

Post title:	Intervention Lead
Salary and grade:	Level 4 NJC 21- 26 £29,628.17 - £33,326.83 (actual salary)
FTE:	£34,237 - £38,511 (FTE)
Line manager/s:	Senior Leadership Team
Hours:	Full time (37 hours) Term Time Only
Base:	Lotus Academy

Main purpose of the job:

To organise and co-ordinate interventions as part of the school's Graduated Response including direct work with pupils in delivering interventions. To manage a small team and quality assure interventions across the school.

Key duties and responsibilities:

- To ensure that children and young people facing barriers to learning due to their social, emotional or behavioural needs are provided with appropriate and high-quality interventions to enable them to succeed and make progress.
- To manage a small team in order to co-ordinate interventions across school as part of our Graduated Response.
- To Quality Assure all interventions.
- To develop means of assessment to measure progress made through interventions.
- To liaise with SLT / Pastoral Team and the wider staff to ensure pupils needs are met through interventions and that interventions are targeted appropriately.
- To work directly with pupils delivering high-quality interventions.
- As an Intervention Lead you will play a vital role in promoting an ethos that every single child can achieve at Lotus Academy. You will assess holistic progress, liaise with families, follow up on concerns promptly, and work collaboratively with school staff and external agencies to develop supportive strategies.

Support for Pupils

- To co-ordinate targeted interventions
- To deliver targeted interventions
- To secure the provision of a range of therapeutic activities to enhance the emotional wellbeing of pupils.
- To create a suite of high-quality interventions at Lotus Academy

- To monitor and assess pupils receiving interventions and Quality Assure these processes
- To provide support for pupils who have experienced abuse and who are vulnerable to harm of any sort in collaboration with the DSL.
- To gain pupil voice around how we can support them in school.
- Undertake and complete robust monitoring to ensure support linked to pupils is accurately recorded and outcomes are tracked.
- Promote the inclusion and acceptance of all pupils.

Support for Families

- To work with multi-agencies to ensure all pupils holistic needs are adequately met.
- Establish and maintain constructive relationships with parents and families.
- To build effective relationships with families and pupils
- To maintain regular contact with families of children receiving support to encourage positive family involvement in their child's learning.

Support for Staff

- To provide advice and guidance to all staff on effective strategies for pupils.
- To ensure that staff delivering interventions have the appropriate skills and training
- Liaise with the intervention team to ensure a consistent approach and ethos
- To ensure that all staff that are leading on interventions have appropriate skills and training and to secure training where needed
- To liaise with classroom staff in order for interventions to be appropriately targeted
- To feedback to classroom staff following interventions
- To source and provide any appropriate resources to support pupils and staff.
- To listen to staff and offer advice and guidance when needed.
- To behave with all staff in a manner which creates and maintains a positive culture.
- To acknowledge the responsibilities and celebrate achievements of individuals and teams.

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 in accordance with policy.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos and aims of the school.
- Establish constructive relationships and communicate with other services and professionals to support achievement and progress of pupils.
- Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Contribute to the delivery of appropriate out-of-school learning activities, which consolidate and extend work carried out in class.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO, consistent with the grade of the post and the experience of the Post holder
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	NVQ level 3 or equivalent in English and Maths	•	
Experience	Experience of working with children and young people with Special Educational Needs and Disabilities	•	
	Experience of working with national curriculum and other strategies in a school environment		•
	Experience of working with young people with significant SEMH needs		•
	Experience of delivering and co-ordinating interventions	•	
	Experience of a wide range of interventions that target different objectives	•	
	Experience of training in positive handling techniques such as Team Teach		•
Thinking Ability	A passion for working with children and young people with Special Educational Needs and Disabilities	•	
	Hold high expectations for children and young people's learning and achievement	•	
	An understanding of relevant policies and awareness of relevant legislation including safeguarding	•	
	An understanding of national and foundation stage curriculums and accreditation	•	
	An understanding of child development	•	
	An understanding of the graduated approach for SEND settings		•
	An understanding of trauma informed practice		•
	An understanding of Individual Support Plans and EHCPs	•	
	Ability to review learning needs and actively seek learning opportunities	•	
	The capacity to use ICT to improve the quality of provision		•
	Awareness of the need to maintain confidentiality	•	
Personal Effectiveness	Good communication skills	•	
	Good interpersonal skills	•	
	A team player with a collaborative approach	•	
	Ability to manage own time, prioritise tasks and proven organisational skills	•	

		Essential	Desirable
	Positive, ambitious and forward looking	•	
	Resilient and easily adaptable to change	•	
	Honesty and integrity	•	
	Passionate and enthusiastic about making a difference	•	
	Child-centred and committed to achieving the best outcomes for pupils	•	
	Ability to work with children and young people that present challenging behaviour	•	
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
General	The flexibility to meet the full range of job requirements	•	
	A commitment to safeguarding and promoting the welfare of children and young people	•	
	Commitment to the school's aims and values	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	An understanding of and commitment to equal opportunities	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	
	To manage a workload and at times conflicting priorities as well as tracking progress on a wide range of tasks	•	
	Ability to remain calm under pressure showing resilience and the ability to prioritise work with competing deadlines	•	
	Full, valid UK driving license		•