

JOB DESCRIPTION

SEND Lead - Interventions

Scale 5 point 9 to 12

Responsible to:	Headteacher SENDCo Assistant SENDCo
Liaises with:	Heads of Faculty & Head of Department Class Teachers Pastoral Team
Job Purpose	To lead, develop, and manage the intervention provision for identified pupils with special educational needs and disabilities (SEND) so they can achieve their full academic potential and are fully supported within the school community.
Main purpose of the job	<p>The Co-Educator is a valued member of the school team, responsible for supporting the education, development, and care of pupils within the school community. They contribute to the teaching and learning programme in line with the ethos, aims, and objectives of Woodlands School.</p> <p>The Co-Educator plays a key role in raising pupil aspirations, challenging learning, and encouraging pupils to take an active role in their own progress.</p> <p>Working in partnership with the class teacher, the Co-Educator supports pupils' access to learning across the whole curriculum and promotes their independence as learners.</p> <p>Under the direction and guidance of the Head Teacher and the SENDCo, the Co-Educator leads, develops, and manages intervention provision for identified pupils with special educational needs and disabilities (SEND). The aim is to ensure that all pupils achieve their full academic potential and are fully supported within the inclusive environment of the school.</p>

Main duties and responsibilities

1. Support for pupils:

- a) To support identified pupils, classes and groups as directed by class teachers, the Assistant SENDCo or SENDCo.
- b) To mentor individual pupils with high needs SEND, monitoring their attendance, behaviour, homework and supporting them to keep on top of all aspects of school life.
- c) Provide appropriate levels of individual attention, reassurance and help for pupils(s) needs as identified in Pupil Passports.
- d) To contribute to the creation and reviewing of Pupil Passports and One Planning.
- e) Support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets and attend meetings in relation to mentees
- f) Support the needs of specified pupils– academic, physical, emotional and/or behavioural.
- g) Where directed, act as an escort on and off school premises under the direction and where appropriate, in the presence of a teacher for the purpose of visits or off-site educational provision.
- h) Ensure that teachers are aware of the specific learning needs of identified pupils
- i) Support pupils in working independently in the company of others by providing hover support
- j) To deliver as directed by the Assistant SENDCo or SENDCo 1 to 1 or small group intervention programmes to pupils
- k) Provide information, advice and direction to pupils about their behaviour within the agreed framework of school policies on discipline and behaviour
- l) Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- m) To provide intimate care for individuals, if required.

2. Support for the teacher(s):

- a) To work in collaboration with class teachers to meet the needs of pupils in classes through both targeted in class support and through the delivery of interventions as directed.
- b) Assist pupil(s) access to the curriculum by differentiating instructions and resources
- c) Prepare materials of the quality and quantity specified by the teacher
- d) Help pupil(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- e) Support the maintenance of pupil records by providing information to the teacher/AHT SENDCo and recording, in accordance with school and Faculties policy, the work of pupil
- f) Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school rewards system and behaviour policies

- g) Where necessary, correct pupil behaviour, supporting the teacher in maintaining order and discipline both in the classroom and in the school environment
- h) Report uncharacteristic pupil behaviour patterns and Child Protection concerns about an individual pupil and incidents of inappropriate behaviour to the class teacher / named Designated Safeguarding Lead.

3. Support for the school/Faculty:

- a) To keep on top of developments in SEND through reading emails, attending school based and external training as required and through proactively seeking strategies to meet the needs of assigned pupils.
- b) To be familiar with the content of Pupil Passports, One Plans and Annual Reviews of the pupils supported.
- c) To contribute to the writing of Pupil Passports, One Plans and Annual Reviews of the pupils supported.
- d) To work proactively with Aspirations Faculty Admin to ensure pupil records are robust, up-to-date and accurate. attend internal meetings, including meetings of the Faculty, all of which are recognised as directed time in the school calendar
- e) To deliver interventions to groups of SEND pupils as directed by the SENDCo and Assistant SENDCo.
- f) Act as a reader or amanuensis as necessary at school and national tests and examinations were directed by AHT SENDCo /Assistant SENDCo/Exams Officer.
- g) Assist in the administration of any appropriate assessments as directed by the Assessment Lead
- h) Share information and expertise, which could benefit other team members in their work in conjunction with the AHT SENDCo and/or DHT Quality of Education
- i) provide information to support pupil progress including information for pupil records, reports, Learning Passports and Annual Reviews
- j) Take responsibility with the Aspirations Faculty in areas linked to appraisal targets
- k) Ensure you are up to date with data of identified pupils so you can support the pupils access to provisions so that any shortfall can be addressed
- l) Actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents/carers/outside agencies, passing on any information given by parents to the appropriate staff member within the school
- m) Promptly report any difficulties in communicating with parents and carers to the class teacher/ AHT SENDCo
- n) To supervise targeted pupils for breaks or lunch times as directed by the AHT SENDCo, on a rota basis.

Particular Duties – Intervention and Provisions

- a) To coordinate the delivery of Life Skills qualifications.
- b) To coordinate interventions (both in class and outside of lessons) delivered by all Co-Educators, ensuring they have the relevant skills and resources to deliver interventions

successfully and interventions are tracked and outcomes measured.

- c) To lead on the introduction of new SEND interventions, demonstrating high levels of skill in delivery.
- d) To manage the resources needed to deliver interventions successfully.
- e) To work proactively with Aspirations Faculty Admin to ensure pupil records are robust, up-to-date and accurate.

4. Support for the curriculum

- a) Support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- b) Help pupils with the use of ICT and appropriate curriculum software
- c) Obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development
- d) Monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- e) Respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- f) Provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- g) Use appropriate strategies for challenging and motivating pupils to learn
- h) To supervise targeted pupils for breaks or lunch times as directed by the AHT SENDCo, on a rota basis

5. Arrangements for appraisal of performance:

- a) **Participate in the school's annual appraisal process and the regular reviewing of personal targets**

ADDITIONAL REQUIREMENTS

- 1. Woodlands School has a strong commitment to achieving equality of opportunity to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
- 2. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.
- 3. Woodlands School is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire, the relevant abilities, skills and knowledge to carry it out.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Agreed by: (Postholder)

.....(Postholder – Print Name)

And:(Headteacher)

Date:

Updated November 2025

