



# Job Description

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**Job Title:** Intervention Assistant

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**Location:** Stanton Vale School

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## Job description and person specification

<b>Post Title:</b>		Teaching Assistant
<b>Location:</b>		Stanton Vale School, Thoresby Road, Long Eaton, NG10 3NP
<b>Purpose:</b>		<ul style="list-style-type: none"> <li>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to support access to learning with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of pupils. The primary focus will be to ensure continued high quality learning and pupil achievement.</li> </ul>
<b>Reporting to:</b>		Senior Intervention Assistant
<b>Liaising with:</b>		Class team, SLT, Parents and Carers
<b>Working Time:</b>		8.30 am to 4.00 pm TTO - 35 hours per week
<b>Salary/Grade:</b>		Grade 7
<b>Disclosure level</b>		Enhanced
<b>PRINCIPLE RESPONSIBILITIES</b>		
<b>To achieve the above</b>		<p>The post-holder will be required to demonstrate a high level of flexibility being prepared to work across the school in all Key Stages and with a wide range of children and young people with differing complex needs.</p> <p>On a daily basis they will be required to report to members of the middle and senior leadership team to establish where the need for cover support is greatest. Their deployment may change as the day and the week progresses.</p> <p>Although the post is primarily to support lessons in the classroom, there may be times when no cover is required. The following duties may then be undertaken:</p> <ul style="list-style-type: none"> <li>○ in class support</li> <li>○ helping with displays around school</li> <li>○ supporting the administration team</li> <li>○ supporting administration</li> <li>○ lunch duty of a cover lesson</li> <li>○ supporting school visits</li> </ul>

		<p>The post-holder will demonstrate essential professional characteristics, and in particular will:</p> <ul style="list-style-type: none"> <li>○ Engage and motivate pupils</li> <li>○ Improve the quality of pupils' learning</li> <li>○ Inspire trust and confidence in pupils and colleagues</li> <li>○ Build team commitment with colleagues and in the classroom</li> <li>○ Demonstrate analytical thinking</li> <li>○ Demonstrate empathy with and an appreciation of the care needs of pupils</li> </ul> <p><b>Teaching Assistant Agreed Framework Requirements</b></p> <p>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.</p> <p><b>PUPIL PROGRESS:</b></p> <p>Be a proactive part of the teaching team, ensuring that all pupils make good or better progress</p> <p>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</p> <p>Promote the inclusion and acceptance of all pupils within the classroom, school and wider community</p> <p>Encourage pupils to interact and work co-operatively in learning activities</p> <p>Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem</p> <p><b>PROFESSIONAL PRACTICE:</b></p> <p>Maintain, develop and apply professional knowledge to enable effective teaching and learning support</p> <p>Share such knowledge with colleagues to improve whole school effectiveness</p> <p>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</p> <p>Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs</p> <p>Understand and apply the principles of good classroom management</p> <p>Understand and apply a range of appropriate support strategies</p>
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<b>Other Generic Responsibilities:</b>		
<ul style="list-style-type: none"> <li>• Represent and promote the ethos and values of Esteem Multi-Academy Trust</li> <li>• To take and be accountable for all decisions made within the parameters of the job description</li> <li>• Participate with performance management and training and activities that contribute to personal and professional development</li> <li>• Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities</li> <li>• Provide a high standard of customer service in all dealings internal and external to the MAT</li> <li>• Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified</li> <li>• 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</li> <li>• 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</li> </ul>		

## Person Specification: Intervention Assistant

### Esteem Multi-Academy Trust

ATTRIBUTES	ESSENTIAL	DESIRABLE
Education and Training	<ul style="list-style-type: none"> <li>Grade C or above GCSE English (or equivalent)</li> <li>Grade C or above GCSE Maths (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Full UK Driving Licence</li> <li>Level 3 First Aid at Work</li> <li>PROACT-SCIPr-UK trained (or equivalent)</li> <li>Teaching/Care Assistant related qualification/NVQ level 2 or equivalent (or able to pass this qualification within timescale)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Successful experience of working with or caring for young people</li> <li>Understanding of how to support young people with Physical needs, behaviour and /or learning difficulties</li> <li>Experience of working in a classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Management training</li> <li>Successful experience of working with behaviour difficulties</li> <li>Experience of directly supporting young people with Physical needs, behaviour and /or learning difficulties</li> </ul>
Skills, Knowledge and competences	<ul style="list-style-type: none"> <li>Knowledge of personal care procedures and physical disabilities</li> <li>Good oral and written communication skills</li> <li>Good organisational skills</li> <li>Knowledge and use of Microsoft software and e mail</li> <li>Ability to maintain accurate records</li> <li>A commitment to teamwork</li> <li>Able to form positive relationships</li> <li>Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes</li> <li>Ability to contribute to planning and preparation of lessons and teaching materials,</li> <li>Ability to contribute to assessment and monitoring of pupil progress (if required).</li> </ul>	

Personal qualities	<ul style="list-style-type: none"> <li>• Energy, optimism, initiative, flexibility and commitment</li> <li>• Hard working</li> <li>• Reliable</li> <li>• Approachable</li> <li>• Enjoy working with others</li> <li>• Personality and sense of humour</li> </ul>	
Equal Opportunities	<ul style="list-style-type: none"> <li>• Knowledge and awareness of equal opportunities policy and commitment to its implementation</li> </ul>	
Other	<ul style="list-style-type: none"> <li>• Suitable to work with children – satisfies enhanced DBS checks</li> <li>• Committed to safeguarding and promoting the welfare of children and young people on a daily basis</li> <li>• Commitment to raising standards of academic and personal achievement</li> <li>• Patient, tactful and approachable</li> <li>• Flexible approach to tasks and workload</li> <li>• Able to undertake a range of tasks as appropriate for the role</li> </ul>	