

# Early Help and Intervention Lead

Candidate Information Pack



## WELCOME

Welcome to Ormiston Ilkeston Enterprise Academy, a school full of warmth and purpose.

I take enormous pride in leading an incredible team of staff who are resolute and steadfast in their determination to improve the life chances of our young people and address educational disadvantage in our setting.



We are looking for like-minded individuals as we expand our team to accommodate growing student numbers. Having recently been rated as Ofsted Good, it is an exciting time to join us!

Our success to date is due to the fact we live and breathe our CARE values of Courage, Ambition, Respect and Excellence. These values help to determine our strong culture and create a climate in which every member of the school community is able to develop and improve. We are relentlessly positive and passionately care about the community that we serve.

Colleagues enjoy working here as we prioritise and build a sense of belonging. There is a calm and purposeful atmosphere around the academy, with high standards set for all aspects of academy life.

We adopt a 'work to live' mentality meaning workload is carefully considered with a range of common-sense initiatives deployed, these typically include access to wellbeing days and a sensible approach to flexible working. Our team buys into our philosophy of continuous improvement and benefit from the 'development over judgement' mantra. We realise and appreciate that staff are our greatest resource.

I appreciate that I might be biased but this is a truly great place to work, and you won't regret applying. Come for a visit beforehand and see for yourself.

We look forward to meeting you soon,

**Mr Simon Leach**  
**Principal**



## **Early Help Intervention Lead**

**Scale:** Grade 6, Points 20-25 £32,597 to £36,363 FTE

**Actual Salary: £28,757 to £32,079 pa**

**Hours:** 37 hours per week – 40 weeks  
term time + 1-week

8 am – 4 pm (Monday – Thursday) 8 am – 3.30 pm (Friday)  
30 mins lunch break

If you are someone that is passionate about education, enjoys working with young people and is determined to make a real difference to the children we have in our care, then this could be the job for you. This is an exciting time to be joining our Academy – Ofsted rated Good! following our recent inspection.

We are looking for an outstanding Early Help and Intervention Lead to join this forward-thinking academy and develop the quality of teaching and learning. We are seeking to employ staff who have a thirst to develop young people and build teams committed to academic and pastoral success. This is a fantastic opportunity to play a key role in influencing positive learning outcomes for our students.

We prioritise and cultivate a sense of belonging for all and believe in development over judgement and a philosophy of continuous improvement.

We are looking for brilliant individuals to join this forward-thinking Academy and develop the quality of teaching and learning in our SEND department. We are seeking to employ staff who have a thirst to develop young people and build teams committed to academic and pastoral success. This is a fantastic opportunity to play a key role in influencing positive learning outcomes for our students. We are research led and evidenced informed. We have 980 students currently on roll between 11-16 yrs.

Our new colleague will benefit from being part of the Ormiston Academies Trust, a Multi Academy Trust of 44 academies. The Trust's vision is for all young people to have access to the highest academic, social and practical skills required to achieve their full potential. OAT support all staff so that they can enhance and develop their professional skills whatever their role within the Trust.

We offer a competitive package of benefits for our staff including:

- *Additional days leave for Staff Wellbeing during Term Time.*
- *A supportive and collaborative working environment.*
- *Vivup – lifestyle saving, cycle to work scheme, car salary sacrifice scheme, and employee assistance programme.*
- *Performance management decoupled from performance pay.*
- *Work to live mentality - we take workload seriously and remove the 'unimportant stuff' Our Academy is a vibrant and friendly place to work.*
- *A network of exceptional support staff, teachers, middle and senior leaders.*
- *The opportunity to achieve career development through excellent CPD opportunities (at a trust and school level).*

For an informal chat or to arrange a visit please contact Mrs Meakin, PA to Principal on 0115 9303724 or by emailing [kmeakin@oiea.co.uk](mailto:kmeakin@oiea.co.uk). To apply, visit us online at <https://mynewterm.com/school/Ormiston-Ilkeston-Enterprise-Academy/137109>

