



Post Title: Transition Lead

Grade: J

Job Purpose

To actively and effectively promote the Council's vision, values, aims, objectives and priorities, putting our citizens first through the delivery of best value services.

To provide strategic leadership and coordination for all aspects of transition across education settings in the city, ensuring that children and young people experience effective, inclusive and well-managed transitions that support improved outcomes, engagement and wellbeing.

The role leads and connects transition activity across Inclusion, Attendance and Behaviour services, Place Planning and Admissions, and schools and education settings, working across directorates and with senior leaders to ensure a coherent, city-wide approach. Sitting within School Improvement, the postholder will position transition as a key lever for raising standards, improving quality of practice and reducing inequalities.

The role has responsibility for monitoring, analysing and responding to transition-related data, identifying risks, trends and priorities, and driving evidence-led action aligned to local school improvement priorities and DfE national expectations. Through influence, partnership working and system leadership, the postholder will ensure that transition between phases, settings and types of provision is planned, implemented and evaluated in a way that enables children and young people to thrive.

Service Leadership Expectations

As a service leader you will be expected to demonstrate our core behaviours, around four central themes:

- **Leading People:** by building high performing teams, empowering and motivating others and being a role model for the organisation and its values.
- **Equality Diversity & Inclusion:** by creating a culture of respect and inclusivity in the services we provide and embedded within our workforce. Ensuring Equality, Diversity and Inclusion, are fully considered in all our decisions and we give due regard to advancing equality.
- **Change & Innovation:** by driving change and a culture of continuous improvement, exploring new and innovative ways to design and deliver our services.
- **Collaboration:** by working across boundaries, building relationships and creating joined up services to deliver the best outcomes for the people of our city.



Specific Duties

1. Actively promote and embed Equality, Diversity and Inclusion through all actions and in accordance with the organisation's EDI Strategy and objectives.
2. Ensure good financial management and assist in maintaining financial sustainability by adhering to the Council Financial Accountabilities Framework and Financial Regulations.
3. Contribute to our corporate responsibility in relation to climate change by taking action and limiting the carbon impact of activities within your role and championing this work.
4. Strategic Leadership of Transition - Lead the development and implementation of a coherent, city-wide approach to transition across education settings, including transitions between phases, schools, specialist and mainstream provision, and points of re-integration.
5. System Coordination Across Services - Coordinate and align transition-related activity across Inclusion, Attendance and Behaviour services, Place Planning and Admissions, and School Improvement, working across directorates to ensure joined-up planning and delivery.
6. Direct Engagement with Schools and Settings - Work directly with schools and education settings to support effective transition practice, sharing expectations, promoting best practice and addressing transition-related risks to engagement, attendance and attainment.
7. Monitoring, Data Analysis and Intervention - Lead the monitoring and analysis of transition-related data, identifying trends, risks and priority areas, and commissioning or coordinating timely action to address underperformance or emerging concerns.
8. School Improvement and Quality of Practice - Embed transition as a key lever within school improvement activity, linking transition practice to curriculum continuity, quality of teaching and inclusive practice at all levels, including SEND, attendance, behaviour and safeguarding. This includes ensuring compliance with the expectations and duties set out in *Keeping Children Safe in Education*.
9. Policy, Strategy and National Alignment - Ensure local transition approaches align with council priorities and DfE national expectations, interpreting policy and guidance into practical action for schools and services.
10. Reporting, Assurance and Influence- Provide clear reports, analysis and recommendations to senior leaders and governance forums, offering assurance on transition performance, risks and impact, and influencing strategic decision-making.

Numbers and grades of any staff supervised by the post holder:

None

All staff are expected to abide by the obligations set out in the Information Security Policy, IT Acceptable Use Policy and Code of Conduct in order to uphold Nottingham City Council standards in relation to the creation, management, storage and transmission of information.

