



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 dual 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 a Teaching Assistant for the pupil, and in their absence, for other pupils in the school.**

Job Title:

Intervenor

Occupational Standards:

MAIN DUTIES AND RESPONSIBILITIES:

- To be the eyes and ears of the pupil as appropriate.
- To liaise with teachers and supporting professionals in providing information relating to progress and effectiveness of learning strategies.
- To fully support the pupil in all curriculum areas including examination courses if appropriate. This will include developing an understanding of the course requirements and any special arrangements for the pupil.
- To support and collaborate with the teacher and other staff in all duties related to records, resources and equipment for the pupil.
- To assist with the organisation and supervision of larger group activities inside and outside school including swimming, sporting activities, residential and educational trips in relation to the pupil.
- To liaise with parents as directed by the Principal.
- To undertake professional development relevant to this post including a five day training course.
- To plan and provide specialist support to pupils with identified disabilities, SEN, sensory impairments and complex needs to access a broad and balanced curriculum of education by modifying and adapting learning activities as appropriate.

- Supports the special education and personal social wellbeing of pupils by adapting and differentiating activities to enable them to access the curriculum under the direction and guidance of teachers or advisory staff
- Provides full-time supervised support for individual pupils and groups inside and outside the classroom (children's homes) to enable them to fully participate in activities.
- Records child protection issues/situations and reports them to the relevant child protection officer and in some instances the teacher.
- Contributes to the implementation of pupil's Individual Education Programmes, Assessment & monitors and records progress. Plans for and works towards pupil's recommendations and targets from their statement of educational needs or Education & health care plans by documenting and recording progress.
- To maintain accurate records and assist in administrative tasks.
- To assess, record and report on development, progress and attainment using detailed specialist knowledge.
- To support the aims and ethos of the School and were appropriate, the wider Trust.
- To set a good example in terms of dress, punctuality, and attendance.
- To support parents and enable them to understand their children's complex needs and give sound advice in regards of their child's education.
- Works with parent/carers to support pupils' learning, social emotional needs, and medical needs.
- To use teaching and learning objectives to plan, evaluate and adjust lessons and work plans within agreed systems of supervision.
- Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, behaviour support early years, or EAL etc).
- To attend to pupils' personal needs including toileting, hygiene, dressing and eating as well as providing help with social, welfare and health matters
- To be proactive in matters relating the Health & Safety, Child protection/safeguarding and administration of medication/ First Aid etc.
- To provide appropriate supervision to individuals or groups in a variety of settings; including school, Pupils home environment or unit monitoring their conduct and behaviour
- To liaise with staff and other relevant professionals and provide specialist support and advice to meet the needs of the pupils, including attendance at, and contribution to, reviews; Laises with other professionals, such as speech therapists and occupational therapists, etc.
- To share and adopt best practice and specialist training with other staff.
- To implement and promote the Trust and schools, SNTS policies and procedures relating to all areas of employment and service delivery.
- Attends mandatory SEN training e.g. Speech & Language, Team-Teach, Autism, ADHD, behaviour, physical multiple learning difficulties (PMLD), child protection, safeguarding etc To undertake work and responsibilities in line with the training and development agency

Other Tasks and Objectives

- To assist teachers in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils.
- To use behaviour management strategies in line with schools policy and procedures which contribute to a purposeful learning environment appropriate to their age and special needs.
- To ensure appropriate specialist support is provided for each pupil dependent on their individual needs.
- To promote the inclusion of all pupils ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
- To be responsible for promoting and safeguarding the welfare of vulnerable pupils and young people within the school.
- Works under the instruction and guidance of the class teacher to support the teaching and learning activities in the classroom with pupils who have complex needs and profound learning difficulties.
- Provides support to the class teacher in the management and organisation of the pupils and the classroom.
- Works closely with other professionals such as speech therapists and/or physiotherapists Supports pupils that have personal care needs which includes changing nappies, incontinence pads, sanitary towels, or soiled clothing or catheterisation.
- Provides support for pupils at lunch-time, and assists with complex feeding needs such as nasal gastro tube or enteral feeding. Guidance and training from professionals should be given prior to this.
- Supports pupils in the playground at lunchtime and break times following agreed health & Safety procedures and with full awareness of the risks they can present to themselves and others.
- Follows team teach training methods when dealing with pupils who present challenging and dangerous behaviours and in line with the schools behaviour policy and government legislation.
- *This could include agreed manual handling procedures and following a programme for prescribed medication under agreed guidance and training.

Supervision Responsibilities

- Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment & guidance.
 - support for pupils displaying challenging behaviour. (could be away from the classroom)
 - support for pupils requiring manual handling due to physical disabilities.

