



# BENTON PARK SCHOOL

CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY



## Job Description

**Job Title:** Intervention Officer

**Pay Band:** C1

**Responsible to:** SENCO

### Role:

To work under the guidance of the SENCo to support the planning, delivery and administration of specialist support to identified students and/or groups of students with additional needs.

To assist in the development and delivery of plans to help overcome barriers to learning under the guidance of the SENCo.

The post holder will establish productive working relationships with students, parents, colleagues and external partners and promote and support an inclusive ethos throughout School.

To act as a key contact for students, parents, external partners and colleagues in the absence of the SENCo providing clear, accurate information as appropriate.

The post holder will work closely with the SENCo to oversee the development and delivery of individual learning programmes for students, including those accessing the KS3 Hub.

### Main Duties:

1. Liaise with the Key Stage 3 & 4 Team regarding appropriate intervention for students.
2. Liaise with teaching staff to arrange appropriate timetable arrangements for students' intervention.
3. To be responsible for overseeing the day-to-day organisation and operation of the KS3 Hub.
4. Work closely with Pastoral Team to monitor and evaluate provision for students accessing the Hub.
5. To use specialist (curricular/learning) skills/training/experience to support students' learning.
6. To plan and deliver speech and language therapy programmes, including liaising with external agencies, such as Occupational Therapy, Speech and Language Therapy, DAHIT, VIT, SENSAP, SENIT, Medical Needs Teaching Service and preparing a range of resources and activities for Speech and Language and OT.

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7. To provide pastoral support for students in need of SEMH intervention and support.
8. To establish productive working relationships with students, acting as a role model and setting high expectations.
9. To plan, deliver and evaluate appropriate specialist screening and /or assessments for identified students, groups of students and cohorts of students to identify and inform specialist provision needs. This includes dyslexia screening for new students.
10. To contribute to the planning, delivery and review of Student Passports, IBPs, intervention programs and /or Care Plans to support identified students engage with learning and improve a range of outcomes.
11. Prepare and deliver literacy and numeracy programmes of intervention, including assessing new starters in English and Maths and sharing data with Faculty Directors.
12. To support students with identified medical needs and support the delivery of Individual Health Care Plans.
13. To encourage students to interact and work co-operatively with others and engage all students in activities.
14. To promote independence and employ strategies to recognised and reward achievement of self-reliance.
15. To provide feedback to students in relation to progress and achievement.
16. To work with Teachers across school to establish appropriate learning environments that promote and support the inclusion and acceptance of all students within the classroom.
17. To carry out lesson/intervention session planning, evaluating and adjusting lessons/work plans as appropriate.
18. To monitor and evaluate student responses to learning activities/intervention.
19. To provide objective and accurate feedback and reports as required to the SENCO/Pastoral team on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
20. To support the development, administration and delivery of a SEN pack that provides appropriate information in an accessible way and reflects the school's inclusive ethos.
21. Support collaborative and effective partnership working with external agencies to enhance the learning, development and wellbeing of students with additional and/or complex needs under the guidance of the SENCo.
22. To work with the SENCo to plan and deliver additional transition visits (TAG) for vulnerable students.
23. To undertake marking of students' work in order to complete baseline assessments, plan and deliver schemes of work and complete formative and summative assessments and reports. Accurately recording of achievement/progress.
24. To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
25. To ensure clear, professional and timely two-way communication with parents/carers, teachers, colleagues and external partners, ensuring appropriate and purposeful information sharing to support student's learning, development and wellbeing, where appropriate.

26. To liaise with students, parents/carers, colleagues and external partners to ensure delivery of specialist support and/or provision is in line with Student Passport and/or Care Plan and take action to address any issues in a pro-active, timely and effective manner.
27. To implement local and national learning strategies - literacy numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
28. To support the use of ICT in learning activities and develop students' competence and independence in its use.
29. To determine the need for, prepare and maintain general and specialist equipment and resources.
30. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
31. To contribute to the overall ethos/work/ aims of the school.
32. To recognise own strengths and areas of expertise and use these to advise and support others.
33. To attend and participate in regular meetings, training and other learning activities as required.
34. To supervise students on visits, trips and out of school hours learning activities as required which fall within the remit and hours of the post.
35. To support the work of the SENCo, providing a point of contact and information in the absence of the SENCo and progressing specific pieces of work as directed by the SENCo.

#### **Additional Duties**

- To be First Aid trained and respond to requests for First Aid in line with the First Aid Policy.
- The post holder may be required from time to time to undertake additional lunch, break and after school duties as requested by SLT.
- The post holder may be required from time to time to assist with the invigilation and/or administration of internal and/or external assessments.
- Support and promote the school's policies on diversity and equality of opportunity.
- To be aware of, and comply with, policies and procedures relating to child protection and safeguarding, ensuring all concerns are reported appropriately and in a timely manner.

#### **VARIATION IN ROLE**

- Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time, commensurate with the grading level of the post and following consultation with the post holder.

#### **HEALTH & SAFETY**

- The post holder will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

***School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.***

KEY CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Maths and English GCSE at Grade C or equivalent.	Experience / qualifications in special educational education.
EXPERIENCE	<p>Experience of working with children or young people with complex needs.</p> <p>Experience of behaviour management.</p> <p>Experience of developing Individual behaviour, learning and health care plans.</p> <p>Experience of providing advice and guidance relating to Care Plans/Students Passports.</p> <p>Experience of using a range of learning strategies.</p>	<p>Experience of providing Specialist provision to KS3/KS4 Students</p> <p>Experience of carrying out Screening/assessments to identify additional educational needs.</p> <p>Experience of providing pastoral support to KS3/KS4.</p> <p>Experience of multi-agency working.</p> <p>Experience of contributing to SEMH/ EHCP planning.</p> <p>Experience of delivering range of therapeutic strategies.</p>
KNOWLEDGE	<p>Understanding of a range of additional needs and appropriate intervention and support strategies.</p> <p>Knowledge of Safeguarding legislation and guidance.</p>	<p>Knowledge of current theory and practice in relation to working with children with additional and/or complex needs and their families.</p> <p>Understanding of the current funding structure and administrative requirements of specialist provision.</p>
SKILLS	<p>Good organisational skills.</p> <p>Excellent written and verbal communication skills.</p> <p>Able to work effectively as part of a team.</p> <p>Excellent interpersonal skills.</p> <p>Negotiating / influencing skills.</p> <p>Able to use a variety of ICT packages effectively.</p> <p>Able to accurately interpret and analyse data</p>	<p>Can demonstrate a flexible approach to problem solving.</p> <p>Can provide clear examples of staying calm under pressure.</p> <p>Able to manage conflict.</p>

We are actively committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All appointments will be made subject to an enhanced DBS disclosure.

We promote diversity and want a workforce which reflects the population of Leeds.