



## Guru Nanak Sikh Multi Academy Trust

**“We are here to help our students acquire skills and knowledge to achieve what they aspire to do.”**

**Aspire ~ Acquire ~ Achieve**

Guru Nanak Sikh Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description outlines the requirements and specification of the ideal candidate for the role of key stage lead.

Employment details	
Job title	Intervention Teacher
Reports to	SENCO
Salary	UNQ or M Scale

## Responsibilities and Tasks

### Key Responsibilities

#### Planning and Delivery:

- Develop, plan, and deliver targeted intervention sessions for students with SEND, either individually or in small groups.
- Adapt teaching methods and prepare resources, liaising with the Primary SEND Team to support the smooth transition of vulnerable children from Year 6 to Year 7.
- Deliver an alternative curriculum tailored to the needs of students on the SEND register or highlighted by the Raising Standards Lead or Pastoral Lead.
- Develop strong knowledge of effective interventions through accessing staff CPD, the SEND Advisory Service, Speech and Language Therapy services, and other relevant external agencies.
- Liaise with subject leads to report progress and ensure interventions are aligned with the curriculum skill sets.

#### Assessment and Monitoring:

- Assess students' needs, track progress, and maintain detailed records of interventions.
- Provide regular reports on student development and identify any additional support needs.

**Collaboration:**

- Work closely with class teachers, SENDCo, parents, and external professionals to create and implement effective learning strategies.
- Contribute to and review Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs).

**Classroom Support:**

- Assist in creating a positive, inclusive learning environment where all students feel valued and supported.
- Provide guidance to teaching assistants and support staff involved in intervention delivery.

**Professional Development:**

- Stay up-to-date with SEND best practices and participate in training opportunities.
- Share knowledge and strategies with colleagues to promote inclusive teaching practices.

**Administrative Duties:**

- Use Provision Map software from Edukey to log and review interventions for all students.
- Create intervention letters to obtain consent for alternative curricula and intervention programs.
- Attend and minute meetings with SEND parents, documenting next steps where applicable.
- Order resources and equipment as necessary to support interventions.
- Liaise with data teams to set up and monitor intervention groups.
- Attend relevant training and share key learning points with staff.
- Run reports using ClassCharts to track the behaviour of key pupil groups.

**EAL Support:**

- Assess children noted as acquiring English using relevant software and resources from the Bell Foundation.
- Create and maintain an intervention timetable for children requiring enhanced language support.

**Pastoral Responsibilities:**

- Deliver an alternative curriculum tailored to the needs of students highlighted by the SEND register, Raising Standards Lead, or Pastoral Lead.
- Provide support for vulnerable students removed from lessons, facilitating reflection time and contracting to prevent further behavioural difficulties.
- Attend relevant CPD training regarding behaviour and safeguarding as required.

**General:**

- To undertake any other duties commensurate with the post as may be required by your line manager or the Principal.

**Equal Opportunities:**

- The member of staff will at all times carry out the duties and responsibilities of the post with due regard to the Academy's equal opportunities policies.

**Health & Safety:**

- In addition to the specific responsibilities of this post, every member of staff at Guru Nanak Multi Academy Trust will commit to:
- Ensuring that the Academy's policies and procedures, in relation to the role, on health and safety are met
- Taking responsibility for all risk assessments and establish and manage a proactive Health and Safety Service throughout the Academy, in relation to the role.

*This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the Academy as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed.*



# Person Specification

## Intervention Teacher

### **Essential:**

- Qualified Teacher Status (QTS) or equivalent teaching qualification or teaching experience as an unqualified teacher.
- Proven experience working with children with SEND, including planning and delivering interventions.
- Strong understanding of SEND Code of Practice and effective intervention strategies.
- Proficient in using Edukey Provision Map software and tracking tools such as ClassCharts.
- Excellent organizational, communication, and interpersonal skills.
- Ability to work collaboratively with staff, parents, and external agencies.
- Excellent verbal and written communication skills.
- Excellent time management and organisation skills.
- A flexible approach towards working practices.
- High expectations of self and professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with colleagues.
- High levels of drive, energy and integrity.
- A commitment to equal opportunities and empowering others.
- Respect and understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these.
- A commitment to promoting high-quality care of pupils and implementing plans which allow pupils to reach their potential.
- Demonstrable dedication to promoting their professional development and achieving desired qualifications.
- The ability to plan and take control of situations.
- A commitment to contributing to the wider school and its community.
- The capability to handle a demanding workload and successfully prioritise work.
- The ability to be professionally assertive and demonstrate clear thinking.
- Dedication to being a good team player, with the ability to also work on their own initiative.

### **Desirable:**

- Additional SEND qualifications or training (e.g., Speech and Language support, Autism, or Dyslexia intervention).
- Experience in EAL assessment and curriculum planning.
- Knowledge of therapeutic approaches and behaviour support strategies.

### **Additional Requirements:**

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from their previous employer.

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