

Job Description

Job Title	Behaviour Intervention Lead
Grade	F
Responsible To	Vice Principal / Principal
Staff Managed	None
Job Family	Attendance & Behaviour
Job Purpose	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision and to co-ordinate intervention strategies for students.
Job Context	Delivers learning activities for a significant number of individual students or groups. Activities may involve assisting in the planning, preparing and delivering of learning activities as well as monitoring students, assessing, recording and reporting on students' achievement, progress and development, under the direction of a teacher.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> • To assist the SENCO in the identification of pupils with SEND who will require additional support and/or interventions • To monitor progress through detailed record keeping for use in future decision-making meetings with the SENCO. • To keep data up-to-date and develop effective means of sharing the information with appropriate staff to facilitate their planning and the pupils' learning. • Use teaching and learning objectives to plan, prepare and deliver learning activities to students, adjusting activities according to student responses/needs. This may or may not be under the supervision of a teacher. • To assist other TAs in the planning, monitoring and delivery of further interventions. • Monitor, evaluate and record student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Implement the School's Behaviour Management policy, to anticipate and manage behaviour constructively, promoting self-control and independence • Support students in their social and emotional wellbeing, and assist in the development and implementation of related programmes, including social, health and physical plans • Interact with students in ways that support the development of their ability to think and learn and work independently • Escort and supervise students on educational visits and out of school activities under the supervision of the teacher • Provide supervision during breaks as required • Support and motivate students to promote independence, resilience and increase self esteem
Communications	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers • Initiate appropriate and effective communication with class teachers, and other professionals, forging and sustaining relationships across agencies
Partnership or Corporate Working	<ul style="list-style-type: none"> • Share information about students with teachers and other professionals as required • Provide objective accurate feedback and reports as required on student development, progress and attainment, supported with relevant evidence • Participate in meetings with staff, external agencies and parents, regarding students, under the supervision of the teacher • Liaise between managers/teaching staff and teaching assistants in the school • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings

Safeguarding	<ul style="list-style-type: none"> • Assist with students’ personal, hygiene (including personal intimate care) , and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of students in line with policy and legislation, reporting concerns as appropriate.
Systems and Information	<ul style="list-style-type: none"> • Organise and manage appropriate learning environment and resources • Support the use of ICT to advance students’ learning, use common ICT tools for own and students’ learning • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, presentation of displays, making phone calls, reporting on attendance, exclusions etc. • Assist in the supervision, recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school, where appropriate, sharing good practice • Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor • Supervise and provide access arrangements for students sitting internal and external examinations ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Planning and Organising	<ul style="list-style-type: none"> • To plan, develop, deliver and review intervention programmes appropriate to the identified needs of pupils.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Behaviour Intervention Lead	
Grade	F	
Responsible To	Vice Principal / Principal	
Staff Managed	None	
Job Family	Attendance & Behaviour	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> • Good understanding of child/young people's development and learning processes • Understanding of individual children and young people's needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Knowledge of Behaviour Management techniques 		<ul style="list-style-type: none"> • Knowledge of Child Protection legislation • Knowledge of Health & Safety legislation • Knowledge and experience of testing
Experience		
<ul style="list-style-type: none"> • Experience of working with children in an education setting 		<ul style="list-style-type: none"> • Supervisory experience • Experience of delivering evidence-based Maths/English/Literacy interventions that accelerate learning
Occupational Skills		
<ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all staff, children, young people, families and carers 		
Qualifications		
<ul style="list-style-type: none"> • Relevant NVQ level 3 qualification or equivalent 		<ul style="list-style-type: none"> • Level 2 qualification or equivalent in English & Maths • Appropriate first aid training (<i>dependant on the school's needs</i>)
Other Requirements		
<ul style="list-style-type: none"> • Enhanced DBS clearance • Demonstrable interpersonal skills • Ability to work independently • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility • Excellent organisation skills • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity 		