



JOB DESCRIPTION

Post Title: Intervention Practitioner

Ref: B/SCH/995S

Grade: Grade 7 PP 8-11

Hours/FTE: 37 hours per week, 39 weeks per year

Responsible to: Assistant SENDCO

Purpose of the Job

To deliver high-quality targeted interventions that remove barriers to learning and enable students to participate successfully in education.

The postholder will provide specialist intervention, mentoring and personalised support for students with identified additional needs. Working under the direction of the Assistant SENDCO, they will plan and deliver evidence-informed intervention programmes, monitor their impact and contribute to the successful implementation of personalised support plans.

The Intervention Practitioner will develop expertise in specific intervention programmes, whilst working flexibly across the wider Inclusion Team to support vulnerable learners.

Key responsibilities

Intervention Delivery

- Deliver targeted interventions for individual students and small groups.
- Plan, deliver and evaluate intervention programmes matched to identified needs.
- Adapt intervention approaches in response to student progress.
- Support students in developing the knowledge, skills and confidence needed to access learning successfully.
- Deliver intervention sessions using evidence-informed approaches.
- Maintain accurate intervention records and contribute to provision mapping.

Student Support

- Build positive relationships with identified students.
- Provide mentoring, coaching and personalised support.
- Help students identify barriers to learning and develop strategies to overcome them.
- Promote independence, resilience and self-management.
- Encourage positive engagement with learning and school life.
- Support students during key transition points throughout the school day where appropriate.

Specialist Intervention

- Develop expertise within an agreed specialist area and deliver interventions appropriate to that specialism.
- Depending upon the designated area of responsibility, this may include supporting students with:
 - Social, Emotional and Mental Health needs
 - Autism
 - Speech, Language and Communication Needs
 - Sensory processing differences
 - Executive functioning difficulties
 - Emotional regulation
 - Social communication
 - Behaviour for learning
 - Confidence and self-esteem
 - Independence and life skills
- Implement specialist strategies recommended by external professionals where appropriate.

Curriculum Access

- Support students in accessing learning successfully.
- Work alongside teachers to reduce barriers to participation.
- Reinforce classroom strategies identified within support plans and student passports.
- Promote independence rather than dependence.
- Support students to apply intervention strategies within lessons and wider school life.

Emotional Wellbeing and Regulation

- Promote positive wellbeing and emotional resilience.
- Support students to develop self-regulation and coping strategies.
- Deliver restorative conversations where appropriate.
- Help students develop confidence, self-awareness and positive relationships.
- Support students experiencing anxiety, emotional dysregulation or periods of increased vulnerability.

Assessment, Monitoring and Review

- Complete baseline assessments prior to intervention.
- Collect entry and exit data for intervention programmes.
- Monitor progress against agreed targets.
- Evaluate intervention impact using agreed assessment measures.
- Produce concise intervention summaries and recommendations.
- Maintain accurate records of attendance, engagement and outcomes.
- Contribute evidence to the Assess–Plan–Do–Review process.

Partnership Working

- Work collaboratively with teachers, curriculum leaders and pastoral staff.
- Contribute information to review meetings and planning discussions.
- Liaise positively with parents and carers regarding intervention programmes.
- Work alongside external agencies and professionals as directed.
- Share effective strategies that support students both within interventions and in mainstream classrooms.

Daily Operational Responsibilities

- Deliver intervention programmes.
- Provide mentoring and personalised support.
- Monitor student engagement and wellbeing.
- Support curriculum access.
- Complete intervention assessments.
- Record intervention outcomes.
- Contribute to provision reviews.
- Maintain intervention documentation.
- Support reintegration where appropriate.
- Promote independence and positive engagement.

Professional Responsibilities

- Maintain confidentiality and accurate records.
- Contribute to safeguarding and promote the welfare of all students.
- Participate in professional development and specialist training.
- Support the wider work of the Inclusion Team.
- Carry out other duties commensurate with the grade of the post.

First Aid and Operational Support

- Participate in the school first aid rota.
- Maintain appropriate first aid qualifications.
- Support students requiring first aid assistance in accordance with school procedures.
- Record incidents accurately and promptly.
- Contribute to the school's wider duty and student support arrangements as required.