***This template is to be used for grades NCC-I up to NCC-K inclusively**



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Information must be treated in confidence and only be used for the purposes for which it has been gathered and should not be shared except where authorised to do so. It must not be used for personal gain or benefit, nor should it be passed on to third parties who might use it in such a way. All staff are expected to uphold the City Council obligations in relation to current legislation including the Data Protection Act and Freedom of Information Act.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

Produced by: Alys Finch-Director of School Improvement

Date: May 2026



Person Specification:

Area of responsibility	REQUIREMENT	MEASUREMENT		
		A	AC	D
Vision, Strategy and Delivery	Experience as a service leader in a complex organisation, with experience of; - Delivering against outcomes and creating clear objectives - Creating a culture of continuous improvement - Commercially aware with strong analytical skills - Awareness of key issues in your market and for the city of Nottingham	✓	✓	
Leading People	Evidence of successfully leading teams, with experience of; - Motivating people and creating high performing services - Empowering others to take decisions - Successfully managing wellbeing and resilience - Ability to plan for the future, with effective workforce planning skills	✓	✓	
Change and Innovation	Able to lead service through change, with experience of - Evidence of leading change programmes, bringing others on the journey with you. - Identifying and delivering innovative service delivery models - Able to create a culture of continuous improvement	✓	✓	
Collaboration	A collaborative leader, with evidence of - successfully in partnership across different sectors and fostering / harnessing partnerships. - Able to develop a culture of collaboration. - Political acumen and able to develop productive relationships with senior figures within an organisation	✓	✓	
Equality, Diversity and Inclusion	A strong focus on ability and personal commitment to equality, diversity and inclusion, with evidence of: - Delivery of inclusive services, understanding the challenges faced and how they can be overcome. - Evidence of developing people and services/teams recognise, respect and value individual needs to achieve a culture of inclusivity.	✓	✓	



	- Demonstrating personal commitment to the equality, diversity and inclusion challenges faced by our workforce and Nottingham's people.			
Technical Skills and Knowledge	In-depth knowledge of the education system, including early years, primary, secondary and post-16 provision, and how schools and education settings operate within a local authority context.	✓	✓	
	Strong understanding of transition points in education, including transitions between phases, schools, specialist and mainstream provision, and reintegration into education, and their impact on engagement, attendance and outcomes.	✓	✓	
	Knowledge of school improvement frameworks, including how transition practice links to curriculum continuity, quality of teaching, inclusion and standards.	✓	✓	
	Understanding of inclusion, attendance and behaviour policy and practice, and how these intersect with transition and vulnerability.	✓	✓	
	Knowledge of place planning and admissions processes, and how these influence pupil movement, capacity and transition arrangements across the system.	✓	✓	
	Ability to analyse and interpret complex data sets, translating transition-related data into clear findings, priorities and actions.	✓	✓	
	Understanding of national education policy and statutory guidance, including DfE priorities and expectations relevant to transition, inclusion and school improvement.	✓	✓	
	Strong influencing and negotiation skills, particularly when working with schools and services with differing priorities and accountabilities.	✓	✓	
	System leadership skills, enabling coordination and alignment of activity across multiple services, directorates and external partners without direct line management.	✓	✓	
	Full UK driving licence and access car insured for business use	✓		✓



	Demonstrates strong leadership in safeguarding practice by ensuring that all team members understand and comply with safeguarding principles and procedures relating to children and vulnerable adults. Able to identify and escalate potential signs of abuse or neglect and ensures appropriate action is taken in line with the Nottingham City Council Safeguarding Policy and the DfE's <i>Keeping Children Safe in Education</i> . Embeds a proactive safeguarding culture within the team by promoting professional curiosity, providing guidance, and ensuring that the welfare and protection of children and vulnerable adults are prioritised in all service delivery.		✓	✓	
	Undertake other duties within the general scope of the post.		✓		
	Ability and willingness to travel both inside and outside the council area as required		✓		
	In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.		✓		✓
	Take personal responsibility for contributing to organisational transformation and changes in ways of working, maximising the benefits and efficiencies for both internal and external customers, including the promotion and use of self-service to achieve maximum cost effectiveness		✓		
Qualification requirement	A relevant professional qualification or degree-level qualification in education, children's services, social care, public policy, or a related field.		✓		✓
A - Application	AC – Assessment Centre	D - Documentary Evidence			