

# Grading

## Job Description and Employee Specification

<b><u>Job title:</u></b> Intervention Lead	<b><u>Service area:</u></b> Education, Learning and Achievement
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Schools
<b><u>Grade:</u></b> Grade 7	<b><u>Section/team:</u></b>
<b><u>Overall purpose of job:</u></b> <ul style="list-style-type: none"> <li>To deliver high quality intervention sessions to small groups of children, to the high standard expected by the Headteacher, Governors and the community served by the school.</li> </ul> <p style="font-size: small; margin-top: 10px;">Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<b><u>Main responsibilities:</u></b> <ul style="list-style-type: none"> <li>To plan and deliver a series of high quality intervention sessions to identified groups of children.</li> <li>Use specialist (curricular/learning) skills/training/experience to support pupils</li> <li>Establish productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>Support pupils consistently whilst recognising and responding to their individual needs</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>Provide feedback to pupils in relation to progress and achievement</li> <li>To liaise with and support Level 2 teaching assistant with the delivery of additional intervention session</li> </ul>	
<b><u>Knowledge, skill and experience:</u></b> <ul style="list-style-type: none"> <li>Teaching Assistant Level 3 qualification</li> <li>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>Knowledge of safeguarding procedures and the Keeping Children Safe in Education documentation</li> <li>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>Understanding of principles of child development and learning processes</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to relate well to children and adults</li> <li>Can use ICT effectively to support learning</li> </ul>	

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### **Creativity and innovation:**

- Create a series of engaging, innovative intervention lessons that inspire reluctant and disengaged learners
- Carry out research and wider reading relating to effective intervention strategies
- The post holder will need to have problem solving, analytical and negotiating skills in order to solve issues surrounding pupils in need of intervention support.
- Individual plans and strategies to promote pupil progress will require creative thinking.

### **Contacts and relationships:**

- **Teachers**  
Liaise with class teachers regarding the needs of the children being supported with the aim of providing interventions relevant to each pupil's individual needs. Also, communicate regarding progress achieved and provide feedback to the class teacher.
- **Pupils**  
Support identified pupils by offering a bespoke tailored series of interventions with the aim of helping the pupils catch up.
- **Other staff**  
Work as part of a team with all pupil-related staff to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of a session or day. The Intervention Lead will identify children who require additional intervention support from Level 2 teaching assistants and provide support relating to the strategies utilised and activities carried out.
- **Parents**  
Provide feedback to parents regarding the intervention sessions when required and identify areas for parents to work on at home with their child if required.

### **Decision making:**

- **Discretion** - The degree of discretion for the post-holder is constrained by relevant school policies, procedures, best practice and professional guidance. The post-holder will determine decisions from a range of known options. Any areas of concern related to child protection issues must be immediately reported to a responsible person.
- **Consequences** - The post-holder works under the direction or supervision of a line manager. Any decisions will have a measurable effect for the pupil and on the education provision within the school.

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**Responsibility for resources:**

- **Financial resources**  
N/a
- **Physical resources**  
Responsible for teaching materials and equipment allocated, including supplied laptop/tablet.

**Work environment:**

- **Work demands**  
The post holder will normally work within an agreed routine which may vary dependent upon the needs/behaviour of pupils.
- **Physical demands**  
The post holder will be required to lift/handle basic classroom equipment when setting out learning environments.
- **Working conditions**  
The post holder will work within the school environment while working with children and planning/preparing for intervention sessions. There is no expectation to work outdoors or away from the school premises.
- **Work context**  
The post is predominantly based in intervention areas around school and some risk is posed to the personal safety of the post holder. There will be some lifting of equipment when needed.

