



Job Description

Job Title	SENIOR INTERVENTION ASSISTANT
Location:	Peak School, Buxton Road, Chinley, Derbyshire, SK23 6ES
Hours per week:	37
Weeks worked per year:	39 weeks per year (Term Time Only)
Reporting to:	Headteacher
Salary Scale:	Grade 8 (Point 12-15)
Actual Salary:	£25,556 - £27,252

May 2026

Main purpose of Role

- 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.

Principal Accountabilities:

<p>Main Duties</p>	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of pupils.</p> <p>This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and recording cycle, and the management/preparation of resources. The SIA may take responsibility for planning for a few regular groups/sessions, agreed between the SIA and teacher, and authorised by the head teacher.</p> <p>SIAs may also supervise whole classes occasionally during the short-term absence of teachers, managing behaviour and assisting pupils to undertake set activities. The SIA will line manage and conduct appraisals of Intervention Assistants and Midday Learning Support in their class.</p> <p>The primary focus will be to ensure continued high quality learning and pupil achievement.</p>
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CORE REQUIREMENTS:

The post-holder will demonstrate essential professional characteristics, and in particular will:

- Liaise closely with the class teacher 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 work set by the teacher
- Help support the teacher with the management of pupil behaviour
- Contribute to the updating of pupil records
- Assist in setting out of learning materials appropriate to the planned activity
- 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
- 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

- 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:

- 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:

- 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.

	<p>WHOLE SCHOOL ETHOS</p> <ul style="list-style-type: none"> • Where appropriate contribute to the formulation of school policies • Execute school policies • Promote the wider aspirations of the school and MAT • Share in the visions and values of the school and MAT <p>The appointment is subject to the current conditions of employment for Teaching Assistants contained in the Guidelines of the Derbyshire County Council agreed framework and the Education Act (2002), with particular regard to the regulations made under section 133 and the statutory responsibilities of the Governing Bodies of schools, and any other current applicable legislation. The post-holder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies.</p>
<p>Administration</p>	<ul style="list-style-type: none"> • Ensuring Compliance with GDPR requirements.
<p>Other General Requirements</p>	<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 & 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 & Experience	<ul style="list-style-type: none"> Grade C or above GCSE English (or equivalent). Grade C or above GCSE Maths (or equivalent). PROACT-SCIPr-UK trained (or equivalent) Care/Teaching Assistant related qualification/NVQ level 2 or equivalent (or able to pass this qualification within timescale). Experience of working in classrooms setting Experience of de-escalation strategies to support behaviour for learning. 	<ul style="list-style-type: none"> Full UK Driving Licence Behaviour Management training Level 3 First Aid at Work Level 3 Paediatric First Aid Successful experience of working with young people with behavioural needs. Experience of supporting young people with Physical needs, behaviour and /or learning difficulties

Criteria	Essential	Desirable
<p>Knowledge and Abilities</p>	<ul style="list-style-type: none"> • Good oral and written communication skills • Good organisational skills • 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 • 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 	<ul style="list-style-type: none"> • Knowledge of personal care procedures and physical disabilities