



Job Title: Intervenor
Grade: 7 (points 11 to 14) + Extra Responsibility Allowance
Post Number:
Responsible To: *SLT, Class Teacher, Wellbeing Team*
Responsible For: *Pupils*
Key Relationships/ Liaison with: Teachers, Other classroom support staff, SENCo

Job Purpose: To work on a one-to-one basis with a pupil having combined vision and hearing sensory impairments individually and in groups and to act as the ears and eyes for the pupil and aid all aspects of communication. To enable the pupil to take the fullest advantage of all that takes place in the school, ensuring full access to the curriculum and to work closely with teachers and other supporting professionals providing support for the pupil in all teaching and learning situations including promoting independence. The postholder will perform all duties of an Intervenor for the pupil with MSI, and in their absence, the duties of a Teaching Assistant for other pupils in the school.

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KEY RESPONSIBILITIES

1. Specialist Educational Support

- Act as the “eyes and ears” of the pupil with MSI, ensuring access to learning and the environment as appropriate.
- Provide specialist, supervised support inside and outside the classroom to enable full participation in all activities.
- Support the pupil with MSI across all curriculum areas, including accredited and examination courses where appropriate, developing a sound understanding of course requirements and special arrangements.
- Modify and adapt learning activities to meet the pupil’s individual needs under the guidance of teaching and advisory staff..
- Assist teachers in maintaining a purposeful, orderly and supportive learning environment for the pupil with MSI.
- Use ICT and assistive technologies appropriately to support learning.

2. Planning, Assessment and Progress Monitoring

- Assess, record and report on the pupil with MSI’s development, progress and attainment using detailed specialist knowledge.
- Provide regular feedback to the class teacher on learning activities, engagement and progress.
- Contribute to curriculum planning, evaluation and implementation specific to the pupil with MSI.
- Contribute to pupil progress reviews and EHCP reviews.

3. Personal Care, Welfare and Medical Support

- Attend to the pupil’s personal needs, including toileting, hygiene, dressing and eating.

- Support medical and feeding needs where required, including complex feeding (e.g. gastrostomy or enteral feeding), following appropriate training and guidance.
 - Monitor and support the pupil's physical, social, emotional and wellbeing needs.
 - Ensure health and safety procedures are followed at all times, recognising risks to the pupil and others.
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4. Behaviour, Social and Emotional Support

- Use behaviour management strategies in line with school policy to support a positive learning environment.
 - Assist with the development of communication skills using appropriate systems (e.g. Makaton, PECS).
 - Support the pupil's personal, social, emotional development and self-esteem.
 - Promote independence and positive social interactions with peers.
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5. Inclusion Beyond the Classroom

- Support and supervise the pupil during:
 - Lunchtimes and breaktimes
 - Swimming and sporting activities
 - Educational visits, residentials and trips
 - Assist with planning and supervision of off-site activities in line with risk assessments and guidance.
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6. Working with Staff, Parents and Professionals

- Work under the direction of the class teacher to support teaching and learning activities.
 - Liaise closely with teachers, advisory services and other professionals to share information on progress and effective strategies.
 - Share and promote best practice and specialist training with colleagues.
 - Work with parents/carers to support learning, physical, social, emotional and medical needs.
 - Support parents to understand their child's MSI needs and offer guidance regarding education, as directed.
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7. Safeguarding, Records and Administration

- Report, record and act on safeguarding and child protection concerns in line with statutory procedures.
 - Maintain accurate records relating to learning, care and progress.
 - Assist with administrative tasks linked to the pupil's support, resources and equipment.
 - Implement and promote the Trust and School policies and procedures, including those related to SEND, safeguarding and health and safety.
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8. Professional Responsibilities

- Undertake relevant professional development, including specialist MSI training (a five-day accredited course).
- Attend classroom and team meetings, contributing ideas for effective practice.
- Support the aims, ethos and values of the School and wider Trust.
- Set a positive example in punctuality, attendance, dress and professional conduct.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the

Protection of Freedoms Act 2012 on 10th September 2012. Therefore a **DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

