavern site in Wethersfield, became the latest addition to our organisation in early 2015.

# Therapeutic Education and Outreach Services

Exceptional Ideas Ltd also provides therapeutic education through outreach services. Our multi-professional approach uses evidence-based planning and evaluation processes supported by current practitioner research. We believe therapeutic education should be creative, flexible, and individually tailored, incorporating measurable assessments of progress.

We are committed to ensuring that all students have access to a comprehensive curriculum spanning Key Stages 3 to 4, including formal examinations such as GCSEs. Our educational programmes include GCSE, Entry Level Certificates (ELC), ASDAN, and online learning platforms.



# Our Team

Our staff come from diverse professional backgrounds, contributing a wide range of skills and expertise to our team.

Every member undergoes comprehensive internal training, ensuring they understand and embody our ethos with clarity and consistency.



## How to Apply

To apply for this position, head to the [website and click on Apply Here](#) to complete a digital application form.

## Application Guidelines

In your application form, please provide a clear and detailed explanation of why you believe you are a suitable candidate for the position. Include specific examples of your relevant skills and experience, making reference to the person specification where appropriate.

## Supporting Documents

While we are unable to accept CVs as standalone applications, you are welcome to submit a CV alongside your completed application form. Only applications submitted using the official application form and supported by evidence of qualifications will be considered.

## Safer Recruitment and Vetting Checks

To ensure the safety, welfare, and safeguarding of all students, and in accordance with safer recruitment, selection, and appointment procedures, Exceptional Ideas Ltd conducts a range of vetting checks. These include:

- Police/Enhanced DBS check
- Online status searches for shortlisted candidates
- A criminal records disclosure

These checks ensure that only individuals suitable for working with children are recruited. For further information, please refer to our Safeguarding Policy Please note this post is exempt from the Rehabilitation of Offenders Act 1974 and full disclosure must be given.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. All information gathered as part of the recruitment process will be securely stored in line with guidance from the Data Protection Act 2018-GDPR.

Interviews will be held at the office at Brook View School, Braintree Road, Wethersfield, CM7 4BU upon receipt of references. **No interview will take place without previous receipt of references and evidence of educational/professional qualifications. This is in line with safer recruitment in education and the responsibility for ensuring these references are received in time for interview lies with the applicant.**

For an informal conversation about this opportunity, please contact [ei-recruitment@exceptional-ideas.co.uk](mailto:ei-recruitment@exceptional-ideas.co.uk) to arrange.

## Role Description

|                       |   |
|-----------------------|---|
| <b>Title</b>          | Transition Lead and Student Mentor                                    |
| <b>Contract</b>       | Permanent   |
| <b>Accountable to</b> | Headteacher   |
| <b>Liaison with</b>   | Senior Leadership Team  |
| <b>Hours of Work</b>  | Full time: 40 hours, 5 days per week, 8.30am-4.30pm<br>Term time only |
| <b>Pension</b>        | Royal London<br>Minimum employee 4% salary exchange, employer 4%      |

### Transition Lead

The Transition Lead plays a vital role in managing and supporting the transition of students within a designated school. This includes researching, planning, and facilitating pathways such as apprenticeships, further education, or vocational placements. The role is both strategic and hands-on, involving close collaboration with students, families, staff, and external providers.

As a key advisor, you will provide guidance to all staff within your designated school, delivering updates and training when appropriate. In a therapeutic SEND (Special Educational Needs and Disabilities) setting, this role is essential in supporting children with Autism Spectrum Disorder (ASD), Social, Emotional, and Mental Health (SEMH) needs, and complex learning difficulties. You will play a critical role in helping students prepare for life beyond school, ensuring their future opportunities are tailored to their strengths and aspirations.

### Key Responsibilities

- To work with relevant staff members to produce and maintain transition records.
- To organise and prepare students for work experience placements in line with company policy.
- To communicate with workplace providers completing all relevant documentation.
- To plan and organise transition lessons, preparing the students for life after Exceptional Ideas Ltd.
- To make links with external stakeholders to build a database of potential providers of work experience placements and industry links.
- To make links with external stakeholders to build a database of potential providers of further education and training.
- To make links with external stakeholders that are able to act in an advisory manner, communicating core skills for transition and progression.
- To develop student self-advocacy skills.
- To participate in weekly TAT team meeting to review transition arrangements and form plans for future work for students.

- To oversee the management of Careers and Experiencing Work ASDAN evidence.
- To communicate plans effectively with internal stakeholders, external stakeholders i.e. Local Authority or employers, students and parents / carers.
- To chair annual review meetings for Year 11 students ensuring that post-16 transition arrangements are considered and discussed.
- To implement plans as detailed in the student's IEP and related planning.
- To supervise students during school hours.
- Wherever relevant to undertake relevant training for any role within the job description.

