**Job Description & Person Specification**

**Intervention Support Assistant – Level 3**

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| Job Description | |
| Job Title: | Intervention Support Assistant – Level 3 |
| Pay Grade / Scale / Range: | NJC SCP 12-17 |
| Benefits & Perks: | Occupational pension scheme, occupational sickness scheme, health scheme, TOIL / Flexi scheme |
| Working hours: | 32 hours 55 minutes per week (Term time only 190 days) |
| Location: | Hollinwood Academy |
| Special circumstances: | Some out-of-hours working required at busy times. |
| Staff responsible to: | Specialist Support Lead |
| Staff responsible for: | None |
| Accountable to: | Headteacher |
| Probationary period: | 26 working weeks for all new staff to the New Bridge MAT |

**New Bridge MAT**

**Intervention Support Assistant**

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| **Purpose of the post**  To work under the guidance of the Specialist Support Lead within an agreed system of supervision, to organise, plan, deliver, track and evidence bespoke 1:1 and group intervention programmes.  The Intervention Support Assistant will also liaise with parents/carers, class teams and pastoral teams to ensure that students receive effective support during intervention; strategies developed during intervention are implemented in the wider environment; and new skills are generalised following intervention. |

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| **KEY TASKS – Support for Students**   1. Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations. | |
| 1. Supervise, assist and support students to access intervention programmes, through your knowledge of how students learn and which intervention will be the most effective. 2. To be able to plan and consistently deliver a variety of 1:1 and group interventions to meet the diverse needs of the students at HWA. |  |
| 1. To use information collected as part for the referral process to inform target setting; ensuring targets are developmentally appropriate and meaningful for the student. |  |
| 1. Promote inclusion and acceptance of all students by encouraging them to interact with each other through well planned interventions. |  |
| 1. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance. |  |
| 1. Provide specific feedback in discussion with students on their progress and achievement, in line with school policy.   KEY TASKS – Support for staff | |
| 1. Liaise sensitively and effectively with parents and carers as agreed with the Specialist Support Lead within your role/responsibilities. 2. To process intervention referrals, under the guidance of the Specialist Support Lead. |  |
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| 1. To plan and implement lessons/activities, evaluating and adjusting provision according to students’ individual needs. |  |
| 1. Monitor and evaluate student responses to interventions through observation and planned recording of achievement against pre-determined goals. 2. Provide objective and accurate reporting on student achievement, progress, and other matters, ensuring availability of appropriate evidence. |  |
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| 1. Be responsible for keeping and updating records in a format agreed with the Specialist Support Lead. |  |
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| **KEY TASKS – Support for the School** |  |
| 1. Promote positive values, attitudes, and good student behaviour. Anticipate and manage promptly challenging behaviours, conflicts and incidents whilst encouraging students to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach. |  |
| 1. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students. 2. To work alongside the Specialist Support Lead and SLT of the school to ensure appropriate interventions are planned and delivered and that outcomes are monitored to show progress. |  |
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| Standard Duties | |
|  | 1. To work across the New Bridge Group if required. 2. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all. |
|  | 1. To uphold and promote the values and the ethos of the school. |
|  | 1. To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health and safety, anti-bullying and safeguarding/child protection. |
|  | 1. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. |
|  | 1. To participate and engage with workplace learning and development opportunities, subject to the school’s training plan, working to continually improve own performance and that of the team/school. |
|  | 1. To attend and participate in relevant meetings as appropriate. |
|  | 1. To undertake any other additional duties commensurate with the grade of the post. |

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| **Contacts**  Students, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school |

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| **Responsible to:** | Specialist Support Lead |
| **Responsible for:** | Not applicable |

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| Special Conditions:  An enhanced Disclosure and Barring Service (DBS) check is required for this post |

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|  | DATE | NAME | POST TITLE |
| PREPARED | 10/07/19 | Simon Smith / Jaina Walton | Director of HR  Head of Site |
| REVIEWED | 26/11/2021 | Laura Millard / Rebecca Knott | Headteacher  Specialist Support Lead |
| REVIEWED | 11/01/2024 | Laura Millard/ Rebecca Knott | Headteacher  Specialist Support Lead |
| REVIEWED | 26/03/2024 | Laura Millard/ Rebecca Knott | Headteacher  Specialist Support Lead |

PERSON SPECIFICATION

PLEASE NOTE: School Leaders will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria will be invited to interview.

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|  | **Selection Criteria**  **Essential** | **Selection Criteria**  **Desirable** | **How Assessed** |
| **Education & Qualifications** | **NVQ 3 for Teaching Assistants or equivalent qualification**  **Literacy, Numeracy and ICT skills sufficient to carry out the duties of the role.**  **Training in relevant areas e.g., sensory integration and sensory processing, mental health, trauma and attachment, speech and language.** | Current Team-teach qualification | AF / I  AF / I  AF / I |
| **Experience** | **Experience of planning and delivering interventions to support social, emotional, and behavioural needs to a range of students**  Experience of effectively using ICT to record, evidence and evaluate progress | Experience of supporting students who have a diagnosis of ASC and/or SLCN  Experience of delivering interventions to support speech and language needs. | AF / I  AF / I |
| **Skills & Abilities** | **Ability to work effectively as part of a team and undertake a high level of independent work**  Interpersonal skills to build effective working relationships with students and colleagues  Communication skills and professionalism to liaise sensitively and effectively with parents and carers  **Organisation and self-management skills to efficiently undertake a high level of data collection and record keeping**  **Organisation and self-management skills to effectively organise, plan, deliver, track and evidence a range of intervention programmes**  Creative skills to contribute to and adapt activities relating to the individual targets  To promote a positive ethos and good role model  To continually improve own practice/knowledge through self-evaluation and learning from others |  | AF / I  AF / I  AF / I  AF/I  AF / I  AF/ I  AF/ I  AF/ I |
| **Knowledge** | Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation regarding SEND and the responsibilities of the role within these for promoting students’ welfare  **Knowledge of relevant learning programmes/strategies e.g., strategies used to support with a range of social, emotional, behavioural needs, strategies used to support the development of communication.**  Understanding of equal opportunities and inclusion and how it applies in a school setting  **Understanding of how safeguarding and confidentiality are important when working with children and young people** | Understanding of the principles of child development and learning processes | AF / I  AF / I  AF / I  AF / I |
| **Work circumstances** | To work flexibly as the workload and needs of the students demand  To travel and work at other site within the New Bridge Group as may be required  Occasional out of hours working to support school functions |  | I  I  I |

*Abbreviations:* AF = Application Form; I = Interview.

**Any candidate with a disability who meets the essential criteria will be invited to interview.**