

The Roseland Multi-Academy Trust

JOB DESCRIPTION

Job Title:	Intervention Coordinator
Grade:	F (Points 1 – 6)
Employment:	32.5 hours per week (Monday to Friday), term time (38 weeks), plus an additional 5 days Salary paid for 44.6 weeks per year School holidays will be classed as leave. Payment for leave has been included in the calculation of the annual salary, therefore, no leave should be taken during school term time unless specific prior approval has been obtained from the Chief Executive Officer/Headteacher.
Responsible to:	Chief Executive Officer, Headteacher, Leadership Team, SENDCo
Direct/Indirect Supervisory Responsibility:	None
Important Functional Relationships:	Trustees & Governors, Chief Executive Officer, Treviglas Academy Leadership Team, Central Team, staff and students within the school and Trust, external agencies, advisors and visitors.

Main Purpose of the Job

- To support management of intervention linked to our primary areas of SEND: Autism Spectrum Condition, Literacy Intervention, School based anxiety/attendance.
- To work with the Autism Team at County and be our Autism Champion
- To deliver and have overview for the implementation of literacy intervention, with a focus upon the delivery of phonics and fluency interventions

Main Duties & Responsibilities

- Autism Champion: Support with student intervention and home school liaison where necessary for those students either with a diagnosis or on the pathway.
- To use the NeuroProfiling Tool to support identification of plans and creation of interventions based on the NeuroProfiling recommendations.
- For Literacy, Attendance and Autism: To work with identified students individually, in groups, and in classroom lessons in order to ensure the success of the intervention plans.
- To manage and maintain the records of intervention for those students receiving reading support or support as part of the Autism Champion role, including using reading age data to track student progress
- To work with the SENDCo and the Student Support Manager for SEND to analyse individual student data to highlight children falling behind their trajectory or who are needing catch-up, in whatever ways are appropriate, eg using revision tools, individualised programmes or catch-up materials, both within and out of lessons and be responsible for coordinating this support.
- To work in and out of classrooms, supporting students.
- To work with the SEND Team to engage the support of parents and other professionals.
- To provide a complimentary service to staff in order to address the needs of children who need help to overcome barriers to learning both inside and outside the academy.
- In liaison with the SENDCo and Assistant Headteacher for reading, run and coordinate programmes of intervention, with a focus upon students with the highest levels of need.
- To maintain appropriate confidential records, which are stored in the SEND office.

- To attend regular briefing meetings and departmental meetings to remain fully aware of the teaching and learning programmes and behaviour management strategies relevant to the school, and to make positive contributions to their development.
- To develop a mentoring relationship with students identified as needing support and to devise, implement and evaluate individual student action plans.
- To liaise with staff and outside agencies such as Educational Psychologists, Educational Welfare Officer, Behaviour Support Services etc. and to work with Learning Leaders to share this information.
- To maintain contact and establish constructive relationships with families/carers of students in need of extra support, to keep them informed of the child's needs and progress and to encourage positive family support and involvement.
- To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support available for students both within and out of the school.
- To network with other members of the SEND team and share best practice.
- Where students are on the Record of Need, or identified as needing to be placed on the Record of Need, to link closely with the Student Support Manager for SEND and SENDCo in drawing up and achieving the targets set in the action plan and support the Assess, Plan, Do, Review process, including the holding of APDR meetings where appropriate.
- To take responsibility for the reintegration of students into mainstream classes when appropriate, including working with Learning Leaders to ensure a successful reintegration.
- To maintain appropriate records and promote transfer of information for students.
- To maintain high standards of confidentiality as per the school and Trust policies.
- To participate in training as directed in order to keep up to date with possible sources of support and strategies for working with young people.
- To act as the point of contact for access to services and programmes for their supported students.
- To carry out administrative tasks associated with all of the above duties.
- To be aware of and adhere to the Trust's rules, regulations, legislation, policies and procedures and national legislation (eg safeguarding, health and safety, data protection).
- To keep up to date with current educational developments and legislation.
- To maintain confidentiality of information acquired in the course of undertaking duties for the Trust.
- To be responsible for your own continuing self-development, undertaking training as appropriate.
- To undertake other duties appropriate to the grade of the post as required.

The Roseland Multi Academy Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

PERSON SPECIFICATION

Relevant experience	Relevant experience of working with students with individual needs. Contributing to graduated response. Working with small groups on learning objectives, on learning support programmes, and implementing individual plans in the classroom and providing support in the classroom.
Education and training	Attainment of GCSE grade C or above in English and Maths (or able to demonstrate equivalent numeracy and literacy skills to a level 2 standard of education)
Special knowledge and skills	Relevant ICT skills Good listening and communication skills Practical skills relating to planning and utilising individual learning programmes The ability to analyse individual student progress data and target support accordingly The ability to work autonomously and in a team An understanding of academia and the ability to inspire this in young people

Additional factors	Self-motivated and able to work constructively as part of a team. Ability to relate well to children and adults. Understanding of principles of child development and learning processes. Ability to work to deadlines and methodical approach to work. To meet with and contact parents/carers to motivate and involve them in their children's individual learning plans. To keep accurate and updated records. Maintain confidentiality. Flexible and adaptable.
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