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| **MANOR HALL ACADEMY TRUST** | | |
| **Post Title** | **REF** | **Grade** |
| HLTA Intervention |  | Grade 7 |

**Statement of Purpose**

Working under the line management of the Head teacher or their delegated senior leader, the post holder will work with teachers to support teaching and learning, deliver targeted interventions to pupils and provide general and specific assistance to pupils, staff and parents.

**Support for Pupils/Teachers/School**

* Form trusting and professional relationships with our young people and model the delivery of personalised interventions to individuals and small groups.
* Work directly with small groups of students or 1:1, where appropriate.
* Provide guidance and support to class teams on developing their own skills around delivering intervention strategies.
* Advise and guide other members of staff on the management and learning of individual pupils with SEN.
* Empower and support staff within education settings to develop inclusive practice and environments – sharing best practice.
* Support education professionals, undertaking the lead professional role to build knowledge, capacity and confidence.
* Monitor outcomes for children who are more likely to be vulnerable and use the outcomes to target support and intervention in education settings effectively.
* Support the development of suitable intervention programmes for students to meet their individual needs.
* Maintain consistent records, which indicate the work carried out and the progress made by the named students and to provide regular feedback about the students supported.
* Coordinate interventions throughout school and support staff with their planning and delivery.
* Scrutinise the outcomes data to identify pupils in need of support or intervention and track progress.
* Work with SLT to track the effectiveness of interventions and hold others to account.
* Evaluate students’ progress through a range of assessment activities and monitor students’ participation, progress and responses to learning.
* Champion the development in oracy and core vocabulary across the school.
* Take a key role in the development of reading throughout school.
* Work with regard to the SEN Code of Practice
* Liaise with external agencies specifically those related to the SEN needs of pupils for example Ed Psychologists and Speech and Language support.
* Attend relevant In-Service Training Courses and days including seeking own continued professional development.
* Establish a supportive relationship with the children and parents concerned.
* Provide feedback to students and colleagues concerning students' learning and behaviour.
* Where necessary deal with and resolve complex issues.
* Support with the development of policies relevant to the job role including SEN, Literacy and teaching and learning

**Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school’s objectives through:

**Safeguarding**

* Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

**Equalities**

* Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Health and Safety**

* Ensure a work environment that protects people’s health and safety and that promotes welfare and which is in accordance with the County Council’s Health and Safety policy.

***Note 1:***

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School’s performance and development review policy. Any significant change in level of accountability that could result in a change to the grade***

***must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

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| **Person Specification - Intervention Manager** | | |
| **Criteria** | **Essential/ Desirable** | **Measured By** |
| **Experience**   * Significant experience of working with children, young people and their families * Extensive experience of working within an education setting * Significant experience of supporting children/young people with additional needs – including assessment, planning and review of support * Extensive experience of multi-agency working and working across organisational boundaries; including chairing of multi-agency meetings * Experience of developing innovative and creative solutions. * Experience of supporting and coaching colleagues | E | AF/I |
| **Qualifications/Training**   * Very good numeracy/literacy skills equivalent to GCSE C and above. * Higher Level Teaching Assistants status, degree or equivalent qualification or experience * First aid training as appropriate * To have (or be willing to train) in accredited physical management strategy such as Price/ Team teach etc | E  E    D    E/D | AF/I |
| **Knowledge/Skills**   * In-depth knowledge of education legislation, current local developments and strategic priorities * Awareness and experience of safeguarding and child protection practice and procedures * Proven ability to understand and coordinate responses to the education, health and care needs of children with additional needs * Commitment to an inclusive/enabling response to meeting the needs of children with additional needs * Ability to provide appropriate support and challenge to parents and a range of professionals * Knowledge of the Equalities Act and skills to provide advice to a range of practitioners in making reasonable adjustments to learning and social environments to safely include children with additional needs * Good understanding of the roles and responsibilities of other practitioners and organisations working with children and families * Knowledge of countywide services and resources to support children with additional needs * Excellent communication skills, both written and verbal at all levels * Negotiating and influencing skills * Ability to develop partnerships and multi-agency working, often in challenging situations * Confident and articulate when presenting to Governors, external visitors, Ofsted etc. * Understanding of project management | E      E    E  E  E      E    D | AF/I |
| **Behavioural Attributes**   * Ability to use initiative and be proactive * Personally credible with parents, schools and partners * Excellent interpersonal skills, ability to work independently and as part of a team * Positive attitude to problem solving; innovative and flexible approach to challenges * Excellent organisational skills with ability to meet tight timescales * Ability to empower others and provide expert advice and guidance in order to increase skills and confidence in others * Commitment to achieving the best outcomes for children and young people – taking responsibility, being professionally curious and holding self and others to account | E | AF/I |

AF - Application form I - Interview

***Note 1:***

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

* ***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 to use of authority and maintaining discipline.***