

# Transition Adviser Guidelines

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Transition advisers play a vital role in supporting schools to ensure that every student is known, valued, and actively engage in programs that prepare them for successful transitions into further education, training, or employment. They uphold the principle that all NSW public school students have the right to an inclusive learning environment where they feel safe, supported, and happy.

Transition advisers work collaboratively with local communities, industry organisations, and government agencies to design and deliver innovative, engaging programs tailored to the needs and aspirations of the school's identified student groups.

## Advice for principals

The transition adviser role is a distinct and additional position to that of the careers adviser, with both roles working collaboratively and in a complementary capacity to support students in achieving successful post school transitions.

The transition adviser's work supports the following policy and strategies:

- Support Our Plan for NSW Public Education to provide opportunities for all and transform lives through learning. Every student:
  - finishes school ready to succeed in their chosen pathway as informed, responsible citizens.
  - is known, valued and cared for in our schools.
  - receives a high-quality education that enables them to excel.
- Contribute to the [School Excellence Framework](#) by ensuring career and transition activities and programs implemented through the School to Work Program support excellence in learning and teaching that align with School Excellence Plans. The program supports students to plan their successful transition through school and to post-school education, training and employment.
- Contribute to the [School Excellence Plan](#), a working document detailing the steps schools take to improve learning outcomes and the achievement and growth of all students. Preparing students for future pathways can be an example of an identified student outcome developed in consultation with the school community to be achieved.

- Promote The [Regional, Rural, Remote and Unique Settings Strategic Excellence Plan](#) by leveraging interagency support and reducing the rural equity gap.
- Commit to improving lifelong learning pathways for [Aboriginal students](#) transitioning from school into work, further study and learning.
- Engage with the [Multicultural Education](#) team to ensure Language Background Other Than English (LBOTE), English as an Additional Language or Dialect (EAL/D) and refugee students are well supported in their transition to school, further education and employment, and achieve positive educational outcomes.

## The work of a transition adviser

The transition adviser plays a vital role within the School to Work/careers and pathways team, working directly with targeted groups of students to support their engagement, wellbeing, and post-school pathways. Key responsibilities include:

- promoting engagement and retention of students identified as at risk of disengaging from school
- collaborating with students to co-design personalised career and transition support programs
- working with staff and students to develop initiatives that support key transition points in, and beyond school
- building and strengthening partnerships with industry, business, government, and non-government organisations to provide authentic career learning opportunities
- facilitating effective communication between schools, employers, and the local community
- identifying opportunities through community support agencies to assist students most likely to disengage from learning
- connecting with the student wellbeing team
- linking with community youth and wellbeing support organisations and other local initiatives available to the school community.

## The School to Work/careers and pathways team

The School to Work/careers and pathways team is responsible for the overall coordination, delivery and facilitation of career and transition support for students, including connecting young people with quality career and transition provision in and beyond the school.

The team may include the careers adviser, transition adviser, year advisers, the School to Work/careers and pathways coordinator, curriculum coordinators, home school liaison officer, student and community representatives, executive team member/s and other welfare and support staff who have the skills, training and commitment to provide career and transition support to students.

More information about [School to Work](#)/careers and pathways can be found on the department website.

## Establishing a transition adviser position

School principals have the authority to manage staffing resources in ways that best meet the needs of their students and community. This includes the option to allocate a Transition Adviser role within the school.

Principals already demonstrate considerable flexibility in staffing and timetabling decisions. Choices around concessional periods, supplementary staffing, executive release time, funding, and teaching allocations are guided by local priorities and can be strategically used to support participation in this initiative.

Suggested models that facilitate the establishment of a transition adviser position include:

- the use of staffing entitlements and concessional periods which best meet the needs of targeted students and their transition planning
- a collegiate of schools appointing a transition adviser to work across the group; supported by a team of careers advisers within each school and alleviating the time previously spent on transition support by individual careers advisers
- the use of some of the school executive allowance where the careers adviser is a head teacher or where there are multiple deputy principal positions

- a newly opened school that could embed the position within the Career and Pathways team.

## Training

Transition adviser training is available to principal nominated, secondary and central school, teachers, through an annual expression of interest process. To appoint a teacher as a Transition Adviser, schools should consider the following suitability criteria:

## Suitability

This role is best suited to a teacher who:

- builds strong, trusting relationships with students
- inspires student engagement and a love of learning
- works collaboratively with colleagues across the school
- establishes meaningful connections with industry, business, and the wider community.

## School Context

Before appointing a transition adviser, schools should assess their capacity and commitment to support the role effectively. Key considerations include:

- The school must commit to providing a minimum of 0.4 FTE (non-teaching time) over two years for a high school Transition Adviser.
- The Transition Adviser should be an active member of the Career and Pathways team and work collaboratively with the school's career adviser.
- The school must be willing to participate in ongoing evaluation of the transition adviser role to ensure its effectiveness and impact.

## Identifying and selecting a transition adviser

The following advice may assist principals as they consider selecting a potential transition adviser for their school. The teacher may have:

- a background in supporting students, supplementary to their teacher role, for example, as a year adviser, welfare team member or career and pathways team member
- demonstrated an interest in working with the careers adviser
- strong connections with their local community and/or previous experiences in industry settings with an understanding of the business environment
- strong communication skills with a range of stakeholders, for example, parents, students, employers and volunteers
- good interpersonal and listening skills
- demonstrated a commitment to providing students with quality career and transition support through involvement with the School to Work/careers and pathways program.
- an understanding of the significance of community, industry, business and workplace learning for students' career pathways planning.

## Nomination and training process

To ensure the success of the transition adviser role, schools must follow a structured nomination and training process. This begins with identifying a suitable staff member and continues through professional development designed to prepare them for the responsibilities ahead. The process includes the following steps:

- The principal nominates a permanent staff member who expresses interest in the role.
- Career and Workplace Learning facilitates a three-day residential training program, covering teacher relief, accommodation, and all training costs.
- Prior to training, nominated teachers complete a self-directed action research project/environmental scan, exploring:
  - the school's current practices
  - community context
  - local employment, education, and training opportunities

## More information

For further details about the transition adviser role and related initiatives, please visit the [Career and Workplace Learning](#) section of the NSW Department of Education website.

If you have specific questions or need support, contact the team:

Career and Workplace Learning, Careers and Pathways Programs  
[careerworkplacelearning@det.nsw.edu.au](mailto:careerworkplacelearning@det.nsw.edu.au)

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