

JOB DESCRIPTION

Role Title	Reports to
Intervention Support Worker	Assistant Headteacher/SENCo

PURPOSE

To support students who are disengaged or struggling to access mainstream learning. Working within the Intervention Centre, the post-holder will deliver targeted small-group and 1:1 interventions, helping students to re-engage with their education and successfully reintegrate into their lessons.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

Intervention Delivery

- Deliver structured small-group and 1:1 interventions within the Intervention Centre, tailored to the needs of individual students.
- Support students who are disengaged or experiencing difficulty accessing mainstream lessons, providing a safe, consistent and nurturing environment.
- Plan and prepare appropriate intervention activities in collaboration with teachers, the SENCO and the pastoral team.
- Adapt approaches to meet a range of learning needs, including those of students with SEND or additional support requirements.

Reintegration Support

- Work with pastoral, SEND and teaching staff to develop and implement reintegration strategies for students returning to mainstream lessons.
- Provide in-class support as required to ease the transition back to full-time timetabled lessons.
- Maintain regular communication with Heads of Year and class teachers to ensure a cohesive approach to each student's progress.

Tracking & Monitoring

- Track student engagement and the impact of interventions, recording information accurately in the Academy's management information system.
- Contribute to reviews of intervention programmes, providing feedback on student progress and barriers to learning.
- Share relevant data and observations with relevant individuals to inform planning and next steps.

Other Duties

- To work as an effective member of a team and to always promote teamwork
- Observe good working practices and current health and safety regulations
- Observe and adhere to all Policies, Procedures and Regulations

- To carry out any other reasonable duties as requested by your Line Manager, a member of the Leadership team or the Headteacher.

PERSON SPECIFICATION

Qualifications/Education/ Training	<ul style="list-style-type: none">• GCSE English and Maths at Grade C/4 or above, or equivalent (E)• Level 2 qualification in Supporting Teaching and Learning or a related field (D)• Evidence of relevant professional development in learning support, SEND or pastoral care (D)
Knowledge/Experience	<ul style="list-style-type: none">• Experience of working with young people in a school, youth work or care setting (E)• Some knowledge of strategies to support disengaged or vulnerable learners (E)• Awareness of safeguarding and child protection requirements (E)• Experience of delivering structured learning activities or interventions (D)• Understanding of SEND and the needs of students with additional learning requirements (D)
Technical/Business Skills/Ability	<ul style="list-style-type: none">• Competent in the use of IT for record-keeping and communication (E)• Ability to produce clear, accurate written records (E)• Familiarity with SIMS or similar school management information systems (D)
Particular Aptitude/Personal Skills Required	<ul style="list-style-type: none">• Warm, patient and able to build trusting relationships with disengaged or vulnerable young people (E)• Ability to remain calm and consistent in a demanding environment (E)• Good verbal and written communication skills (E)• A team player who works collaboratively with colleagues across pastoral, SEND and teaching (E)• Excellent attendance and punctuality (E)

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust and the School our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all Trust employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside School, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT: SIGNED: