

JOB DESCRIPTION

Job Title:	SEND Intervention Assistant
Department:	Learning Services
Contract:	Permanent, 22.5 hours per week over 40 weeks per year
Salary Range:	£23,715 - £24,259 per annum pro rata of £26,707 - £27,319 per annum
Salary Grade:	SS2
Job Purpose:	To design and deliver targeted, evidence-informed interventions for students with Education, Health and Care Plans (EHCPs), supporting their academic progress, independence, and emotional wellbeing. The postholder will work closely with curriculum teams, apprenticeship teams and support staff to implement timely, structured interventions that respond to identified needs, particularly where students are at risk of underachievement or disengagement.
Main Duties & Responsibilities:	1. In liaison with the curriculum team, to identify students/learners with EHCPs who require targeted intervention based on need, progress data, and feedback. To prioritise support for students at risk of underachievement or disengagement. 2. To plan and deliver individual and small group interventions linked to EHCP outcomes and the graduated approach, focusing on academic skills, emotional regulation and social communication. To adapt approaches to meet a range of SEND needs. 3. To monitor and record the impact of interventions, ensuring clear evidence of progress against EHCP outcomes. To maintain accurate and up-to-date records in line with departmental processes. 4. To contribute to EHCP processes, including informal and annual reviews, by providing accurate and timely progress updates. To support the ongoing evaluation of support effectiveness. 5. To use attendance, attainment, and engagement data to inform intervention planning and identify emerging need. To support early intervention approaches across the provision.

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	6. To work closely with lecturers and personal tutors to embed effective support strategies within the classroom. To ensure consistency between interventions and teaching approaches. 7. To provide in-class support for students where necessary, in liaison with teaching staff, to reinforce agreed strategies and promote engagement, participation and independence. 8. To work as part of a team to enhance the overall support offer for students with additional needs. To contribute to the development of intervention resources where appropriate. 9. To offer flexibility of working times within the working week. 10. To provide weekly reports (for example, on Academic Skills Centre usage) as appropriate. 11. To promote the services offered through the Academic Skills Centre, as appropriate. 12. To contribute to the creation of online materials (e.g. recording of videos for CASE Toolkits) as required. 13. To ensure practice is in line with the requirements of the General Data Protection Regulations. 14. To commit to upholding the principles of Safeguarding and the PREVENT agenda. 15. Any other duties as required commensurate with the nature and grade of the post.
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PERSON SPECIFICATION

Post:	SEND Intervention Assistant	Weighted criteria
Experience:		
1	Experience of supporting learners with SEND in an educational or support setting.	X
2	Experience of delivering one-to-one and small-group support or interventions.	X
3	Experience of maintaining accurate records and contributing to support planning or reviews.	
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Skills & Abilities:		
6	Able to communicate effectively with students, staff and external professionals.	
7	Able to organise and deliver structured support which meets individual learner need.	
8	Able to work effectively as part of a team and use initiative appropriately.	
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Education & Qualifications:		
11	A relevant level 3 qualification, or equivalent experience, in education, SEND, health and social care, youth work or a related area.	X
12	Maths and English qualifications at Level 2 (GCSE C/4) or equivalent	X
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Training & Professional Development:		
16	Willingness to participate in any training deemed relevant to the role	
17	Relevant training in emotional wellbeing, social and emotional literacy or mental health support.	
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Other:		
21	Flexible approach to work including a willingness to work occasional evenings and weekends, and to travel within our select regions	
22	An understanding of the principles of Safeguarding and the PREVENT agenda in the context of further and higher education.	

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23	Commitment to safeguarding, equality, diversity and inclusion.	
24	Able to maintain confidentiality and handle sensitive information appropriately.	
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