

Intervention Practitioner

Job Description

Responsible to: Assistant Headteacher / SENDCo

Grade: NJC JE 5

Working pattern: Full time

Statement of purpose:

- To support on the school's approach to interventions for students
- To develop and implement the school's practice, in relation to the interventions and pastoral care of students
- To maintain an accurate overview of all interventions and report on them as required
- To manage the school's therapeutic offer liaising with other professionals
- To keep up to date with current practice, activities, courses and opportunities, organisations and individuals that could be drawn upon to provide support to students' wellbeing
- To deliver relevant training to staff
- To support the emotional wellbeing of students, in line with a recognised programme such as the Thrive Approach and Trauma Informed Schools.

Responsibilities

- To support with the school's Thrive Ambassador status, liaising with both the Thrive Approach and external provisions to fulfil this.
- To develop our therapeutic offer including, but not exclusively: Lego Therapy, Social skills groups, Sensory Circuits; and monitoring the impact, engagement and success of the interventions through robust record keeping.
- To develop our Intervention Offer by researching and managing the delivery of opportunities available from external providers/resources.
- To support our ethos of making emotional support a significant part of our offer for our students.
- Alongside SLT and Family Engagement Team, identify students who require referrals to external agencies, then make those referrals, including but not exclusively, CAMHS, YPAS, ADHD Foundation, 'We Are With You' and other avenues of external support suitable, to ensure the students in most need of their support have access to it.
- To work closely with SENDCo in ensuring as much information as possible is available to submit neurodevelopmental pathway referrals.

- To support students on a 1:1/small group basis using, e.g. the Thrive Approach strategies, keeping record of progress, and to assess all students who join New Heights School (Key Stage 3) within their first 2 weeks of joining, using a recognised emotional development tool.
- Completion of FAP/ Off Site Direction paperwork to identify any intervention the students may have received including any emotional development tool outcomes, and provide strategies/methods of support, moving forward when students transition to their next setting.
- To support with interventions and pastoral care to maximise students' wellbeing
- To support SLT with pupil well-being and provide guidance, support and professional advice
- Promote and support our restorative practice approach across school
- To create strong working relationships internally and with outside agencies to enable the best support and safety for students
- To deliver training on all aspects of children's wellbeing, including working alongside the SENDCo to enhance the delivery of the curriculum in this area
- Using the school reporting systems (Arbor / CPOMS) to report incidents, actions taken and outcomes for our students and their families
- To coordinate internal and external intervention referrals, ensuring that students receive the appropriate support which has an impact
- To maintain confidentiality at all times in line with Safeguarding Policy, Data Protection, Freedom of Information and Child Protection legislation and guidelines
- To provide support and guidance to staff to assist them in undertaking their own roles effectively in relation to pastoral care
- To promote equality and diversity as part of the culture of the school
- To carry out any other reasonable duties as required by the Co-Headteacher and Senior Leadership Team.

-