



## Job Description

<b>POST TITLE</b>	<b>Learning Support Practitioner - Intervention Coordinator</b>
Purpose	The intervention Coordinator will provide support in addressing the needs of students who need particular help to overcome barriers to learning through intervention and in class support. The school will be implementing a Thrive approach from September 2021 and a key part of this role will be to support the delivery of the programme.
Purpose/Context Statement:	<p>Working in the Learning Support Department, the Autism Base and across the school with students of all abilities and all key stages. The post holder will provide specific interventions to students; including those who have special physical, emotional and educational needs. The post holder may also be expected to support with personal care and access arrangements for examinations. The post holder will, from time to time, be expected to support students on school trips and visits which may extend beyond their normal working pattern. The post holder will be expected to supervise and support students during school break and lunch times. Teaching Assistants employed for more than 6 hours per day will be entitled to a minimum of a 20 minute unpaid break during the course of their working day as directed by the SENDCo to suit the needs of the school and its students.</p> <p>All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of staff, students, parents and governors of the school and being flexible, whilst prioritising workload and meeting deadlines, in a busy pressurised environment</p>
Reporting to:	Director of Learning Support and Inclusion (SENDCo)
Responsible for:	None
Principal Contacts:	Students, SENDCo, classroom teacher/supervisor and other staff, health professionals, educational psychologists and other external service providers
Working Time:	35 hours per week TTO plus 5 PDDs
Salary/Grade:	TA Grade 3 (SCP 7-17)
Disclosure level:	Enhanced
<b>Key Responsibilities</b>	
Outline responsibilities and tasks	<p>Under the educational plan agreed with the Director of Learning Support and Inclusion:</p> <ul style="list-style-type: none"> <li>• Deliver interventions including specialist programs specifically around literacy, numeracy and social skills including Thrive.</li> <li>• Develop 1:1 mentoring arrangements for SEND students and provide support for them.</li> <li>• Provide support to students as well as feedback on such issues as progress, achievement, behaviour and attendance, always seeking to establish productive relationships and acting as a role model.</li> <li>• Provide information and advice to enable students to make choices about their own learning/behaviour/attendance and as appropriate, motivate and promote self-esteem.</li> <li>• Monitor and evaluate students' responses and progress against action plans through observation and rewarding.</li> </ul>



	<ul style="list-style-type: none"> <li>• Support with baseline testing of students with SEND.</li> <li>• Attend Annual Reviews and produce intervention summaries.</li> <li>• Ensure adequate specialist resources, especially those for specific pupils' needs.</li> <li>• Work with other TAs to support students in lessons and other areas of the school.</li> <li>• Implement agreed learning activities and teaching programmes, adjusting as necessary according to students' need and ensure that they understand the range of activities, courses, organisations and individuals to provide support for students in improving their education.</li> </ul>
Communications:	<ul style="list-style-type: none"> <li>• Communicate effectively and positively with all stakeholders</li> </ul>
Student Welfare:	<ul style="list-style-type: none"> <li>• Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of students, including pupils with educational, physical or emotional special needs</li> </ul>
Safeguarding, confidentiality and data protection:	<ul style="list-style-type: none"> <li>• Undertake Safeguarding Training as required</li> <li>• Ensure that all students and staff are appropriately safeguarded</li> <li>• Maintain appropriate levels of confidentiality when dealing with stakeholder data and information</li> <li>• Adhere to the General Data Protection Regulations</li> </ul>
Extra-Curricular:	<ul style="list-style-type: none"> <li>• Support the school's extra-curricular programme through active participation where possible</li> </ul>
Personal Development:	<ul style="list-style-type: none"> <li>• Reflect on own practice and work collaboratively with your line manager to identify development needs and participate in annual performance review as part of an active programme of CPD</li> </ul>
Health and Safety:	<ul style="list-style-type: none"> <li>• Undertake Health and Safety duties commensurate with the post and/or as detailed in the school's Health and Safety Policy</li> </ul>
Additional Duties:	<ul style="list-style-type: none"> <li>• Play a full part in the life of the school community, to support its vision and values and encourage and ensure staff and pupils to follow this example</li> <li>• Attend school meetings outside normal working pattern as required</li> </ul>

Avonreach Academy Trust expects its employees to work flexibly within the framework of the duties and responsibilities specified above. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this job description.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and stakeholders and is consistent with the school's equal opportunities policy.

Name of Post holder:	
Signed:	Date:



## Learning Support Practitioner (Intervention Coordinator) PERSON SPECIFICATION

	Essential	Desirable
<b>Knowledge &amp; Experience</b>		
Minimum Grade C/4 GCSE or equivalent in English and Mathematics	✓	
Experience of working in a school	✓	
Experience of working with students with additional needs	✓	
Experience of delivering targeted, small group interventions	✓	
NVQ Level 3 or equivalent qualification		✓
Trained Thrive Practitioner		✓
<b>Skills &amp; Abilities</b>		
Ability to use own initiative as well as working within a team environment	✓	
Excellent communication and interpersonal skills	✓	
Ability to interact with students	✓	
The ability to use ICT effectively	✓	
Ability to be attentive to detail, work to high levels of accuracy and adhere to strict deadlines	✓	
Ability to understand and carry out verbal and written instructions	✓	
Ability to organise and prioritise work	✓	
Working knowledge of national curriculum and other relevant learning programmes	✓	
Be aware of child protection arrangements and confidentiality	✓	
Ability to plan effective actions for students at risk of underachieving		✓
<b>Personal Qualities</b>		
Commitment to achieving a high standards	✓	
Enthusiasm and a positive outlook	✓	
Excellent attendance and punctuality	✓	
Responsible, honest and reliable	✓	
Good personal organisation	✓	
A sensitive and caring manner	✓	
Calm under pressure	✓	
A sense of humour	✓	