

Job Description

Post Title: Early Intervention Practitioner

Location: George Spencer Academy

Salary/Pay Range: NJC07-11 TT + 1 week

Hours of work: *Full Time, Permanent.*

Reporting to: SENCO

Purpose of Role

- The primary focus of this role is to support students with unmet and undiagnosed needs, ensuring they receive tailored interventions and support. Working closely with teachers, parents, and external agencies to provide effective strategies and interventions to help students reach their potential.
- The Early Intervention Practitioner, will play a key role in identifying and addressing the needs of students who may not have formal diagnoses, ensuring that all students feel supported and included in the school community. Provide one-on-one support, facilitate reviews, and assist in organising interventions to help bridge any gaps in learning or emotional development.

Nature and Scope

Working as part of this important team will require the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Main Duties and Responsibilities

Specific responsibilities include:

Identify and Support Undiagnosed Needs:

- Work closely with classroom teachers to identify students who may have unmet or undiagnosed special educational needs.
- Observe, assess, and record students' progress, behaviour, and overall well-being to support the identification of needs.
- Provide one-to-one and small group support to students, tailored to their specific needs and challenges.
- Provide in class support.

Support Parents and Referrals:

- Act as a point of contact for parents of students with potential undiagnosed needs, offering guidance, advice, and support.
- Assist parents in understanding their child's needs and support them in accessing referrals to external agencies for assessments and diagnosis.

- Ensure effective communication with parents regarding their child's progress, concerns, and any necessary actions to be taken.

Provide Interventions and Tailored Support:

- Deliver targeted interventions and work alongside teaching staff to implement individualised learning strategies.
- Support students with emotional and behavioural challenges, offering tailored strategies for managing their needs.
- Monitor and evaluate the effectiveness of interventions, adjusting approaches as needed to support student progress.

Reviews and Progress Meetings:

- Support the Inclusion Lead in preparing for and attending regular student reviews, including those related to Special Educational Needs (SEN).
- Contribute to the writing and updating of SEND profiles/provision mapping for students with unmet or undiagnosed needs.
- Provide reports and feedback on students' progress during parent evenings and review meetings.

Collaboration with Staff and External Agencies:

- Work closely with the Inclusion Lead, SENCO, teachers, and external agencies to create a holistic support plan for students.
- Help coordinate support services and external referrals, ensuring that all relevant parties are informed and involved in the student's support plan.
- Provide professional advice and training to staff on strategies to support students with unmet needs.

Record Keeping and Documentation:

- Maintain accurate records of student observations, interventions, and progress reports.
- Ensure that all student data is kept up to date in accordance with school policies and safeguarding guidelines.

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 Trust policies including in particular IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- 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.

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be 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

Signature

Date

Person Specification

	Essential	Desirable
Qualifications and experience		
Experience working with students who have special educational needs, particularly those with undiagnosed or emerging needs. Ability to plan, deliver, and monitor targeted interventions. Excellent organisational and record-keeping skills.		
Knowledge and skills		
Strong understanding of SEMH and associated conditions, including anxiety, depression, attachment disorders, and behavioural difficulties. Ability to assess student needs and develop appropriate intervention strategies. Excellent communication skills, both with students and their families, as well as with staff and external professionals. Strong organisational skills with the ability to manage caseloads and work under pressure. Knowledge of safeguarding procedures and the ability to act on concerns promptly and effectively. Understanding of the SEND Code of Practice and relevant legislation.		
Personal qualities		
Strong communication skills, with the ability to liaise effectively with students, parents, teachers, and external professionals. Empathy and a genuine desire to support students in overcoming challenges. Ability to work independently and as part of a team. Excellent interpersonal skills with the ability to maintain strict confidentiality Initiative and ability to prioritise own work and that of others to meet deadlines Efficient and meticulous in organisation Able to follow direction and work in collaboration with the leadership team Able to work flexibly, adopt a hands-on approach and respond to unplanned situations Ability to evaluate own development needs and those of others and to address them Commitment to the highest standards of child protection and safeguarding Recognition of the importance of personal responsibility for health and safety Commitment to the Trust's ethos, aims and whole community.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	