### **Student Mentor General Duties**

- Deliver a broad, balanced, and differentiated curriculum for students with specialist knowledge in some areas.
- Monitor and support students' academic, social, and emotional development.
- Create a positive and supportive learning environment.
- Promote and safeguard the welfare of children.
- Work within the principles of therapeutic child-centred practices.
- A willingness to participate in training and development.
- A willingness to travel and work across multiple school sites.
- The ability to plan and organise lessons.
- The ability to recognise and identify problems and seek resolutions.
- The ability to record and pass on information accurately.
- A willingness to work, when necessary, in alternative environments to a traditional classroom.
- A willingness to mentor students and young adults 1:1 or 2:1.
- A willingness to take on extracurricular roles as when required to help with the efficient day to day running of the schools.

### **Teaching & Learning**

- Take responsibility for a curriculum and transition area, offering training and support to staff.
- Implement Individual Education Plans (IEPs) and related strategies.
- Supervise students and conduct home visits as needed.
- Take part in daily briefings to share and receive appropriate information relevant to student performance.
- To record outcome on a timely basis contributing to the effective management of teaching and learning data.
- To record the outcomes of teaching and learning practices through appropriate channels and systems.
- To provide feedback and communicate with parents, carers, staff and stakeholders.

## Policy Implementation & School Support

- Promote and implement key school policies, including:
  - ✓ Equality, Equity, Diversity, and Inclusion Policy
  - ✓ Child Protection and Safeguarding Policy
  - ✓ Assessment and Curriculum Policy
- Play an active role in delivering the school's ethos and leading by example.
- Support the headteacher and senior leadership team with relevant tasks.
- Undertake additional duties as assigned by management.

## Data & ICT Management

- Possess a basic knowledge and understanding of Microsoft Office and its associated programs, including Microsoft Outlook, Microsoft Excel, Microsoft PowerPoint and Microsoft Word.
- Use internal and external ICT systems to access, manage and keep up-to-date records.

## Person Specification

| Qualifications and Training   |   |
|---|---|
| Essential   | Desirable   |
| <ul style="list-style-type: none"> <li>• GCSE qualifications.</li> <li>• A full driving licence.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of relevant continuing professional development (CPD).</li> <li>• A relevant qualification with regard to working with children, such as NVQ 3.</li> </ul>  |
| Skills and Experience   |   |
| Essential   | Desirable   |
| <ul style="list-style-type: none"> <li>• Excellent communication skills.</li> <li>• An ability to work towards deadlines with high levels of accuracy.</li> <li>• Previous experience working with children.</li> <li>• Good interpersonal and communication skills.</li> <li>• Strong organisational skills.</li> <li>• Good behaviour management skills.</li> <li>• The ability to motivate students.</li> <li>• ICT skills, including proficiency in Word, Excel, Microsoft Outlook and PowerPoint.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrative experience.</li> <li>• Experience of working in alternative provision setting.</li> <li>• Experience of working with children and young adults with special educational needs and disabilities.</li> <li>• Learning Support Experience.</li> <li>• Coaching or mentoring experience</li> <li>• Teaching experience.</li> <li>• Registration with the disclosure and barring service (DBS).</li> </ul> |

- High level of personal organisation, and the ability to work independently.
- High level of personal organisation, and the ability to work as part of a team.

### Knowledge

#### Essential

- Knowledge of special educational needs and disabilities.
- Knowledge and understanding of the national curriculum within the UK.

#### Desirable

- Specialist knowledge of a curriculum area.
- Up-to-date knowledge about developments in Education and training.
- Knowledge of further educational learning opportunities and careers development post-16.

### Personal Traits

#### The successful candidate will be:

- Quick to adapt and take on new initiatives.
- Comfortable and confident enough to talk to students about their performance.
- Personable and approachable.
- Eager to uphold the school's ethos.
- Committed to equal opportunities and empowering others.
- Able to maintain a good working relationship with others.
- Maintain an exemplary conduct and attendance record.
- Possess a desire and positively commitment to contribute to the equality and diversity of the school community through inclusive practices.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Ability to communicate with stakeholders.
- Ability to support students through child centred approaches.
- To hold high aspirations for our students.

### Additional Requirements

#### The successful candidate will have:

- A willingness to participate in training and development.
- A willingness to travel across multiple school sites as well as work remotely.
- An exemplary conduct and attendance record.
- A desire and commitment to contribute to the school community.
- The ability to plan and organise.

- The ability to recognise and identify problems.
- The ability to record and pass on information accurately.

Before submitting your application, please ensure you have completed the following:

1. [Application form](#), providing details of 2 referees with contact details.
2. Read the [child protection and safeguarding policy](#).

Exceptional Ideas Ltd  
Teaseldown School @ The Sugar Loaves  
175 Swan Street  
Sible Hedingham  
Halstead  
CO9 3PX

[ei-recruitment@exceptional-ideas.co.uk](mailto:ei-recruitment@exceptional-ideas.co.uk)

Follow us on social media:

