

Job Description

Establishment:	Arnold Hill Academy
Post Title:	Specialist Intervention Leader (Maternity Cover)
Grade/Pay Range:	NJC 15-22 £19,828-£21,892
Hours/weeks:	<i>Full time 37 hours per week term time only Mon-Thurs 8.00-4.00, Friday 8.00-3.3044</i>
Reporting to:	SENCO/Deputy SENCO
Department/Team:	Inclusion

Overall Purpose of Post:

The Specialist Intervention Learning Support Assistant is responsible for:

- Autism specialist- AET Training – maintaining knowledge and sharing through CPD with teaching staff
- Liaising with cognition and learning team and other agencies for specialised support.
- Running Learning Support Area/Time Out Provision
- Intervention manager – monitoring progress and provision of all interventions through Edukey.
- Co-ordination Timetables and rotas for pupils with Sen and staffing.
- Linked with Maths, IT and Science- linked with SEND leaders
- Numeracy interventions.
- Assess and review plans with parents
- Management and development of areas of Communication and Interaction
- managing a caseload of pupils
- Working proactively with parents/carers, teaching, pastoral and support staff to ensure pupils' needs are fully identified
- Contributing to raising standards of student attainment and achievement within the Academy
- Raising the aspiration and attainment of students through coaching and mentoring
- Sharing best practice in order to develop and enhance the performance of others assisting the SENCO and Deputy SENCO in leading high quality SEND provision
- Deputising for the Deputy SENCO and line managing learning support assistants within the Inclusion team

Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year dictates that some of these tasks are to be done regularly whilst others will be on a periodic or annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

- Support teachers within the classroom and work with small groups of students on a one to one basis.
- Work with teaching staff to ensure students are able to access effective learning within the classroom.
- Carry out specific small group and individual teaching for students with additional needs,

including assessing students.

- Record the outcome of student assessments of progress in intervention on a regular basis so that records are always up to date and impact is measured.
- Keep accurate records and input and extract information and data from the academy's database and systems.
- Support the development and monitoring of support plans and Education Health Care Plans (EHCPs).
- Communicate regularly and effectively with the parents/carers of students with SEND, providing regular updates on student progress.
- Hold regular meetings and reviews with parents/carers and relevant agencies.
- Communicate regularly and effectively with staff to collect information and disseminate data and up to date information about students.
- Work with the SENCO and Deputy SENCO and Exams Officer (as required) to ensure that students receive the support they are entitled to for examinations.
- Supervise students during examinations, breaks, lunchtimes and other unstructured times when required.
- Conduct home visits and meet with pupils, parents and other agencies outside of the Academy when necessary.
- Support pupils with medical conditions and ensure accurate records are kept.
- Attend Parents Evenings and SEN drop-ins as needed to meet with parents of students with SEND.
- Establish and promote productive relationships with students, acting as a role model and setting high expectations.
- Establish constructive relationships and communicate with relevant staff to support students' learning and progress.
- Promote the social and emotional development of students.
- Accompany students on educational visits and other off-site activities as required.
- Work collaboratively with all staff in order to extend the learning opportunities of all students.
- Establish working relationships with external agencies to support students as appropriate and attend multi-agency meetings as appropriate.
- Be responsible for referring to outside agencies for additional support, including early help referrals.
- Deal with responses for requests for information from professionals in a timely manner and with meticulous attention to detail.
- Take and keep accurate records of minutes of meetings.
- Support pupils with transition to/from the academy as required.
- Keep diary up to date in liaison with the Inclusion administration, SENCO and Deputy SENCO.
- Support the SENCO and Deputy SENCO in preparing and delivering CPD.
- Work closely with the Safeguarding Lead and Deputy to ensure effective safeguarding of all children, in particular vulnerable groups.

General

Work in a professional manner and with integrity and maintain confidentiality of records and information.

- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies.

- Participate in the Academy Appraisal process and undertake professional development as required to ensure skills and knowledge are developed.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- The Specialist Intervention Learning Support Assistant post is a demanding role and may require you to work beyond the contracted hours of 37 hrs per week, throughout the academic year to ensure the duties contained in the job description are carried out. It is expected that this will require certain aspects of this work to be carried out at evenings and during the school holidays.
- These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:

Signature:

Date:

Person Specification

	Essential	Desirable
Qualifications and experience		
<ul style="list-style-type: none"> • Good standard of education especially with regard to literacy and numeracy skills. • GCSE Maths and English grade C or equivalent • NVQ Level 3 or 4 for Teaching Assistants, a teaching qualification, degree or equivalent • Experience of managing staff • Understanding of National and Local Policies for SEND • Previous experience in an education environment • Experience of working with students, parents and professionals • Experience of training and knowledge in relation to the code of practice • Experience and understanding of safeguarding and child protection procedures 	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Knowledge and skills		
<ul style="list-style-type: none"> • Ability to build and form good relationships with students, parents/carers and colleagues • Good verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals • Ability to work constructively as part of a team, understanding school roles and responsibilities including own • Good standard of numeracy and literacy skills • Ability to use basic ICT packages and equipment effectively • Ability to absorb and understand a wide range of information • Basic understanding of child development and learning principles • Good working knowledge of behaviour management strategies • Working knowledge of national curriculum and other basic learning programmes / strategies • Working knowledge of relevant policies and procedures, and awareness of relevant legislation • Good understanding and experience of effective strategies and interventions to support pupils with SEND 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
Personal qualities		

<ul style="list-style-type: none"> • A diplomatic and patient approach • Able to appropriately deal with confidential information / situations • Able to follow direction from Line Manager • Initiative and ability to prioritise one's own work and meet deadlines • Efficient and meticulous in organisation • Desire to enhance and develop skills and knowledge through CPD • Evidence of excellent attendance and punctuality record • Recognition of the importance of personal responsibility for Health & Safety. • Inclusion and a positive, "can do" approach to learning • A supportive ethos of enhancement, study support and extra-curricular activities • Commitment to the school's ethos, aims and its whole community • Flexible working practices and willingness to go that "extra mile" • Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with • Not barred from working with children 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	
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