



Job Description/Person Specification

Intervention Worker

Job Description	
Job Title:	Intervention Worker
Pay Grade / Scale / Range:	<p>NJC Scale 6 SCP 18-22 £24,982 - £27,041 per annum (Full time/Full year salary) See advert for actual salary</p> <p>SEN allowance £1,324 per annum</p>
Benefits & Perks:	TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme; Healthcare scheme
Working hours:	<p>32 hours 55 mins per week – Term time only (190 days)</p> <p>Ability to work the hours needed to meet all the demands of the job.</p>
Location:	In or out of the classroom in schools and community settings. You may be required to work at any site of the New Bridge Group and within venues in the community.
Special circumstances:	Flexibility to meet individual student needs. Some out-of-hours working required.
Staff responsible to:	Head of Site / Intervention Lead
Staff responsible for:	None
Accountable to:	CEO
Probationary period:	26 weeks probation

New Bridge MAT Intervention Worker

Purpose of the post

To work under the guidance of the Intervention Lead within an agreed system of supervision, to implement agreed work programs with individuals/groups, in or out of the classroom in schools and community settings.

This could include those requiring detailed knowledge in particular areas and will involve mentoring, coaching and direct delivery including assisting the teachers in the whole planning cycle and the management/preparation of resources to meet needs of individuals EHCPs.

Staff may also supervise individuals, small groups and whole classes where needed. The primary focus will be to maintain proactive safeguarding, co-construct engagement pathways and develop interventions to deliver impactful outcomes.

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, working with pupils who typically have a range of Social, Emotional and Mental Health (SEMH) difficulties.

This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

KEY TASKS – Support for Students

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. To assess, supervise, assist and support pupils, with a range of Social, Emotional and Mental Health (SEMH) difficulties to access learning activities, through in-depth knowledge of the curriculum and knowledge of how pupils learn and which intervention will be the most effective.
3. The role will include supporting and implementing student's personal programmes, relating to their transition, educational goals, social, health, physical, hygiene and welfare matters, and appropriate communication methods.
4. Promote inclusion and acceptance of all students by encouraging them to interact with each other through well planned interventions.
5. Contribute to the development and implementation of EHCP's, Behaviour & Safeguarding Plans and activity-based risk assessments (including off site activities) in line with health & safety policy.
6. Promote interdependency, self-esteem and positive engagement, and employ strategies to recognise and reward achievement of EHCP step targets.
7. Provide specific feedback and reporting in discussion with pupils on their safeguarding, progress and achievement, in line with school policy.
8. Work with multi agency teams, partners and support access, engagement and inclusion to additional support services.

KEY TASKS – Support for Teaching Staff

1. Liaise sensitively and effectively with parents and carers as agreed with the Intervention Lead within your role/responsibilities and participate in feedback sessions/ meetings with parents.
2. Assist in developing and maintaining a positive link between the school and the pupil's homes and to further establish and maintain regular contact with the families/carers of pupils being educated at the school. This may involve home visits and attendance at multi-agency meetings.
3. Work with the teacher / Intervention Lead to plan lessons. Produce, evaluate and adjust lesson plans and worksheets as appropriate to meet pre-determined learning objectives.
4. Deliver learning activities, which are part of local and national learning strategies, across the key stages relevant to your setting, to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
5. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
6. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
7. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence
8. Organise and manage an appropriate learning environment and resources.
9. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
10. Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

11. Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach.
12. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.

13. To work alongside the Intervention Lead and SLT of the school to ensure appropriate interventions are planned and delivered and that outcomes are monitored to show progress and impact.

GENERAL TASKS - Support for the Organisation

1. Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach.
2. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Contribute to the development of appropriate multi-agency approaches to supporting pupils.
3. To transport pupils to enable them to access a broad and balanced curriculum and ensure clear relationships between home/school liaison. (Following specific training and appropriate checks on own vehicle and insurance)
4. Deliver out-of-school learning activities within guidelines established by the school and/or the MAT.
5. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
6. Provide cover for classes during short-term absence of teachers within the agreed system of supervision. Maintain good order and keep pupils on task. This could involve adjusting activities to take account of pupil needs and responding to pupil questions.

