Job Description and Person Specification for Intervention Worker – Wellbeing Focus

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| Job Description |
| Job Title: | Intervention Worker – Wellbeing Focus |
| Pay Grade / Scale / Range: | NJC 12-17 |
| Benefits & Perks: | Occupational pension scheme, occupational sickness scheme, health scheme, TOIL / Flexi scheme |
| Working hours: | 36 hours and 40 minutes per week195 days per year (term time plus 5 days) |
| Location: | Based initially at Hawthorns School, however all staff are employed by the New Bridge Multi Academy Trust (MAT) and may be asked to work at any site if required. |
| Special circumstances: | N/A |
| Staff responsible to: | SEND Manager |
| Staff responsible for: | N/A  |
| Accountable to: | Chief Executive Officer |
| Probationary period: | 26 working weeks |

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| **Purpose of the post**To provide a dedicated safe space for children to explore wellbeing factors and support the children to develop their understanding of their strengths and difficulties and support them in overcoming barriers to wellbeing or learning.   To work under the guidance of the SEND Manager, to implement agreed work programmes or interventions with individuals/groups of pupils in line with provision in their EHCPs or as assessed needs arise; with a particular focus of wellbeing, emotional needs, social needs and pastoral input.  To work with class staff and families to monitor impact of this direct work and ensure the holistic needs of the children are being supported.   |

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| **Key tasks – Support for Students**  1. Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
2. Through your knowledge of how students learn, selecting appropriate interventions and ensuring these are adapted if needed so students at Hawthorns can meaningfully access support.
3. To be able to plan and deliver a variety of interventions to meet the diverse needs of the students at Hawthorns.
4. Supporting specific children with “understanding their diagnosis” work and/or gathering the pupil voice to ensure safeguarding procedures have the child’s perspective as part of a person-centred approach.
5. The role will include supporting and implementing student’s personal programmes, relating to social, emotional, health, physical, hygiene and welfare matters, and appropriate communication methods.
6. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other through well planned interventions.
7. Contribute to the development and implementation of EHCP provision. Work alongside class teams, Pathway Leads and SEND Manager to develop support programmes in line with any recommendations from external agencies.
8. Promote development of self-esteem, self-advocacy and independence and employ strategies to recognise and reward achievement of self-reliance.
9. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.
10. Ensure parents are involved in planning and feedback where possible to promote generalisation of skills in different contexts.
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| **Key Tasks – Support for Teachers and SLT**  1. Liaise sensitively and effectively with parents and carers as agreed with the SEND Manager within your role/responsibilities and participate in feedback sessions/meetings with parents.
2. Work with the Class teacher, Pathway Leads and SEND Manager to plan and implement lessons/activities if needed, evaluating and adjusting work / plans according to pupils’ individual needs.
3. Monitor and evaluate pupils’ responses to intervention activities and programmes through observation and planned recording of achievement against pre-determined goals.
4. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.Report to the SLT on the effectiveness of the provision of intervention on a regular basis.
5. Be responsible for keeping and updating records in a format agreed with the intervention lead, contributing to reviews / systems of records and systems as necessary.
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| **Key tasks – Support for the School**1. Broaden the wellbeing offer at Hawthorns school
2. Support and implement the vision and ethos of the school.
3. Promote positive communication and interaction and good pupil behaviour through anticipating and managing promptly any barriers to learning or regulation which may result in dysregulation.
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher/SEND Manager, to support the achievement and progress of pupils.
5. Establish constructive relationships and communicate with other agencies and professionals, in liaison with staff, to support the achievement and progress of young people.
6. Contribute to the development of appropriate multi-agency approaches to supporting young people.
7. Attend and participate in meetings as required.
8. Improve own practice through training, observation, evaluation and discussion with colleagues.
9. Recognise own strengths and areas of expertise and use them to support others.
10. Contribute to the identification and execution of appropriate off-site activities which consolidate and extend the on-site activities.
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| **Standard Duties**1. To work across the New Bridge MAT if required.
2. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the MAT.
4. To implement and uphold the policies, procedures and codes of practice of the MAT, including those relating to customer care, finance, data protection, ICT, health and safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the MAT
6. to minimise and mitigate potential hazards and risks, and actively contribute to the security
7. of the organisation, e.g. challenging a stranger on the premises.
8. To participate and engage with workplace learning and development opportunities, subject
9. to the MAT’s training plan, working to continually improve own performance and that of the team/school.
10. To attend and participate in relevant meetings as appropriate.
11. To undertake any other additional duties commensurate with the grade of the post.
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| **Contacts:** Pupils, colleagues within the MAT, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school. |

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| **Responsible to:** | SEND Manager |
| **Responsible for:** | Not applicable |

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|  | DATE | NAME | POST TITLE |
| PREPARED | 08/01/2024 | Stevie Mannion | SEND Manager |
| REVIEWED |  |  |  |
| REVIEWED |  |  |  |

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| **Person Specification** |
| **PLEASE NOTE:** SchoolLeaderswill use the **emboldened criteria** below to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview.**Any candidate with a disability who meets the essential criteria will be invited to interview.** |

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|  | **Selection Criteria****Essential** | **Selection Criteria****Desirable** | **How Assessed** |
| **Education & Qualifications** | Literacy and Numeracy skills sufficient to carry out the duties of the post.Accredited qualification in Child Development, Education, Mental Health or Psychology (or other relevant qualification /work experience equivalent). |  | AF / IAF / I |
| **Experience** | Experience of preparing, planning and delivering appropriate interventions to support students’ holistic developmentExperience of contributing to and implementing outcomes highlighted in the Education Health and Care Plans Experience of preparing feedback on students achievement and progress to key stakeholders |  | AF / IAF / IAF / I |
| **Skills & Abilities** | Interpersonal skills to relate well to children and adultsCommunication skills to exchange information with a range of audiences including pupils, teachers, other school colleagues and parents/carersTeam working skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within theseConfidence in adapting resources and activities to ensure purposeful engagement. ICT skills to operate a computer and other basic technology such as photocopiers etc. |  | AF / IAF / IAF / IAF/I |
| **Knowledge** | Understanding of autism, social communcation and learnig disbailities and how these can act as barriers to education and social inclusion Knowledge of strategies, resources, approaches and communcation that can be used to minimise or overcome these barriers when working with children of a primary school age with complex SEND. Understanding of equal opportunities and an awareness of potential barriers young people may have to learning Understanding of how safeguarding and confidentiality are important when working with children and young people | Understanding of trauma and the impact upon child development. | AF / IAF / IAF / IAF / I |
| **Work circumstances** | To work flexibly as the workload and needs of the young people demandTo travel and work at other sites within the New Bridge MAT as may be requiredOccasional out of hours working to support school functions |  | III |

*Abbreviations:* AF = Application Form; I = Interview.