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## Position in organisation:

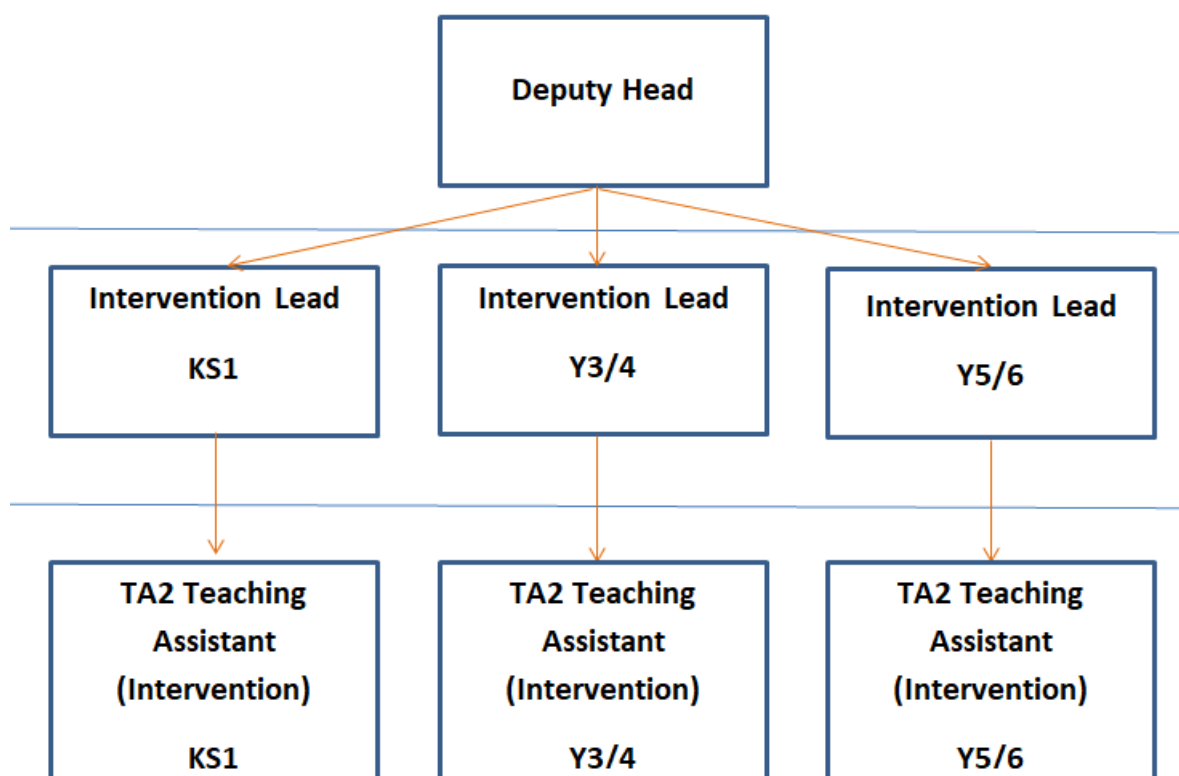
Indicate how many staff the post is directly accountable for:

Are posts in more than one location? Yes ☐ No ☒

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure? Yes ☐ No ☒

Please indicate which post(s) N/a



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POST NUMBER	JOB TITLE	Intervention Lead	HOURS PER WEEK	12.5hrs
	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW MEASURED</b>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Working with children with a wide range of needs</li> <li>Application of positive behaviour management experiences</li> <li>Innovative and creative approaches to teaching</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with primary age children</li> <li>Experience of delivering targeted interventions to groups of children</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Qualifications</li> <li>Interview</li> </ul>	
<b>EDUCATION, TRAINING AND QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Teaching Assistant Level 3 qualification</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>Qualifications</li> </ul>	
<b>SKILLS AND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>An awareness of different learning strategies and teaching methods suitable for teaching a diverse range of abilities</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>Interview</li> </ul>	
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>Able to plan and work in a team</li> <li>Good communication and interpersonal skills</li> <li>Empathy</li> <li>Sense of humour</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> </ul>	
<p>The post is subject to:</p> <ul style="list-style-type: none"> <li>Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></li> <li>Political restriction <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></li> <li>The ability to speak fluent English under the Immigration Act 2016 <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/></li> </ul>				

Employee:		Date:	
(signed)	(print)		
Manager:		Date:	
(signed)	(print)		