Standard Duties

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the school
4. To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the

team/school.

7. To attend and participate in relevant meetings as appropriate
8. Ability to maintain regular, punctual attendance consistent with the organisational expectations and policies
9. Adoption of professional standards of behaviour and appearance at all times in line with organisational protocols
10. To undertake any other additional duties commensurate with the grade of the post

Responsible to: Intervention Lead

Responsible for: Not applicable

Special Conditions:

An enhanced Disclosure and Barring Service (DBS) check is required for this post

PERSON SPECIFICATION

PLEASE NOTE: The interview panel will use the criteria below to shortlist. Only those applicants who demonstrate that they meet the essential selection criteria **IN BOLD** below (to the Panel's satisfaction) will be invited to interview.

	Selection Criteria	How Assessed
Education & Qualifications	Minimum Level 3 Qualification or experience in a field relevant to working with young people with complex needs e.g. Teaching assistant, Youth worker etc.	AF/I
	Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	AF/I
	Training in relevant learning strategies and/or training in a particular curriculum or learning area e.g. Wellbeing, Skills for independence, Communication, etc.	AF/I
Experience	Experience of working with children or young people in an educational setting who have challenging SEMH needs, generic learning difficulties and sensory processing difficulties	AF/I
	Experience of delivering learning activities; adjusting activities according to individual pupil learning styles and needs.	AF/I
	Experience of working with students who have been subject to exclusions, have patterns of low attendance and who do not cope well within formal school settings.	AF/I
	Experience of producing, evaluating and adjusting lesson plans and worksheets as appropriate to meet pre-determined learning objectives	AF/I
	Experience of working with students who have for example been subject to criminality, anti-social behaviour and exploitation.	AF/I
	Current or recent experience of successfully dealing with frequent use of high levels of de-escalation to result in a very low need for physical interventions.	AF/I
	Experience of contributing to and implementing Individual Education Plans	AF/I

	<p>Experience of assessment and monitoring of pupil progress, and providing objective and accurate feedback/reports, ensuring availability of appropriate evidence.</p> <p>Experience of successfully implementing interventions in supporting social, emotional and mental health needs</p> <p>Experience of effectively using ICT and other technology and resolving straightforward problems in their operation</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
Knowledge & understanding	<p>Understanding of the impact a child's mental health and well-being can have on their functioning within the classroom</p> <p>Knowledge of appropriate resources available to support learning programmes</p> <p>Working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupil's welfare</p> <p>Understanding of equal opportunities and inclusion, and how they apply in a school setting</p> <p>Understanding of how safeguarding and confidentiality are important when working with children and young people</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
Skills & Abilities	<p>Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and demonstrate interest in their development as learners</p> <p>Communication skills to liaise sensitively and effectively with parents and carers</p> <p>To communicate effectively, orally and in writing, to a range of stakeholders</p> <p>Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives</p> <p>Effective organisational skills to work under pressure to prioritise and complete tasks to potentially conflicting deadlines</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>

	To demonstrate and promote the positive value, attitudes & behaviour you expect from pupils with whom you work	AF/I
	To promote a positive ethos and good role model	AF/I
	Team-work skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice	AF/I
	To continually improve own practice/knowledge through self-evaluation and learning from others	AF/I
	To possess strong Emotional and Physical Resilience which is necessary to cope with the challenges presented by young people with complex needs.	AF/I
Work circumstances	To work flexibly as the workload and needs of the students demand	I
	Ability to maintain regular, punctual attendance consistent with the organisational expectations and policies	I
	To travel and work at other sites within the New Bridge Group as may be required	I
	Occasional out of hours working to support school functions	I

Abbreviations: AF = Application Form; I = Interview

Any candidate with a disability who meets the essential criteria will be invited to interview