The Link Intervention Lead

Term Time plus 7 days

Purpose of Post

To work under the guidance of The Link Manager to provide targeted support for students with challenging behaviour needs and / or additional needs based in 'The LINK' onsite alternative provision unit. This will involve planning, preparing, delivering and reviewing learning activities, assessing the impact that intervention has on student progress and to support staff with their delivery of relevant interventions.

To assist The Link Manager in the supervision, administration and daily operation of the 'The LINK'. To support students and staff in The Link and ensure that all students are able to access the wider curriculum and experience success.

Key tasks

Support for leadership

1. To work with the Heads of Departments to implement and facilitate pre planned learning curriculums in the school's alternative provision (the successful candidate will need to be confident to implement two of Math's, English and Science to Key Stage 3).
2. Plan, prepare, deliver and review curriculum sessions in The Link.
3. Review and plan relevant interventions that meet the relevant needs of students with additional needs which could include emotional and/or behavioural difficulties.
4. Oversee the chronology of interventions and quality assure the intervention process.
5. Assess the impact of interventions.
6. Support staff in the delivery of interventions.
7. Contribute to the development and implementation of individual Education Plans and Behaviour Plans.
8. To contribute to regular team Achievement for All, Link review and/or Year Group Review Meetings reporting on the progress of students supported in the The Link.
9. Lead and manage The LINK Centre in the absence of the The Link Manager.
10. Prepare, update and maintain appropriate records, resources and displays as directed by the AP Unit Manager.

Support for students

1. Support students within The LINK Centre in small groups or on a 1:1 basis as required throughout all year groups by planning and delivering interventions.
2. Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations to ensure they make expected progress in The LINK Centre.
3. Promote inclusion and acceptance of all students in The LINK by encouraging them to interact with each other and to access the curriculum and engage in activities using your knowledge of the curriculum and how students learn.
4. Monitor and assess the progress of students who take part in interventions and assist in evaluating the success of interventions.

5. Support the effective use of ICT in learning activities and develop students' competence and independence in its use.
6. Promote self-esteem, resilience and independence and employ strategies to recognise and reward achievement of self-reliance and progress.
7. Provide specific feedback in discussion with students on their progress and achievement, in line with school policy.
8. Lead, participate and support the supervision of students during social time and extra-curricular activities in order to support their social and emotional development.
9. Plan and support students to enable successful reintegration into mainstream classes.
10. The role may include supporting and implementing students' personal programme, including social, health, physical, hygiene, and welfare matters. The student may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.

Support for teachers

1. Promote positive values, attitudes and good student behaviour. Deal promptly with conflicts and incidents whilst encouraging students to take responsibility for their own behaviour, in line with established school policies.
2. Liaise sensitively and effectively with parents and carers as agreed with the teacher/line manager within your role and responsibilities and participate in feedback sessions or meetings with parents or carers under direction from a teacher.
3. Work with the teacher to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to students' learning styles and individual needs and to meet pre-determined learning objectives.
4. Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on student achievement, progress, and other matters, ensuring availability of appropriate evidence.
5. Undertake routine marking of students' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required.
6. Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary.
7. Collate student reports in liaison with the teacher, inputting data as required.
8. Create and maintain an appropriate learning environment in liaison with the teacher.
9. Determine the need for, prepare and maintain general and specialist equipment and resources.
10. Provide clerical support for teachers, e.g. assist with the display of students' work, photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock, administering coursework, production of work sheets for agreed activities.

Support for the school

1. Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support the achievement and progress of students.
2. Assist with activities outside the classroom including staff duties, working as part of a team to supervise students and support activity leaders.
3. Assist with the preparation and delivery of Summer School activities for targeted students including new Year 7 students.
4. Accompany teaching staff and students on visits, trips and out-of-school activities as required and take

responsibility for a group under the supervision of a teacher.

5. Act as cover, supervising whole classes occasionally, during short-term unforeseen absence of teachers. Maintain good order and keep students on task. Respond to students' questions and generally assist students to undertake set activities.

Standard Duties

1. Proactively promote and comply with safeguarding / child protection in all areas of responsibility.
2. Understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the school.
4. Implement and uphold all policies, procedures and codes of practice of the school.
5. Support the school's health and safety policy and be aware of the responsibility for personal health, safety and welfare and that of others, reporting any hazards and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
6. Participate fully in staff training and development opportunities including attendance at staff meetings and work to continually improve own and team performance, sharing skills and expertise with others, as required.
7. Undertake any other additional duties commensurate with the grade of the post.

Contacts:

Colleagues working within the school, students, parents/relatives/carers, peripatetic services, educational psychologists and other education or health care professionals, Governors.

Responsible to: Alternative Provision Manager

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

St Anne's Church of England Academy

Job Description & Person Specification

The Link Intervention Lead Person Specification	Essential / Desirable	Application Interview Test
Qualifications		
Degree + QTS (for qualified teacher terms and conditions) **or** HLTA/TAL4 Qualification **or** TA Level 3 **or** NVQ 3 for Teaching Assistants or equivalent qualification up to degree level or experience **or** Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework **or** Relevant experience	E	A
Experience		
Experience of working with children in an educational setting who may have different individual needs and learning styles	E	A/I/T
Experience of preparing/contributing to resources to support learning programmes	E	A/I
Experience of contributing to individual Education Plans and Behaviour Plans	D	A
Experience of working in a team and individual working	E	A/I
Experience of keeping accurate and up to date records	E	A/I
Skills and Abilities		
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	E	A/I
Interpersonal & communication skills to build and maintain effective relationships with all students and colleagues and to be able to liaise sensitively with parents and carers	E	A/I/T
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	E	A/I/T
Ability to input, analyse and use data effectively to bring about successful outcomes	E	A/I/T
To promote a positive ethos and good role model	E	A/I
Self-reliance, resourcefulness and the ability to work on own initiative and to meet deadlines	E	A/I
Ability to embrace and utilise the latest technology to improve efficiencies	E	A/I
To continually improve own practice/knowledge through self-evaluation and learning from others	E	A/I
Experience of using ICT to support completion of work tasks	E	A/I
Knowledge		
Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	E	A/I/T
Understanding of the principles of child development and learning processes	E	A/I/T
Understanding of the wider safeguarding agenda working with children and young people	E	A/I
Understanding of equal opportunities and inclusion and how it applies in a school setting	E	A/I
Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting students' welfare	D	A/I
Ability to respect confidentiality requirements	E	A/I
Personal qualities		

A patient and calm demeanour	E	T
Caring attitudes towards students and colleagues	E	A/I
Reliable and trustworthy	E	A/I
High standards of self and others	E	A/I
Effective leadership skills	E	A/I
Work circumstances		
Able to work flexibly as the workload demands	E	A/I
Hold a full driving UK Licence	D	A/I
Occasional out of hours working to support school events/trips	E	A/I

N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview. This post is subject to an enhanced DBS disclosure check through the Disclosure and Barring Service.