

## **JOB DESCRIPTION**

<b>TITLE OF POST:</b>	Intervention Support Assistant
<b>SALARY:</b>	£15,286 per annum term time only & inset days (34 weeks) 8.30am – 4.30pm Mon - Wed 8.30am – 3.30pm Thurs-Fri
<b>REPORTING TO:</b>	SENCo

### **INTRODUCTION:**

The purpose of this document is to clarify the College's expectations of the member of staff through a discussed agreement. The Job Description and allocation of particular responsibility may be amended by agreement from time to time.

### **EMPLOYMENT**

The responsibilities of the post are to be performed in accordance with the conditions of the Assistant's Contract of Service and within the range of duties set out in this document.

### **PURPOSE OF JOB**

- All aspects of the job description are to be carried out within a system of supervision by the SENCo.
- To complement teachers' delivery of the national curriculum and contribute to the development, of students and school policies and strategies.
- To work collaboratively with AEN staff (including therapists) and teachers in the whole plan-do-review cycle, management / preparation of resources and delivery of 1:1 and small group interventions.
- To provide support for identified pupils, the SENCo and the school in order to raise standards of achievement for all pupils (e.g. SEN, vulnerable and all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing students and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

### **MAIN DUTIES**

#### **Planning**

- Plan and prepare lessons with the SENCo/therapist/ class teacher, participating in all stages of the plan-do-review cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil's needs.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with schools policies and procedures.

#### **Teaching and Learning**

- Within an agreed system of supervision and within a pre-determined lesson framework, deliver interventions of identified students.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to SENCo and students.

- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities; taking EHCP's into consideration
- Be familiar with lesson plans, ILP targets and learning objectives.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the SENCo in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on students' progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **Monitoring and Assessment**

- With SENCo/therapists/teachers evaluate students' progress through a range of assessment activities.
- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Assist in maintaining and analysing records of students' progress.

### **Development**

- Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

#### **Other**

- Any other duties required by the Headmaster, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time

The general job description is not comprehensive and the post holder will be required to undertake such other tasks appropriate to the level of appointment as the Headmaster may reasonably require.

The posts holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom she/he is responsible, or with whom she/he comes into contact will be to adhere to and ensure compliance with the College's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the College she/he must report any concerns to the school's designated child protection officer.

The School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All posts working in schools are subject to an enhanced DBS check and written references.

## PERSON SPECIFICATION

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Essential Criteria - E

Special Education Needs (SEN)

### EDUCATION & EXPERIENCE

1. Hold relevant qualifications at a level equivalent to at least NQF Level 3. **E**
2. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test). **E**
3. Attend induction training as appropriate and training relevant to the post, including behaviour management and Child Protection training.
4. Training in relevant learning strategies e.g. literacy.
5. A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting. **E**
6. Evidence of specialism in specific curriculum areas or therapies or particular learning difficulties.
7. Experience working with students with SEN.

### KNOWLEDGE & UNDERSTANDING

1. Knowledge of the requirements of the national literacy and numeracy strategies.
2. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
3. Understanding of behaviour management strategies. **E**
4. Understanding of First Aid procedures.
5. Knowledge and understanding of SEN. **E**

### SKILLS

1. Effective oral and written communication skills. **E**
2. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. **E**
3. Good organisational and time management skills. **E**
4. Sound IT skills to support learning and maintain electronic information systems. **E**