**Godley Community Primary Academy**

**JOB DESCRIPTION**

**JOB DESIGNATION:** Inclusion and Intervention Support

**HOURS AND GRADE:** 33.5 Hours per week - term time only

NJC Scale Point 14 £23,080 pro-rata

(Actual salary £18,403)

**POST OBJECTIVES:**

* To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom
* To participate in the planning and supply of resources for individual learning programmes, under the guidance and direction of a teacher
* To supervise, within a school cover supervision policy, whole classes occasionally during the short term absence of teachers, to maintain good order and to keep pupils on task

# MAIN DUTIES AND RESPONSIBILITIES:

Support for Pupils

* Use specialist (curricular/learning) skills/training/experience to support pupils
* Assist with the development and implementation of IEPs
* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement

Working with Pupil Premium

* Deliver interventions for those associated with Pupil Premium funding, specifically:
* Designing and delivering initiative for all pupil premium children, including gifted and talented children – such as Drama/Arts
* Facilitating daily wellbeing support sessions for children with complex needs; those requiring pastoral support (aimed at highlighting when interventions are required with our families)

Mentoring Pupils

* Highlight issues by assessing existing attendance data
* Design attendance management support plans; meet with parents to establish expectations for attendance and offer solutions to barriers to attendance, provide feedback about their progress
* Work with pupils in a one-to-one setting to promote independence and organisation, particularly for those vulnerable children with complex home situations
* Engage pupils with activities to promote independent learning; design and utilise strategies to recognise and reward achievement
* Collate information in relation to pastoral support plans; producing reports, contributing to meetings, establishing targets and holding regular reviews to assess success of interventions
* Establish and develop positive relationships with children and adults, including pupils, parents, carers and other professionals

SEN Inclusion

* Promote inclusion and acceptance of all pupils within the classroom and wider school community
* Establish constructive relationships with other professionals and develop multi-agency approaches to supporting pupils where required
* Prepare suitable ICT support for pupils to enhance their learning, developing their confidence in using ICT
* Provide administrative support to the SENCo, producing resources, arranging meetings, typing up CAF meetings and taking minutes
* Be responsible for individual children or group-based sessions, delivering teaching and learning activities without supervision from the Class Teacher/SENCo
* Assess, supervise and support pupils using in-depth knowledge of the curriculum on a one-to-one and group based format
* Support pupils to take responsibility for their learning and behaviour
* Implement agreed behaviour management strategies
* Represent school at external meetings in respect of SEN children (CAF, annual reviews, speech and language, educational psychology meetings)
* Gather information (reports from school colleagues) and prepare packs of evidence to be presented at external meetings in relation to children with SEN
* Lead and contribute on behalf of the school at lower level CAF meetings, typing up CAF meetings and taking minutes, assigning the agenda for the meeting, agreeing objectives beforehand with the SENCo
* Plan and deliver a programme of work for individuals and groups of SEN children (both one to one and group based sessions), directly linked to their IEP targets
* Design assessments and produce reports of progress in relation to the SEN programmes of works; following local and national learning strategies to inform SENCo and class teacher interventions
* Develop and maintain working relationships with other practitioners, working in partnership to achieve agreed shared objectives

Support for the Teacher

• Work with the teacher to establish an appropriate learning environment

• Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested

• Undertake marking of pupils’ work and accurately record achievement/progress

• Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

• Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed

Support for the School

• 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

• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

• Contribute to the overall ethos/work/aims of the school

• Recognise own strengths and areas of expertise and use these to advise and support others

• Supervise pupils on visits, trips and out of school activities as required

* Attend all necessary training sessions in relation to SEN intervention initiatives, and deliver this information to staff within whole staff meeting settings
* Produce assessments of SEN pupils, producing reports and establishing areas for further support; sharing this information with teaching staff to inform future learning objectives for this group of pupils
* Attending whole staff meetings and contributing to these in relation to specific work objectives
* Attend and contribute to the wider school community; including attending events as a representative of the school and facilitating these events as and when required
* Embrace specific areas of the curriculum to engage pupils and enhance learning, for example The Arts.



|  |  |
| --- | --- |
| Job Title | Intervention and Inclusion Support |
| Grade | NJC Scale Point 14 £23,080 pro-rata (Actual salary £18,889) |
| Responsible to | Headteacher, Inclusion Manager (SENCo) |
| Hours of duty | 8.30 am – 4.45 pm Monday, 8.30 am – 4.00 pm Tuesday - Friday |
| DBS disclosure level | Enhanced |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Criteria | Essential | Desirable | How identified-  Application (A)  Interview (I) |
| **Qualifications and Training** | GCSE English and Maths at grade A\*-C or an alternative level 2 qualification in literacy and numeracy  NVQ level 3 for Teaching Assistants or have equivalent qualification or experience  ICT qualification or equivalent experience  First Aid qualification | X  X  X | X | A  A  A  A |
| **Professional Experience** | Experience of working within an educational setting  Experience of working and supporting children with SEN  Experience of planning, delivering and evaluating teaching and learning activities  Experience of planning and differentiating activities according to the specific needs of children, in particular those with SEN and their IEP targets  Experience of collating information into presentable formats for meetings with external partners  Experienced at evaluating the impact of learning initiatives and setting targets for the future  Experience of working with troubled families, having difficult conversations and setting objectives for the future  Experience of creating and delivering effective literacy interventions | X  X  X  X  X  X  X | X | A, I  A, I  A  A, I  A  A, I  A, I  A |
| **Professional knowledge and understanding** | Understanding and working knowledge of child development and learning cycles, particularly with reference to those with SEN  Understanding and working knowledge of the national curriculum and other learning programmes, specifically those with an SEN focus  Experience of working within the full primary age range  Understanding and experience of professional review meeting processes (CAF, annual reviews, speech and language, educational psychology meetings)  Understanding of the barriers to learning faced by SEN children, and the ability to inspire and empower pupils to overcome these | X  X  X  X | X | A, I  A  A  A, I  A, I |
| **Professional skills and abilities** | Interpersonal skills and the ability to quickly build relationships with pupils and families  Able to communicate sensitively with pupils and families  Able to quickly build relationship with external partners and other professionals to identify and achieve mutually agreed results  Able to create a culture of cohesion, where SEN pupils feel integrated whilst also accessing specialised support based upon their needs  Can provide evidence to demonstrate improving results of SEN pupils | X  X  X  X  X |  | A, I  A, I  A, I  A, I  A |
| **Personal skills and attitudes** | Passionate about inclusion and the achievement of SEN pupils  Driven to achieve results, particularly in relation to attendance  Encourages learning amongst colleagues by sharing professional expertise and learning  Contributes to the school community by adopting a flexible approach | X  X  X  X |  | A, I  A, I  A  A, I |