

Job Description

Post Title	Intervention and ACCESS Manager
Grade	Grade 7
Location	Kelvin Hall School
Reporting to	SENCO

Purpose of Role

Set high expectations for the students of Kelvin Hall School. Under the guidance of the SENCO and in collaboration with other members of staff, to provide support and intervention strategies in order to meet the pastoral and learning needs of identified students at Kelvin Hall School across both Key Stages. To be responsible for the coordination of all pastoral and learning needs for the cohort ensuring that staff and managers are aware of issues of concern or causes for celebration.

Key Responsibilities

1. To promote and safeguard the welfare of children and young people.
2. Work closely with the SENCO and specialist agencies, to devise resources and maintain an environment appropriate to the needs of students with CESN including pupils with ASC and SEMH.
3. Liaise closely with the parents/carers of students with CESN, ASC and SEMH who use the specialist ACCESS provision in order to ensure that students' individual objectives are relevant and effective and meet with parents/carers where necessary.
4. To assess the needs of students and use detailed knowledge and specialist skills to support their learning and wellbeing. Develop and implement ISPs, working closely with the SENCO, in order to provide support consistent with students' individual needs.
5. Maintain records to show attendance at the provision and progress towards specific targets. Update student records and notes of meetings/interventions to ensure an accurate record of support, which can be relied upon by teaching staff and managers.
6. Run timetabled sessions for small groups of students with CESN to address their specific needs. This will include the use of existing commercial packages such as 'Socially Speaking, Lego Therapy, ELSA' as well as the production of bespoke resources for particular students or groups.
7. Develop and deliver a range of learning programmes to students, adjusting activities according to their needs and abilities, producing worksheets and appropriate resources as necessary. Use ICT effectively to support learning activities and develop students' competence in its use.
8. Provide training for all school staff on the needs of students with CESN and appropriate ways to differentiate work/modify the classroom environment in order to cater for them.
9. Attend appropriate training sessions to develop subject specific expertise and other relevant in-school training.
10. Direct the work of additional staff allocated to the ACCESS provision on a lesson by lesson basis.
11. Provide supervision and a point of contact for CESN students at break and lunch times. Build positive relationships with students to ensure that they feel secure and able to discuss areas of concern or specific issues they may have.
12. Promote and safeguard the welfare of students by following up cases of concern, including making recommendations for remedial action to the appropriate senior leader and/or external agency. Promote good practice by leading and contributing to discussion in relevant meetings and training events.
13. Deal with incidents of challenging behaviour or disruption to learning where necessary. Make recommendations to senior leaders as appropriate, where this behaviour might result in additional sanctions, such as detention or isolation.

14. Work in conjunction with the school's Attendance Team in order to ensure maximum levels of attendance are achieved at all times. For students at risk of poor attendance, assist in the formulation of strategies for improvement, gaining support from parents/carers.
15. Any other duties of a similar nature and level of responsibility as requested by the Headteacher, Deputy Headteacher or Director.
16. Undertake Safeguarding and first aid training and any other training relevant to the post.

Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

Responsibilities for Staff:	To lead and manage staff and operations of the Access Room.
Responsibilities for Customers/Clients:	Safeguarding and promoting the welfare of children. Work directly with students with communication, emotional and social issues in small group settings away from mainstream lessons.
Responsibility for Budgets/Financial Resources:	None
Responsibility for Physical Resources:	Records relevant files on pupils, use of appropriate equipment, management of resources eg ICT equipment etc within given room.

		E	D	How Identified
Qualifications	Grade 4 or above (or equivalent) in English and Maths	✓		AF, CQ
	Qualified to Level 3	✓		AF, CQ
	Commitment to continued professional development	✓		AF, CQ
	ELSA Trained		✓	AF, CQ
Relevant experience	Working with young people both individually and in small groups	✓		AF, I
	Working in a school environment or similar for at least 2 years		✓	AF, I
	Working with pupils with Special Educational Needs	✓		AF, I
	Working with multi-agencies		✓	AF, I
Skills & Abilities (including thinking challenge/mental demands):	Motivation to work with children and young people	✓		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, I
	Administrative skills, data input to accurate level and record keeping	✓		AF, I
	Persuasion and coaching skills to encourage pupils and others to work positively for the benefit of the learners	✓		AF, I
Knowledge	A knowledge and commitment to safeguarding and promoting the welfare of young children and young people	✓		AF, I
	Understanding the SEN Policies and mechanisms to improve attainment and progress and maximise learning opportunities	✓		AF, I
	Knowledge of strategies to engage learners resulting in improved commitment to learning and achievement of learning targets	✓		AF, I
Interpersonal /Communication Skills: Verbal Skills	Ability to establish professional, effective working relationships with a range of partners/colleagues and students	✓		AF, I
	Excellent organisational and communication skills	✓		AF, I
	The ability to deliver training sessions to all school staff on the needs of students with CESN	✓		AF, I
Written Skills	The post holder should have an excellent standard of literacy	✓		AF, I

	and numeracy			
Disclosure & Barring Service	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(After shortlisting)