

## SET IXWORTH JOB DESCRIPTION

### INTERVENTION LEAD - HLTA

<b>Line Managers job title:</b>	SENDSCO
<b>Salary:</b>	Point 12-17 Of the Support Staff Scale FTE: £26,421 - £28,770 Pro rata: £23,238 - £25,763
<b>Tenure:</b>	Permanent
<b>Contract type:</b>	Term Time plus One Week
<b>Hours per week:</b>	37.5 hours

### THE POST

SET Ixworth is a member of the Seckford Education Trust (SET).

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Higher Level Teaching Assistant.

As the Intervention Lead you will be expected to lead and deliver a high-quality personalised learning provision for a range of learners with a wide range of needs across the 4 broad areas of need. Interventions on a 1-2-1 and small group basis are essential to ensure that all students thrive and make progress from their individual starting points. The job will include leading the provision, planning, adapting, and delivering high quality interventions to students with, but not limited to, the following needs:

- Specific Learning Difficulties (SpLD)
- Reading and Spelling
- Numeracy
- Handwriting
- Motor Skills
- Working Memory
- SEMH
- Speech, Language and Communication
- Sensory needs

Please note this is not an exhaustive list of needs and the post holder will be required to deliver intervention to students across all 4 broad areas of needs as determined by the

school's provision map. You will also be required to provide PPA cover within the Specialist Unit.

You will be required to deliver learning provision and to be a specialist knowledge resource by:

- Leading the Graduated Approach cycle under supervision for students receiving intervention
- Delivering intervention lessons to groups of students or 1:1.
- Providing data and reports for each intervention cycle to show progress, reviewing delivery and impact of provisions.
- Training SEND staff to support with delivering interventions where appropriate.

The first six months of employment shall be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to a further six months. During this probationary period, performance and suitability for continued employment will be monitored.

## PERSON SPECIFICATION

<b>SET IXWORTH PERSON SPECIFICATION: Intervention Lead</b>		
<b>Criteria</b>		
<b>Qualifications / Education / Training</b>	<b>Essential / Desirable</b>	<b>How Assessed? Application (A) Interview (I) Task (T)</b>
Good Honours Degree	D	A/I
Educated to at least GCSE standard or equivalent in English and Mathematics certificate/s to be available at interview	E	A/I
Teaching Assistant Qualification/Higher Level Teaching Assistant Qualification	D	A/I
Interest in further professional development	E	A/I
Good standard of ICT skills, especially with Microsoft Word and Excel	D	A/I
<b>Experience</b>	<b>Essential / Desirable</b>	<b>How Assessed? Application (A) Interview (I) Task (T)</b>
Experience and recent relevant training in learning strategies for learners who require interventions as support to overcome their identified SEND barrier to learning.	E	A/I

Practical experience of supporting children with Cognition and Learning Needs in a secondary setting using recognised programmes.	E	A/I
Data tracking and intervention planning	E	A/I
Setting of SMART targets for SEND learners	D	A/I
Experience of preparing, prioritising, initiating and delivering intervention strategies	E	A/I
Experience in working with students in KS3 and KS4	D	A/I
Understanding of effective behaviour management strategies	E	A/I
A proven track record of implementing effective strategies to support the needs of all students to raise achievement at a level appropriate to individual experience	E	A/I
<b>Skills, Knowledge and Level of Competency</b>	<b>Essential / Desirable</b>	<b>How Assessed? Application (A) Interview (I) Task (T)</b>
Knowledge of school systems such as ARBOR or equivalent or the willingness to learn / undertake training on key databases / systems	D	A,I
Ability to communicate key priorities with staff	E	A,I
Knowledge and understanding of the Code of Practice for SEN.	D	A/I
Excellent organisational and time keeping skills	E	A/I
Knowledge and experience of a wide range of strategies to support learning.	E	A/I
Practical experience of working from and evaluating the progress of children on the SEN register against EHC/Support Plans	D	A/I
Ability to relate well to students and supporting them to fulfil their potential	E	A/I
Experience of planning and delivering learning programmes and interventions, including specialised programmes.	E	A/I
Ability to meet deadlines including Improvement Plan milestones	E	A/I
Flexibility and adaptability	E	A/I
Awareness of whole cohort data tracking systems	D	A/I
Ability to plan own lessons including how feedback will be provided to students and colleagues on students' progress	E	A/I
Ability to use own initiative and ability and willingness to work constructively and flexibly as part of a team	E	A/I
Ability to communicate with external professionals - sharing and implementing advice	D	A/I