- Plans and delivers speech and Language programmes etc provided by the relevant professionals.
- May supervise whole classes of pupils, when teacher is absent or called away from the classroom for short periods (in the absence of the TA3).
- Support small groups or individual pupils through learning programmes away from the classroom e.g. Tac-pac, interactive play, Sensory room etc
- Supervises individuals, small groups or a class of pupils, e.g. as they arrive/leave the class and at outdoor learning time.
- All above under the direction of the teacher.
- Supervises pupils at lunchtime outside or supports pupils with complex feeding needs. e.g. Gastro tubes, sensory issues, allergies, self-limiting diets (Autism) behaviour, Medical needs in the dinner hall.
- All above under direction of the HLTA.
- Supports new teachers/TAs with pupil behaviour.
- Provides comfort and delivers immediate care for minor accidents (excluding duties of the designated first aid officer.)
- Provide personal hygiene care to pupils as necessary within the H&S guidelines.

Creativity and Innovation

- Contributes to whole School/College policy development.
- E.g. through in house staff meetings on behaviour, Health & Safety, child protection etc.
- All training on SEN all staff contribute/share best practice
- Attend classroom planning meetings; staff team go through teachers planning and contribute ideas on how to implement teaching and learning activities for the pupils.
- Assists in assessment and review of individual pupils or groups of pupils' progress and statement review meetings.
- Supports implementation and acts on strategies to manage pupil behaviour.
- Contributes to curriculum planning, evaluation and implementation.
- Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities using specialised training e.g. Makaton, Pec's etc .
- Uses ICT to support children's learning under direction.
- Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.

- Assists with the day-to-day management of the learning environment, e.g. care & preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School/College displays, art area designs, etc.
- Supports the School/College in enabling all pupils to access the curriculum.
- Assists in the management of pupil behaviour.
- Undertakes specialised training to further support pupils. learning and management and develop ideas to continue to improve own professional development
- Provides feedback to the teacher about learning activities.
- Uses specialised training and develop alternative methods for achieving the traditional National Curriculum outcomes. appropriate to each child . e.g. Offer and give new suggestions for applying Literacy and Numeracy lesson plans that better meet the needs of individual pupil(s).based on experience of the child.

Contacts

- Works with children from all communities across the city 0-19yrs and their families/parents/carers.
- Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus i.e. Pec's. Makaton and teacch methods for Autism.
- Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.
- Extends play-based learning in indoors and outdoors.
- Assists in the development of communication skills and role-play using a variety of communication methods e.g. Makaton, Pec's.
- Assists in pupils' personal, social, emotional and self esteem development.
- Occasional contact and liaison with community organisations and local Safeguarding agencies order to maintain safety and wellbeing of child/ren
- Deals with child protection issues/situations as a matter of urgency by supporting, recording and referring them using the designated procedure.
- Becomes the regular appointed person for a named pupil in relation to the individuals care plan e.g. A student with severe anxiety that may harm themselves.
- Maincontacts are with pupils and classroom teachers, plus parents/carers and also will work closely and interact with specialists, advisors, etc on pupil issues.
- Uses the school's specialist training to supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton, Pec's, teacch and other communication aids
- Provides pupils with the support specified by the teacher.

- Provides comfort & arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider.)
- Encourages and reinforces positive interaction for pupils with set behaviour targets.
- Home visits to children's homes supporting parent/carers with form filling, support agencies, etc. Also frequently acts as an interpreter during these visits.

Resources used or managed

- Manages small amounts of Petty Cash:- taking money from book bags, e.g. dinner money, trip money, uniform money, recording it then taking it to the office. This became a TA responsibility under the work life balance agreement for teachers a few years ago, probably up to £50 weekly.
- Actively involved in the day-to-day management and care of learning resources.
- Responsible for ordering classroom resources
- Regularly uses own transport or public transport to facilitate behaviour incentives e.g. trips out for rewards.
- Uses own or public transport to support pupils learning in their own home environment.
- Supports pupils in taxi's, own cars due to behaviour issues, eg removal from school/unit to home due to unacceptable behaviour
- Drives mini-buses on trips, sometimes with adaptive measures.
- Uses normal office equipment, laminators, photocopiers, etc.
- Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc, (ICT, Science and D&T TAs), visual/hearing aids, hoists, wheelchairs, etc.
- PC & paper records, registers, admission forms, lesson plans, folders, displays, etc.
 - Digital cameras and video equipment used to record children's learning and recreational activities. Agreement to take store securely and use photographic and recorded images of children sought from parents and carers. This is required to be updated annually and stored safely in line with data protection legislation,

