

CANDIDATE PACK

Intervention Assistant

Peak School, Chinley

Job Title	INTERVENTION ASSISTANT
Location	Peak School, Chinley SK23 6ES
Hours per week	32.5 hours per week
Weeks worked per year	41 weeks per year (Term Time Only +2)
Reporting to	Headteacher / designated member of the Senior Leadership Team
Salary Scale	Grade 7 (Pay Point 08-11) Actual Salary - £21510-£23597

JOB DESCRIPTION

Main purpose of the role

The Intervention Assistant is an important member of the school's education and care team, fulfilling the school's Teaching Assistant function.

Working under the direction and guidance of teachers and senior staff, the Intervention Assistant will support children and young people with a wide range of special educational needs and disabilities (SEND) to access learning, communicate effectively, develop independence and achieve their individual outcomes.

The role involves supporting pupils' educational, communication, physical, sensory, social and emotional needs in accordance with pupils' plans, school policies and appropriate training.

Key accountabilities

1. Supporting teaching, learning and pupil progress

- Work under the direction of teachers and senior staff to support high-quality teaching and learning.
- Support individual pupils and groups to access appropriately adapted learning activities.
- Promote pupil engagement, independence, confidence and self-esteem.
- Support individual plans, EHCP outcomes and agreed interventions.
- Observe pupil responses and provide relevant feedback to the class teacher.
- Contribute, where appropriate, to recording and monitoring pupil progress.

2. Communication and interaction

- Understand and use pupils' individual communication approaches.
- Support pupils to express needs, choices, feelings and opinions.
- Use visual, symbolic, signing, technological or AAC approaches where required and following training.
- Work consistently with teachers and other professionals to support communication.

3. Supporting social, emotional and sensory needs

- Build positive, respectful and trusting relationships with pupils.
- Understand and respond to individual sensory, emotional and regulation needs.
- Provide calm, consistent and predictable support.
- Implement agreed positive behaviour support strategies and individual plans.
- Undertake required positive behaviour support and physical intervention training and apply it safely.

4. Safeguarding

- Have a clear commitment to safeguarding and promoting the welfare of children and young people.
- Follow school and Trust safeguarding and child protection policies and procedures.
- Remain vigilant to signs of harm, abuse, neglect or exploitation and report concerns immediately.
- Maintain appropriate professional boundaries and confidentiality.
- Understand the particular safeguarding vulnerabilities of pupils with SEND and communication difficulties.
- Complete all required safeguarding training and maintain up-to-date knowledge.

5. Personal care, health and physical needs

- Support personal and intimate care where required, maintaining dignity, privacy and respect.
- Support mobility, positioning and physical access where required.
- Use specialist equipment and moving and handling techniques following training.
- Follow individual healthcare plans and agreed procedures relevant to pupils being supported.
- Promote independence in personal care and daily living skills wherever possible.
- Report concerns or changes relating to pupil health or wellbeing promptly.

6. Independence and preparation for adulthood

- Promote independence, choice and self-advocacy throughout the school day.
- Support functional and life skills appropriate to individual pupils.
- Where appropriate, support employability skills and preparation for adulthood.
- Support community-based learning where this forms part of pupils' programmes.

7. Working as part of a team

- Work collaboratively with teachers, Intervention Assistants and the wider school team.
- Communicate relevant pupil information clearly and professionally.
- Work alongside therapists, health professionals and other agencies where appropriate.
- Communicate appropriately with parents and carers in accordance with school procedures.
- Respond positively to guidance, feedback and professional development.

8. Flexible working across school

- Work flexibly across classes, key stages and pathways according to pupil and school need.
- Respond positively and professionally to changes in deployment.
- Support pupils during transitions, educational visits and community learning.
- Support pupils during lunchtimes and playtimes, promoting safety, communication, social interaction and independence.
- Undertake duties that are reasonable and commensurate with the nature and grade of the role.

9. Health, safety and welfare

- Follow school health and safety procedures, risk assessments and infection-control procedures.
- Use equipment safely and report concerns promptly.
- Undertake relevant first aid, moving and handling, medical or other training required for the role.

10. Professional responsibilities

- Demonstrate high standards of professional conduct, confidentiality and integrity.
- Participate in appraisal, training and continuing professional development.
- Promote equality, diversity, inclusion and respect.
- Model the ethos and values of Peak School and Esteem Multi-Academy Trust.
- Act in accordance with school and Trust policies and procedures.

Safeguarding responsibilities

The Intervention Assistant has a responsibility to promote and safeguard the welfare of children and young people. The postholder must maintain an attitude of 'it could happen here', act in the best interests of children at all times, follow Keeping Children Safe in Education and relevant school/Trust procedures, and maintain up-to-date safeguarding knowledge.

General

This job description is non-exhaustive and sets out the main expectations of the postholder. It may be reviewed and amended, following consultation, to reflect the changing needs of the school and Trust.

Esteem Multi-Academy Trust will make reasonable adjustments, where required, to support disabled applicants and employees.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, agency staff, contractors and visitors to share this commitment. The successful candidate will be subject to all relevant pre-employment and safer recruitment checks, including an Enhanced DBS check with Children's Barred List check where appropriate, online searches, identity and right-to-work checks, qualification and employment-history verification, and references.

Esteem Multi-Academy Trust is an equal opportunities employer and is committed to creating an inclusive environment for all employees.

Person Specification

Applicants should demonstrate the following criteria through their application and selection process.

Criteria	Essential	Desirable
Qualifications & training	• Good standard of literacy and numeracy (assessed at interview). • Willingness to undertake training required for the role.	• Relevant Level 2/3 qualification. • Relevant SEND, behaviour support or first aid training.
Experience	• Experience of supporting children, young people or vulnerable individuals. • Experience of building positive relationships with others.	• Experience of working with children or young people with SEND.
Knowledge & understanding	• Understanding of safeguarding and child protection. • Understanding of the needs of pupils with SEND. • Understanding of positive approaches to behaviour. • Understanding of confidentiality and professional boundaries.	• Knowledge of communication approaches, including AAC. • Knowledge of sensory and regulation needs. • Knowledge of EHCPs and individualised learning.
Skills & abilities	• Able to communicate effectively with pupils and adults. • Able to support pupils' learning and independence. • Able to work effectively as part of a team. • Able to remain calm in challenging situations. • Able to follow individual plans and school procedures. • Able to work flexibly across the school. • Able to undertake personal and intimate care.	• Able to use alternative communication approaches. • Able to contribute to recording pupil progress.
Professional values & attributes	• Committed to safeguarding, inclusion and high expectations for all pupils. • Patient, caring and respectful, with a professional approach. • Reliable, flexible and adaptable.	