



Preparation for Adulthood Senior Intervention Assistant

35 hours per week, 39 weeks per year



CANDIDATE INFORMATION PACK

Job Description

Responsible to: Lead Teacher for 14-19 **Responsible for:** Operational running of preparation for adulthood and personal development offer

Salary scale: Grade 9

Hours: 35 hours per week, 39 weeks per year (TTO)

General	<ul style="list-style-type: none"> The Senior Intervention Assistant (Preparation for Adulthood) will play a crucial role in promoting preparation for adulthood including community visits; work experience and work-related learning through the curriculum in line with school practice and policy, supporting access for all. This role involves coordinating and facilitating community visits; promoting work experience and experiences of work to all pupils in 14-19; recording impact on compass+ and supporting the Lead Teacher for 14-19 in the operational running of preparation for adulthood offer. The Preparation for Adulthood SIA will also provide guidance, training and support to staff to ensure a consistent and effective approach to preparation for adulthood across the school. The primary focus will be to ensure continued high-quality learning and pupil achievement, including access to the community.
Core requirement	<p>The post-holder will demonstrate essential professional characteristics, and in particular will:</p> <ul style="list-style-type: none"> Liaise closely with the lead teacher for 14-19 to help plan and deliver identified teaching sessions which will cover short term absence from class Line manage IAs and MLSs assigned to their class Support pupils in class groups implementing the preparation for adulthood curriculum including facilitation of off-site visits Help with the management of pupil behaviour Contribute to the updating of pupil records including compass+ Assist in setting out learning materials appropriate to the planned activity including Evolve and Local visits Observe and report on pupil's performance when required. Contribute to the planning of learning activities with the teacher. Promote social and emotional development of the pupils alongside other team members. Support the maintenance of pupils' Health and Safety. Support the use of IT in the classroom. Help pupils develop Literacy and Numeracy skills in a one-to-one or group setting. Promote independent learning Liaise with other team members and parents/carers in a professional manner. Be aware of all school policies and how to implement them. Review and develop your own professional practice and engage with all training deemed necessary for the post. Carry out any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post. Engage and motivate pupils Improve the quality of pupils' learning Inspire trust and confidence in pupils and colleagues Build team commitment with colleagues and in the classroom

	<ul style="list-style-type: none"> Establish good relationships with parents and carers, encouraging dialogue, co-operation and partnership. Demonstrate analytical thinking Demonstrate empathy with and an appreciation of the care needs of pupils
Teaching Assistant Agreed Framework Requirements	<ul style="list-style-type: none"> In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.
Pupil progress	<ul style="list-style-type: none"> Be a proactive part of the teaching team, ensuring that all pupils make good or better progress Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with the teacher, to support pupils' learning, well-being and progress Promote the inclusion and acceptance of all pupils within the classroom, school and wider community Encourage pupils to interact and work co-operatively in learning activities Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem
Professional Practice	<ul style="list-style-type: none"> Maintain, develop and apply professional knowledge to enable effective teaching and learning support Share such knowledge with colleagues to improve whole school effectiveness Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs Understand and apply the principles of good classroom management Understand and apply a range of appropriate support strategies Be conversant with the schools safeguarding policy and actively employ said policy in order to keep pupils across school safe Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information
Other General Requirements	<ul style="list-style-type: none"> Represent and promote the ethos and values of Esteem Multi-Academy Trust To take and be accountable for all decisions made within the parameters of the job description Participate with performance management and training and activities that contribute to personal and professional development Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities C GDPR. Provide a high standard of customer service in all dealings internal and external to the MAT

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Grade C or above GCSE English (or equivalent). Grade C or above GCSE Maths (or equivalent). Full UK Driving Licence 	<ul style="list-style-type: none"> Midas Minibus Competency Test NPQ Behaviour Lead First Aid at Work/Peadeatric First Aid
Experience	<ul style="list-style-type: none"> Successful experience of working with young people with SEND needs including those with behaviour that challenges. Experience of supporting young people with Physical needs, behaviour and /or learning difficulties Experience of working in classrooms setting Experience of supporting or organising trips and visits in a school or care setting 	<ul style="list-style-type: none"> Experience of Line Managing Staff (Training will be provided if required) Experience of supporting pupils or adults in the workplace on or off school site Experience of communicating with employers or venues Experience of attending and supporting residential visits
Knowledge	<ul style="list-style-type: none"> Good oral and written communication skills Good organisational skills 	<ul style="list-style-type: none"> Knowledge of PAL guidance and recent changes to this framework Understanding of pupil's different needs and how experiences can be adapted to ensure equitable offer

	<ul style="list-style-type: none"> • Knowledge and use of Microsoft software and e mail • Ability to maintain accurate records • A commitment to teamwork • Able to form positive relationships • Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes as required • Ability to contribute to planning and preparation of lessons and teaching materials, • Ability to contribute to assessment and monitoring of pupil progress • Working understanding relational approaches to supporting behaviour 	
Skills	<ul style="list-style-type: none"> • Understanding of strategies for teaching and learning • Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting • Good communication and interpersonal skills • Organisational and time management skills that are highly effective for managing a classroom environment. • Ability to work collaboratively with teachers and others • Ability to supervise and line manage others effectively, as required • Ability to take responsibility and work with autonomy within set boundaries 	
Personal qualities	<ul style="list-style-type: none"> • Energy, optimism, initiative, flexibility and commitment • Hard working • Reliable • Approachable • Aspirational • Enjoy working with others • Personality and sense of humour 	
Equal Opportunities	<ul style="list-style-type: none"> • Knowledge and awareness of equal opportunities policy and commitment to its implementation 	
Other	<ul style="list-style-type: none"> • Suitable to work with children 	

	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people on a daily basis. • Commitment to raising standards of academic and personal achievement • Patient, tactful and approachable • Flexible approach to tasks and workload • Able to undertake a range of tasks as appropriate for the role 	
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