Physical effort & IT usage

- Holding, supporting, lifting children, equipment & materials, sometimes using hoists, wheelchairs etc. Most special schools/units/special needs teaching service have a variety of pupils with physical, sensory, emotional behavioural difficulties, Autism e.g.
- Some schools require pupils who have physical difficulties to be supported following manual handling procedures. (training given)
- Frequent restraints require a lot of physical effort and personal restraint by the post holder (All TA's are required to be team teach trained)

- Special schools and SNTS nurseries take pupils who are still in need of toilet training or pupils who are in nappies due to physical difficulties the age range of this pupil's can be from 4 to 16 years. Staff will be required to provide these pupils with intimate care in line with the school's intimate care policy and or all policies relating to personal care of pupils.
- Standing, walking, etc, sitting (often in very small low chairs).
- Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, I pads, specialist programmes to make resources, suitable for learning difficulties etc. (Daily)
- Also use programmes to produce work sheets for pupils.
- e.g. Autism pupils have at least 3 activities a day that need support with an I pad or computer and all TAs would support them on this
- Use of photo and video evidence.

Risk Encountered

- There is a higher level of risk to personal safety or injury, illness, damage to clothing due to SEN needs of pupils who can display disruptive, and socially unacceptable behaviour, but all SEN schools attempt to reduce this risk by ensuring all staff take part in additional training e.g. team teach (Advanced team teach training if supporting pupils 11 years to 16 years due to size of pupil and higher risk of sustaining injuries from pupil)
- Supervise pupils on the playground to ensure safety for all pupils this may include 1:1 support of pupils who are at risk of absconding, hurting others, climbing, aggressive behaviour or inappropriate behaviour (stripping off clothing and sometimes sexualised behaviour to other pupils or staff)
- Frequently at risk of injuries from physical abuse such as, spitting, scratching, pinching, biting, punching, kicking, throwing furniture and also subject to verbal abuse. Also frequent damage to clothing, sustained by intervention due to the need to keep pupils safe (from themselves) and inappropriate behaviour due to their sensory impairments.
- Policies, risk assessments, positive handling plans are in place, but staff do need to be aware that pupils with complex needs, e.g. Autism may have no communication and have the potential to display all or some of the behaviours described below
- Deals with sickness, toilet training/spills, etc.
- Deals with first Aid, epilepsy (Trained first Aiders only)
- Risk of allegations from pupils in special schools is higher due to the need of more physical intervention involved from team teach, Manual handling etc (Schools will have Health and Safety policies in place to minimise this risk where possible)
- Pupils who have recently been excluded from mainstream education or have been out of education for a long period will require an enhanced level of support due to low self-esteem issues which may manifest itself in physical or verbal abuse towards staff this will usually settle after a period of specialist intervention by all staff. Evidence for



this section can be found in school's incident books, behaviour logs, Holding till calm logs and first Aid books.

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
<u>Qualifications</u>			
<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) 	✓ ✓ ✓		App/Doc App/Doc App/Doc
<u>Experience</u>			
<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 	✓ ✓ ✓ ✓		App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref
<u>Knowledge</u>			
<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. • Knowledge & understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy. 	✓ ✓ ✓		App/Int/ Ref App/Int/ Ref App/Int/ Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • Able to relate policies & frameworks relate to the subjects/support required. • 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 • An understanding of Special Educational Needs and disability awareness • A knowledge of how pupils learn and make progress • Understanding of lesson planning and assessment procedures 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref 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 • Ability to work collaboratively with colleagues including specialist peripatetic staff • Ability to improve own practice • Ability to complete written reports and communicate with parents in Home School diaries • An ability to liaise with the family and with multi-professionals about a pupil with multi-sensory impairment • Able to plan own work and to exercise initiative and independent action. • Able to present information effectively, verbally and in writing. • Able to transfer theory/training into practice and demonstrate skills of problem-solving drawing on relevant experience. • Able to work with professionals, parent/carers and to offer ideas. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		App/Int App/Int App/Int App/Int App/Int App/Int/Ref App/Int/Ref/ Test Int/Ref Int/Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • Experience of ICT as a learning tool. • Able to relate well to adults and children their learning difficulties and their needs. • Good communication and interpersonal/listening skills. • Able to work effectively in a team. • Able to take direction but be prepared to take initiative when required. • Able to establish clear boundaries • Will be required to 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. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref
<u>General Circumstances</u>			
<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, Pec's (picture exchange communication system) • Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	✓ ✓ ✓		App/Int App/Int App/Int
<u>Factors not already covered</u>			

	Essential	Desirable	How assessed
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

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