	Essential	Desirable	How assessed
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> NVQ Level 3 qualification or higher; this can be BTEC or NNEB in education, child development or social care GCSE level C or above or equivalent qualification in English and Maths Intervenor qualification or willingness to undertake a 5 day residential training course. (please note there will be a clause in the contract to contribute to the cost of the course if you choose to leave within 2 years) 	<p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p>
<p><u>Experience</u></p> <ul style="list-style-type: none"> Experience of working with children of the age with which the post is concerned. At least one year experience as a Teaching Assistant in a school or educational setting Work with pupils with Special Educational Needs in a mainstream or special school Evidence of recent professional development in a specific area of learning or sensory need 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Int/Ref</p> <p>App/Int/Ref</p> <p>App/Int/Ref</p> <p>App/Int/Ref</p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Knowledge of child protection, health and safety procedures and their application in a school setting. Awareness of a range of frameworks that support the education, development and well-being of children. Attended some half/full day courses of aspects of the curriculum. An understanding of Safeguarding legislation within education including Keeping Children Safe in Education A good understanding of the appropriate curriculum 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • An understanding of Special Educational Needs and disability awareness 	✓		App/Int/ Ref
<ul style="list-style-type: none"> • A knowledge of how pupils learn and make progress 	✓		App/Int/ Ref
<ul style="list-style-type: none"> • Understanding of lesson planning and assessment procedures 		✓	App/Int/ Ref
<u>Skills/Attributes</u>			
<ul style="list-style-type: none"> • Ability to act as the eyes and ears for a pupil with multi-sensory impairment 	✓		App/Int
<ul style="list-style-type: none"> • Ability to work collaboratively with colleagues including specialist peripatetic staff 	✓		App/Int
<ul style="list-style-type: none"> • Ability to improve own practice 	✓		App/Int
<ul style="list-style-type: none"> • An ability to liaise with the family and with multi-professionals about a pupil with multi-sensory impairment 	✓		App/Int
<ul style="list-style-type: none"> • Able to plan own work and to exercise initiative and independent action. 	✓		
<ul style="list-style-type: none"> • Able to present information effectively, verbally and in writing. 	✓		App/Int/Ref
<ul style="list-style-type: none"> • Able to transfer theory/training into practice and demonstrate skills of problem-solving drawing on relevant experience. 	✓		App/Int/Ref/ Test
<ul style="list-style-type: none"> • Able to work with professionals, parent/carers and to offer ideas. 	✓		Int/Ref
<ul style="list-style-type: none"> • Experience of ICT as a learning tool. 	✓		Int/Ref
<ul style="list-style-type: none"> • Able to relate well to adults and children their learning difficulties and their needs. 	✓		Int/Ref
<ul style="list-style-type: none"> • Good communication and interpersonal/listening skills. 	✓		Int/Ref
<ul style="list-style-type: none"> • Able to work effectively in a team. 	✓		Int/Ref
<ul style="list-style-type: none"> • Able to take direction but be prepared to take initiative when required. 	✓		Int/Ref
			Int/Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • Able to establish clear boundaries • Undertake training to support pupils with identified medical needs, personal hygiene in a wide age range taking in to account the pupils right to be treated with dignity, respect and privacy, including drip feeds, nasal gastro and enteral feeding and changing colostomy bags and catheters. • Will be required to undertake training in manual handling. • Will be required to undertake additional training in supporting teaching and learning for pupils with learning disabilities e.g. Teach, speech and language Makaton, Pec's (picture exchange communication system) • Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		<p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p>
<p><u>General Circumstances</u></p> <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. • Will be required to undertake additional training in supporting teaching and learning for pupils with learning disabilities e.g. Teach, speech and language Makaton, PECS (picture exchange communication system) • Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		<p style="text-align: center;">App/Int</p> <p style="text-align: center;">App/Int</p> <p style="text-align: center;">App/Int</p>
<p><u>Factors not already covered</u></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	<p style="text-align: center;">✓</p>		<p style="text-align: center;">Med</p>

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)