

Smithills School

JOB DESCRIPTION



School	SMITHILLS SCHOOL
Job Title	INTERVENTION ASSISTANT
Grade	GRADE 4 £16,830 - £19,126 (PRO RATA) ACTUAL: £14,066 - £15,985 37 HOURS PER WEEK TERM TIME ONLY + 2 DAYS
Primary Purpose of the Job	To work under guidance in the House Office. To provide pastoral support and assist in addressing the needs of pupils who need particular help to overcome barriers to learning.
Responsible to	Head of House / Assistant Headteacher
Responsible for	n/a
Principal Responsibilities	Provide support for the pupil, teacher, curriculum and the school

MAIN DUTIES

- Assist the Head of House with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
 - Establish productive working relationships with pupils, acting as a role model
 - Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
 - Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
 - Support pupils' access to learning using appropriate strategies, resources etc.
 - Assist in the development and implementation of appropriate behaviour management strategies
 - Assist in the development, implementation and monitoring of systems relating to attendance and integration
 - Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
 - Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
 - Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
 - Liaise with feeder schools and other relevant bodies to gather pupil information
 - Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
 - Provide pastoral support to pupils
 - Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
 - Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
 - Monitor and evaluate pupils' responses and progress against action plans

- through observation and planned recording
- Supervise pupils on visits, trips and out of school activities as required

2. Support for the school

Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentially, 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

Establish constructive relationships and communicate with other agencies/professionals, in liaison with teacher, to support achievement and progress of pupils.

Recognise own strengths and areas of expertise and use them to advise and support others.

Implement planned supervision of pupils out of lesson times e.g. clubs/extra-curricular activities.

Customer Care - To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others

Valuing Diversity -To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated January 2012

Job Description prepared by G Gittins

Smithills School

PERSON SPECIFICATION

School SMITHILLS SCHOOL
Job Title INTERVENTION ASSISTANT

STAGE ONE

METHOD OF ASSESSMENT: Application Form, Interview and References

MINIMUM ESSENTIAL REQUIREMENTS	
1.	Skills and Knowledge
1.1	Effective use of ICT and other specialist equipment/resources
1.2	Awareness of relevant policies/codes of practice and of relevant legislation.
1.3	Ability to self-evaluate learning needs and actively seek learning opportunities.
1.4	Ability to relate well to children and adults
1.5	Excellent time management skills
1.6	Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.
1.7	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.
1.8	Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others

2.	Experience/Qualifications/Training etc
2.1	Willingness to participate in relevant training and development opportunities
2.2	Very Good Numeracy/Literacy skills
2.3	5 GCSEs A* - C or equivalent inc. English

3. Work Related Circumstances – Professional Values & Practices
--

- | | |
|-----|---|
| 3.1 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. |

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS

1. Skills and Knowledge

- | | |
|-----|--|
| 1.1 | Basic awareness of inclusion, especially within a school setting |
| 1.2 | Experience of working with &/or caring with children (within a specified age range) within an education setting |

2. Experience/Qualifications/Training etc
--

- | | |
|-----|--|
| 2.1 | Willingness to undertake appointed person certificate in First Aid |
|-----|--|

Date Person Specification prepared/updated January 2012

Person Specification prepared by G Gittins