**Please note that CVs are not accepted.**

**Closing date: 9am – Friday 24th April 2026**

**Interviews to be held – will be held during the week commencing 27<sup>th</sup> April 2026 – to be confirmed.**

*Ormiston Ilkeston Enterprise Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The Academy's Child Protection and Safeguarding Policy can be found on our website:*  
<https://www.oiea.co.uk/admin/wp-content/uploads/sites/21/2024/10/Child-Protection-and-Safeguarding-2024.pdf>

*Suitability checks will be undertaken including two satisfactory references, medical clearance, Enhanced DBS check, including Children's Barred List, confirmation of qualifications, Prohibition Order or Interim Prohibition Order, verification of identification and of the Right to Work in the UK and Proof of NI Number.*

## **Job Description – Early Help Intervention Lead**

### **Salary:**

- Grade 6, points 20-25 £32,597 to £36,363 FTE
- Actual salary: £28,757 to £32,079

### **Hours:**

- 37 hours per week – 40 weeks per year term time + 1 week
- 8 am – 4 pm (Monday – Thursday) 8 am – 3.30 pm (Friday)
- 30 mins lunch break
- Permanent

### **Responsible to:**

**The Principal, delegated to the Senior Vice Principal (Designated Safeguarding Lead), as the designated line manager**

### **Purpose**

The Early Help & Intervention Lead plays a crucial role in supporting pupils and families at the earliest stage of concern. The post holder leads the school's Early Help offer, delivering interventions, coordinating multi-agency support, and ensuring that emerging needs are identified and addressed promptly. The role contributes directly to safeguarding, attendance, behaviour, wellbeing, and the overall pastoral provision within the school.

### **Main duties and responsibilities**

#### **Targeted Support**

- Manage the school's Early Help processes in line with local authority thresholds of need.
- Act as the main point of contact for Early Help referrals within the school community.
- Provide advice to staff on identifying early signs of vulnerability and emerging safeguarding concerns.
- Maintain an overview of Early Help caseloads, ensuring timely support and intervention.
- Advise senior management team in the production and implementation of whole school plans, initiatives and strategies to improve pupil behaviour
- Be able to communicate with parents/carers about their child's behaviour
- Responsible for pastoral support during the school day, including crisis response where necessary.
- Manage the delivery of targeted 1:1 and group interventions addressing:
  - o Emotional regulation and wellbeing
  - o Low-level behaviour concerns
  - o Attendance and punctuality support
  - o Family relationships and routines
  - o Parenting support (including signposting to programmes)

### **Systems, Policies and Procedures**

- Develop practices to engage student support in modifying unacceptable pupil behaviour
- Adherence to safeguarding requirements as well as health and safety

### **Team Involvement**

- Work with attendance and pastoral teams to identify pupils whose attendance/behaviour may indicate underlying family needs.
- Support early intervention strategies that promote positive attendance and engagement
- Manage other staff directed to support with intervention & early help as & when required as directed by DDSL.

### **Building Professional Relationships**

- Build and maintain effective working relationships with external partners including children's social care, CAMHS, early help teams, school nursing, police, youth services and voluntary agencies.
- Ensure clear communication between school and partner agencies at all stages of the support process.
- Support escalations to statutory services where concerns meet safeguarding thresholds.
- Provide advice and support to staff they line manage
- Liaise with relevant senior management regarding any safe-guarding concerns
- Liaise with teaching staff to provide support to targeted pupils to raise achievement, behaviour and/or attendance and to help them overcome barriers to learning

### **Record Keeping and Information Management**

- Maintain accurate case records, plans, and evidence of impact.
- Produce reports for SLT, governors, and safeguarding panels as required.
- Analyse trends in need to inform whole-school pastoral strategies.

### ***Problem Solving and Decision-Making***

- Required to interpret complex information and situations and solve difficult problems and develop solutions
- Access to line manager for serious problems

### **Knowledge, Skills and Experience**

- IT and keyboard skills
- Knowledge and compliance with policies and procedures relevant to health and safety and child protection

### **Physical Demands and Working Conditions**

- Normal physical effort and may carry minor loads
- Work is in a classroom & Office

### **General Responsibilities**

- Be aware of promoting and comply with policies and procedures relating to safeguarding, child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support, differences and ensure equal opportunities for all.