New Mills School

Person Specification: Intervention Practitioner		Assessment
Skills and Knowledge		
Good understanding of child development and barriers to learning.	Essential	A/I
Good understanding of inclusive practice and supporting students with SEND and additional needs.	Essential	A/I
Ability to plan, deliver and evaluate targeted interventions for individual students and small groups.	Essential	A/I
Ability to build positive, professional relationships with students that promote confidence, resilience and independence.	Essential	A/I
Ability to support students in developing emotional regulation, self-management and positive learning behaviours.	Essential	A/I
Ability to adapt intervention approaches in response to student progress and individual need.	Essential	A/I
Ability to monitor progress, collect assessment information and evaluate intervention impact.	Essential	A/I
Excellent communication and interpersonal skills.	Essential	A/I
Strong organisational skills with the ability to maintain accurate records and manage competing priorities.	Essential	A/I
Competent use of Microsoft Office applications and school management information systems.	Essential	A/I
Ability to work collaboratively as part of a multidisciplinary Inclusion Team.	Essential	A/I
Knowledge of evidence-informed intervention approaches.	Desirable	A/I
Understanding of the SEND Code of Practice and the Assess–Plan–Do–Review cycle.	Desirable	A/I
Knowledge of Autism, SEMH, Speech, Language and Communication Needs, sensory processing differences or executive functioning difficulties.	Desirable	A/I
Understanding of trauma-informed and relational approaches.	Desirable	A/I

Knowledge of behaviour support, restorative practice and emotional regulation strategies.	Desirable	A/I
Experience of using intervention assessment tools and outcome measures.	Desirable	A/I
Experience		
Experience of working with children or young people in a school or educational setting.	Essential	A/I
Experience of supporting students with additional needs, including SEND, SEMH or other barriers to learning	Essential	A/I
Experience of delivering targeted interventions to individuals and small groups.	Essential	A/I
Experience of building positive relationships with vulnerable students.	Essential	A/I
Experience of monitoring student progress and maintaining accurate records.	Essential	A/I
Experience of working collaboratively with teachers, families and other professionals to improve student outcomes.	Essential	A/I
Experience of promoting positive behaviour, engagement and emotional wellbeing.	Essential	A/I
Experience of working within an Inclusion Centre, Alternative Provision or specialist setting.	Desirable	A/I
Experience of supporting students with Autism, Speech, Language and Communication Needs, SEMH or sensory needs.	Desirable	A/I
Experience of delivering specialist intervention programmes.	Desirable	A/I
Experience of contributing to Assess–Plan–Do–Review processes.	Desirable	A/I
Experience of supporting reintegration following suspension, alternative provision or extended absence.	Desirable	A/I
Experience of working alongside external agencies.	Desirable	A/I
Qualification and Training		
Good standard of education, including GCSE Grade C/4 or above (or equivalent) in English and Mathematics.	Essential	A
Level 3 qualification (or above) in education, childcare, youth work, counselling, psychology, health and social care, or a related field, or equivalent experience.	Essential	A
Evidence of recent professional development in SEND, inclusion, behaviour, safeguarding or intervention delivery.	Essential	A
Current safeguarding training appropriate to the role	Essential	A
Commitment to ongoing professional development and specialist intervention training.	Essential	A

Higher level qualification in education, psychology, youth work or a related discipline.	Desirable	A
Training in specific intervention programmes (e.g. ELSA, Lego Therapy, Zones of Regulation, Emotional Literacy, Social Stories, Drawing and Talking, Precision Teaching or equivalent).	Desirable	A
Training in trauma-informed practice, restorative practice or emotional regulation.	Desirable	A
Team Teach nor equivalent de-escalation training.	Desirable	A
Mental Health First Aid qualification.	Desirable	A
Personal Attributes		
Passionate about improving outcomes for vulnerable children and young people.	Essential	A/I
Committed to inclusion and removing barriers to learning.	Essential	A/I
High expectations for students' participation, behaviour and achievement.	Essential	A/I
Calm, patient and resilient when supporting students with complex needs.	Essential	A/I
Excellent interpersonal skills with the ability to motivate, encourage and inspire young people.	Essential	A/I
Able to build trusting relationships whilst maintaining clear professional boundaries.	Essential	A/I
Highly organised, proactive and solution-focused.	Essential	A/I
Reflective practitioner committed to continual professional development.	Essential	A/I
Demonstrates integrity, professionalism and confidentiality at all times.	Essential	A/I
Flexible and adaptable, responding positively to changing priorities and student needs.	Essential	A/I
Committed to safeguarding and promoting the welfare of children and young people.	Essential	A/I/R
Enthusiasm for developing expertise within a specialist intervention area.	Desirable	A/I
Commitment to sharing effective practice with colleagues and contributing to the development of the wider Inclusion Team.	Desirable	A/I
Willingness to contribute to the wider life of the school community.	Desirable	A/I

Key: A – Application

I - Interview

R - Reference