

## **Intervention Support Assistant**

### **Job Description**

1. JOB TITLE	Intervention Support Assistant
2. GRADE	SC5/6
3. SUPERVISED BY	Assistant Principal
4. SUPERVISION EXERCISED	Directly: Nil Indirectly: Nil
5. CONTACTS	Internal: Staff and students  External: External agencies, students, parents/carers, schools and colleges.

The Intervention Support Assistant is an essential member of the staff team and will play a key part in improving engagement by ensuring the development of high performing Literacy, Numeracy and Reading intervention systems in school. Under the guidance of the Assistant Principal for the Teaching and Learning, they will take a lead role in ensuring the approach to Literacy, Numeracy and Reading interventions for students, including managing how Literacy, Numeracy and Reading interventions are implemented effectively and appropriate systems are used to track, monitor and evaluate student progress. Excellent teamwork, high standards and a capacity to work hard will be at the core of their success. They will be flexible with the ability, determination and commitment to work collaboratively with the Principal to continue the development of The Young People's Academy.

6. Establish positive compassionate relationships with students that are non-punitive, interacting with them according to their individual needs
7. Research and liaise with the Assistant Principal regarding purchasing and implementing, of appropriate interventions to meet the needs of the learners they are working with
8. Challenge and motivate students to promote and reinforce high levels of self-esteem
9. Work directly with identified students designing Literacy, Numeracy and Reading intervention strategies to improve Literacy, Numeracy and Reading progress and engagement
10. To hold regular meetings to support goal setting and personal skills development that can be tracked and monitored
11. To manage a reviewable time-sensitive caseload of students, meeting with them on an individual basis to become knowledgeable of their interests and which interventions are required to support their progress
12. Consult with Teachers, Skills Coaches, the Safeguarding Team, SENCo, parents and wider stakeholders, to ensure a collective approach to support identified students in improving their Literacy, Numeracy and Reading progress
13. Shadow identified students in specific lessons to identify barriers to learning and implement effective strategies to overcome those barriers
14. Develop an integrated approach to meeting their Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies
15. Share insights or additional advice regarding student intervention systems with the whole of the school team, recording any interactions with students on school systems
16. Analyse the Literacy, Numeracy and Reading interventions to determine their success and communicate with parents and managers in regard to students' progress
17. Be a champion for positive Literacy, Numeracy and Reading progress in reports and improved attitude to learning outcomes for students
18. To actively promote The PRIDE Academy's approach to Literacy, Numeracy and Reading progress through compassion theory, delivering programmes that address bullying, harassment and all forms of discrimination internally and externally
19. Develop and implement incentivised rewards programme for targeted students to celebrate progress

20. To help learners initiate and manage either by themselves or jointly with community organisers, a range of organised activities in school and in the community
21. Assist in the delivery of CPD to enhance staff confidence in implementing learning strategies in lessons
22. Demonstrate a team approach to meeting outcomes amongst colleagues
23. Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate
24. Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work
25. Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT

## Intervention Lead

### Person Specification

This person specification will be used for recruitment to the Interventions Support Assistant role.

It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

<b>QUALIFICATIONS (list)</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Educated to GCSE standard in English and Maths		√	Checked certificates/ Interview process
<b>STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Safeguarding training	√		Pre-application question
<b>EXPERIENCE (describe)</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Working with vulnerable students	√		Interview
Experience of working with students with challenging behaviour in an urban setting	√		Interview
Relevant experience of running successful individual and small group behaviour focused sessions.	√		Interview
Experience of student target setting and tracking of progress	√		Interview
Able to establish good collaborative relationships and networks	√		Interview
<b>KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
Good people skills to enable you to assist with liaison between student and school or other agencies	√		Interview
Ability to engage constructively with, and relate to, a wide range of	√		

young people with different social and cultural backgrounds.			
Strong behaviour management skills with an ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning.	√		
Excellent presentation and communication skills; able to motivate and convey information effectively to students, parents and colleagues	√		Interview
Ability to deal with challenging behaviour firmly but with compassion	√		Interview
Able to find creative solutions for day to day innovation problems, within policy, codes of practice and guidelines	√		Interview
Ability to analyse data and produce detailed reports.		√	Interview
<b>COMPETENCES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
<b>"Can do" positive attitude</b> Enthusiastic and committed, remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	√		Scored application question
<b>Takes responsibility and delivers results</b> Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and responding to that guidance to ensure that daily tasks are completed	√		Scored application question
<b>Managing self</b> Ability to plan and work independently and without supervision	√		Scored application question
<b>Takes ownership of personal development</b> Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences.	√		Scored application question

Willingness to undertake training related to the post and to the work of the academy			
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As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.