



Richard Barnes Academy



Richard Barnes Academy

Application Information Pack

Intervention Teaching Assistant



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

We are delighted that you are considering joining our team at Richard Barnes Academy. Our two-campus alternative provision helps young people change their lives through positive relationships and a focus on our pillars: Safe, Character, and Ambition. We support those who struggle with conventional education or need time in an alternative setting due to life events.

We are an inclusive school, dedicated to supporting and raising the aspirations of every young person. Our learners work towards meaningful qualifications to transition back to mainstream school or onto Post-16 courses. We believe in the potential of all young people to become successful adults, supported by strong relationships with our staff.

One of our greatest assets at Richard Barnes Academy is our staff, who go above and beyond to promote a love of learning which enhances pupils' achievement and supports their personal, social and emotional development. We offer our staff a supportive and inclusive work environment where you can make a significant impact on students' lives, helping them achieve their full potential.

We are privileged to be part of the Thomas Deacon Education Trust, which shares our commitment to enhancing educational outcomes for all students across its diverse range of primary and secondary academies. As a staff member here, you will benefit from exceptional professional development and support, both within our school and through a variety of exciting development and training opportunities offered by our locally based trust. By collaborating with a network of like-minded schools, we ensure that our staff have access to the best possible opportunities for growth and development, no matter where they are in their career journey.

I am pleased that you are interested in finding out more about our Academy. We would warmly welcome visits from prospective candidates interested in being part of our team.

Warm regards,

Claire Everton | Principal



Job Description

| | |
|----------------------------|--|
| Job Title | Intervention Teaching Assistant |
| Salary/Grade | Pathway 4 |
| Date Last Evaluated | February 2026 |
| Core Purpose | <p>The Intervention Teaching Assistant provides targeted academic and behavioural support to individual pupils or small groups to help raise achievement, improve engagement, and promote positive wellbeing within the school setting.</p> <p>Assist with a short term reset programme for secondary students, with the aim of the student being able to reintegrate back into lessons with other students.</p> <p>To work closely with teachers, SLT, outside agencies and parents in the support and inclusion of all pupils and to support access to learning for pupils and encourage interaction and independence.</p> |

Key Responsibilities

Academic & Learning Support

- Encourage and support learning for individual students or small groups.
- Prepare appropriate lesson resources

Behaviour, Wellbeing & Emotional Support

- Provide pastoral and welfare support to encourage emotional stability and social development.
- Lead or assist with interventions focused on improving wellbeing, confidence, resilience, and behaviour for pupils with additional needs.

Intervention Delivery

- Deliver focused intervention programmes, adjusting activities based on needs.
- Monitor and evaluate pupil progress through assessment and observation,.

Record Keeping & Communication

- Assist with student record keeping, including observation, filing, and reporting.
- Liaise with teachers, SEND practitioners, parents, and external professionals.



Supporting the Pupil

- Supervise the activities of individuals or groups of children to ensure their safety and welfare.
- Establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve the tasks.
- Promote the inclusion and acceptance of all pupils.
- Aid the learning of children by:
 - Clarifying and explaining instructions;
 - Ensuring that the child is able to use the equipment and materials provided;
 - Motivating and encouraging the child as required;
 - Assisting in weaker areas, e.g. spelling, handwriting, reading etc;
 - Helping pupils to concentrate and to finish the work set.
- Under the direction of the Class Teacher/SLT member, provide specialist learning support to individuals, small groups, or children with additional needs who would benefit from a different learning approach.

Supporting the Intervention Associate Tutor

- Prepare the classroom for lessons as directed.
- Get materials and resources ready for lessons as directed
- Undertake support activities for the teacher as required, e.g. photocopying, mounting displays, filing, etc.
- Undertake pupil record keeping as requested.
- Promote good pupil behaviour, dealing with pupils in line with the established policies encouraging pupils to take responsibility for their own behaviour.

Knowledge and Understanding

- Demonstrate expertise, knowledge and skills in understanding the needs of Alternative Provision students.
- Have a good working knowledge of barriers to learning such as SEND or SEMH needs.
- Acquire a level of subject and curriculum knowledge which is appropriate to your role.
- Take responsibility for ensuring that your own knowledge and understanding is up to date.



Teaching and Learning

- Use the Richard Barnes Academy behaviour policy consistently.
- Ensure that effective, non-confrontational behaviour management strategies are employed.
- Take direction from teachers and other staff about the which students to support.
- Support teachers in delivering the Richard Barnes Academy minimum classroom expectations.
- Contribute to assessment and planning.
- Help teachers to make learning resources for students.
- Maintain a stimulating and safe learning environment.
- Communicate effectively and sensitively with students. Model standard English always and support students developing oracy.

Working with Others

- Work in partnership with other professionals in the academy and outside agencies.
- Communicate effectively and widely with parents and careers.

Personal and Professional Conduct

- Work to high professional standards embodying the core Richard Barnes Academy values of respect, belief and achievement.
- Forge positive and mutually respectful relationships with colleagues and students.
- Have regard for the Richard Barnes Academy Safeguarding policy and work to keep students safe always.
- Be a reflective practitioner using quality assurance and performance management feedback to improve your own practice.
- Support the operational running of the academy by undertaking supervision duties.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply



with all health and safety policies at all times.

- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

| Attribute | Essential or Desirable | Assessment |
|--|------------------------|------------|
| Qualifications | | |
| A* - C GCSE Maths and English (or equivalent) | E | A |
| Teaching Assistant qualification | D | A |
| Training in relevant learning strategies e.g. literacy/numeracy/EAL | D | A |
| Knowledge & Understanding | | |
| A clear understanding of what makes TDET different | E | A/I |
| An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD. | D | A/I/T |
| An understanding of disadvantaged and difficult settings. | E | A/I/T |
| Skills & Abilities | | |
| Ability to support students with literacy and numeracy. | E | A/I/T |
| Knowledge of standard English. | D | A/I |
| An understanding of expeditionary learning. | E | A/I |
| Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups | E | A/I/T/R |
| Ability to Self-Evaluate | E | A/I/T |
| Experience | | |
| Evidence of successfully supporting students with their learning | E | A/I |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards | E | A/I |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs. | E | A/I |
| Experience of working collaboratively with others. | D | A/I |
| Promote good pupil behaviour and deal promptly with conflict and incidents. | E | I |
| Personal Commitment | | |
| Demonstrate and adhere to TDET and Academy's Core Values. | E | A/I |
| Commitment to equality and diversity in the workplace. | E | A |
| Adhere to GDPR guidelines and the Academy's internal procedures. | E | A |
| Adhere to the Academy's Safeguarding and Prevent policy and procedures. | E | A/I |
| Adhere to TDET's Health and Safety policy and procedures. | E | A |



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Assessment methods

A - Application
R - References

I - Interview

T - Task/Activity

L - Lesson Observation





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