Ability to deal with sensitive information in a confidential manner	E	A/I
Commitment to and promotion of safeguarding the welfare of children, young people and vulnerable adults and an understanding of the safeguarding practices applicable to working within a School environment	E	A/I
<b>Personal Qualities</b>	<b>Essential / Desirable</b>	<b>How Assessed? Application (A) Interview (I) Task (T)</b>
A sense of humour	E	A/I
Have expert attention to detail to ensure the accuracy of data and work in an organised and structured way	E	A/I
Ability to work with limited supervision and be able to problem solve	E	A/I
Ability to form and maintain appropriate relationships and personal boundaries with students	E	A/I
Ability to work in a time pressured environment and to meet agreed deadlines, sometimes at short notice	E	A/I
Persistent and resilient approach to work	E	A/I
Enjoys working collaboratively and seeking collaborative opportunities	E	A/I
Empathy towards young people facing barriers to their learning	E	A/I
Ability to provide a good role model to young people	E	A/I
High expectations of learners and staff	E	A/I
Continuously improving and commitment to own personal and professional development	E	A/I

## JOB SPECIFICATION

### Vision and Purpose

- To provide adaptive & personalised learning provision for students across all 4 areas of need.
- To coordinate and manage the internal and external agency delivered provision for students with special educational needs on the school site.
- To create a purposeful environment in which students can receive timely and effective intervention in order to enable them to successfully access their mainstream curriculum.
- To provide a safe and caring environment in which students can flourish.

### General Responsibilities

- To lead, under the direction of the SENDCo, the day-to-day provision for students requiring interventions by planning, delivering and coordinating individual &

collective learning and intervention packages that blend with and support success within the mainstream curriculum for example, Lexia, Zones of Regulation, Precision Teaching, Dyslexia Gold, Talkabout etc.

- To provide statutory provision for students with an EHCP.
- To use clearly structured teaching and learning activities, to interest and motivate students and advance their learning.
- To monitor students' participation and progress and their responses to learning tasks, providing constructive feedback and, where appropriate, modifying methods to meet individual and/or group needs.
- To effectively utilise the Graduated Approach to ensure learners receive the effective and appropriate support.
- To assess students' progress, provide constructive feedback and make recommendations to the subject teacher and SENDCo for future development.
- To ensure students meet their personalised SMART targets as part of the Graduated Approach.
- Contribute to the whole school SEND strategy under the direction of the SENDCo.
- To keep accurate records and ensure the effective impact of the provision.
- To contribute to personalised learning plans including: Support Plans, EHCP reviews and behaviour plans to ensure a coordinated approach to meeting the needs of individual learners.
- To lead individual and small group interventions for identified students and be responsible for the impact of support on individual progress.
- To liaise effectively and regularly with parents and carers including contributing to key meetings e.g. EHCP reviews
- To communicate effectively with all staff.
- To support student progress and communicate to teachers both the achievements and challenges faced by students.
- To use a range of behaviour management strategies, in line with school's policy and procedures, to contribute to a purposeful learning environment and to encourage students to interact and work cooperatively with others.
- To demonstrate and promote the positive values, attitudes, and behaviour you expect from the students you work with.
- To develop independence, self-awareness, self-worth, and self-discipline of identified students.
- To encourage acceptance and inclusion of all learners, including those with special educational needs, to support individual achievement, progress, and development.
- To be responsible for the safety and welfare of students receiving intervention.
- To share best practice with all staff on strategies to support students with specific barriers to learning.
- To collaborate with outside agencies and teachers on interventions and provision to support progress.
- To act as a key worker for students with a SEND need

### **Key Qualities & Skills**

- To be a resilient and positive team member
- To maintain a child centred approach to all decision making
- To be tenacious and relentless in every aspect of their work to ensure the needs of learners are effectively met
- To have excellent communication skills (all modes) with all stakeholders
- Experience of working in an Inclusion setting within mainstream school environment

- Experience of working within a SEND team in a mainstream setting
- Experience of delivering interventions across the 4 broad areas of need

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

## HOURS OF WORK

Paid Weeks per year	Term Time plus one weeks
Hours per week	37.5 hours
Normal working Pattern	Monday – Friday 8:00am – 16:00pm
Unpaid Breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
CPD Days	CPD is included in your pro-rata salary and you will be expected to work on all published CPD Days. Any additional time required for CPD can be claimed on a timesheet.

## REMUNERATION

- Scale Points 12-17 of the Support Staff Salary Scale
- FTE Salary: £26,421 - £28,770 per annum
- Pro rata salary: £23,238 - £25,763 per annum

The post-holder will be auto enrolled to join the school's nominated pension scheme for support staff.

## MID-YEAR ADJUSTMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year. If you begin employment with the Trust during the Academic Year, or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff.

## **DRESS CODE**

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

## **PRE-EMPLOYMENT CHECKS**

Seckford Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.