- Maintain confidentiality of information acquired in the course of undertaking duties.
- Ensure that work is completed in compliance with relevant legislation and procedures relating to this role.
- Ensure GDPR principles are embedded in normal working practices.
- Postholders may be required to work flexibly in order to meet the business needs. All staff are required to partake in performance management and training activities.
- The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding.
- The Trust expects that employees deal with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Academy's Code of Conduct and the equality policy objectives

**DBS**

- An enhanced disclosure and barring check will be a requirement of the post.

## Person Specification



### Early Help Intervention Lead

| Attributes tested by Application, Interview, Task and References  |                             |
|---|-----------------------------|
| Qualifications & Experience   | Essential E/<br>Desirable D |
| 5 good GCSEs including Maths & English Grades A*-C or equivalent.   | E                           |
| Educated to NVQ L3 in related area qualification or other discipline that aligns with job role or equivalent experience.  | D                           |
| Experience of line management   | D                           |
| Experience of working within a school environment   | D                           |
| Experience of managing own workload to meet conflicting demands and deadlines   | E                           |
| Effective working with children/young people and their families   | D                           |
| Effective working with children with educational, emotional and behavioural difficulties  | E                           |
| A willingness to develop a range of approaches to assist in engaging with young people, and their families, and to encourage them to engage with the learning process   | E                           |
| Ability to develop positive relationships with individual students and groups and empathise with them and sensitivity to the needs of children/families from all groups | E                           |
| Caring skills and the ability to work positively with students physical and emotional needs, without confrontation  | E                           |
| Able to maximize identified learning aims by ensuring that educational and hygiene programmes are maintained at all times under the direction of the line manager       | E                           |
| Previous experience of working with 11 -16-year-olds  | D                           |
| Awareness of the regulatory framework relevant to schools and students  | D                           |
| Awareness of the education process and the national curriculum  | D                           |
| Good interpersonal skills and confident communicator  | E                           |
| Good administrative, practical and ICT skills   | E                           |
| Skills and Abilities  | Essential E/<br>Desirable D |
| Ability to work positively with families and to engage their support in improving behaviour and making progress   | E                           |
| Able to communicate in a clear and concise manner both on the telephone and face to face, who can effectively convey information at an appropriate level.               | E                           |
| Ability to complete work to the required standards and to agreed deadlines.   | E                           |
| Ability to develop and maintain effective working relationships with a wide range of people.  | E                           |
| Excellent organisational, communicating and problem-solving skills, with the ability to use own initiative and work proactively both in a team and independently.       | E                           |
| Demonstrates a flexible approach to work to enable effective delivery of service.   | E                           |
| Other Attributes  | Essential E/<br>Desirable D |

|  |                             |
|--|-----------------------------|
| Proactive, flexible and adaptable.   | E                           |
| Punctual and conscientious.  | E                           |
| Prepared to challenge non-compliance.  | E                           |
| Discretion, tact and confidentiality always.   | E                           |
| Attributes tested by Application, Interview, Task and References   | Essential E/<br>Desirable D |
| Qualifications & Experience  |                             |
| Good time management and the ability to prioritise workload.   | E                           |
| Able to work under pressure and to deadlines and deliver excellent attention and produce accurate results. | E                           |
| Evidence of successful team working.   | E                           |
| Calm in a crisis to bring about resolution.  | E                           |
| Ability to adapt to changes in the workplace.  | E                           |
| Understanding and commitment to the safeguarding of children.  | E                           |
| Commitment to the school ethos and aims.   | E                           |
|  |                             |
| Commitment to equal opportunities.   | E                           |
| Accurate and fluent spoken English.  | E                           |
| A commitment to safeguarding and promoting welfare for all.  | E                           |
| Exemplary levels of integrity.   | E                           |



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