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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**THERAPEUTIC
INTERVENTION
WORKER**

APRIL 2023

Ilkley Grammar School
Therapeutic Intervention Worker
Scale Pay Point 9 (Range 9 -13)
Actual Annual Salary: £16,004 - £17,538
Pattern of hours will be 30 hours each week
Monday to Friday: 8.25am to 3.00pm with a 35-minute unpaid lunch each day
Term time only plus 3 days

Thank you for requesting details for the post of Therapeutic Intervention Worker. We are looking for a colleague to join our experienced Inclusive Learning team at this successful, oversubscribed comprehensive Academy.

The successful applicant will have high expectations and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Monday 24th April 2023
Provisional interview is scheduled for week commencing 24th April 2023

If you do not receive an invite to interview by Wednesday 26th April, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

INCLUSIVE LEARNING DEPARTMENT

Ilkley Grammar School provides an inclusive environment that enables each individual to flourish and achieve their personal best and where all students and staff value the unique potential of each and every member of our school community. Our SEND policy and information report outline how we, as a school will ensure that the necessary and appropriate provision is made for any student who has special educational needs and how these are communicated to those who work with them.

The school will ensure that teachers are able to identify and provide for those students who have special educational needs. This, through the use of reasonable adjustments and inclusive quality first teaching will enable equality of access to the curriculum and the wider activities of the school, so far as is reasonably practical.

We are fully committed to including all stakeholders in collaborative decision-making processes and working in coproduction with the students themselves and their families.

Our School-Led Resourced Provision (SRP) opened in September 2019 and has been commissioned for 12-places for students with an Autistic Spectrum Condition. The SRP will provide:

- A nurturing environment which will enable the student to feel part of our school community whilst receiving additional support for their individual needs.
- The opportunity to access an enhanced level of support within the SRP that is personalised and bespoke to their individual needs.
- Support to access the mainstream school curriculum with additional out of class support and intervention for particular subjects according to their individual needs. We have high aspirations of our students to be able to access as much of the mainstream curriculum with their peers as is possible.
- Adaptation to the school curriculum and school environment to accommodate the individual needs of the student, for example:
 - The personalisation of a planned curriculum.
 - Opportunities to access a quiet and safe environment as appropriate.
 - Support during unstructured times of the day.
 - Personalised considerations for options studies at GCSE or equivalent level.
- Individual and small group interventions addressing:
 - Social skills
 - Language and communication
 - Behaviours
 - Individual strengths and interests
 - Problem solving
- Flexibility to accommodate students who may experience heightened levels of anxiety who require additional adult support for the development of their emotional literacy and emotional regulation skills.
- A peer group experiencing similar needs
- Regular and agreed communication with parents/carers
- Collaboration with multi-agency support
- Access to extra-curricular activities

Dan Keane, Assistant Headteacher: Inclusion and Personalisation (SENDCo)
November 2022

PRIME OBJECTIVES OF THE POST:

We are pleased to create a new role at IGS, the Therapeutic Intervention Worker. The role will take the primary responsibility of supporting students with communication & interaction and social, emotional and mental health needs within our mainstream provision.

Working with a range of tools, you will assess the needs of the students and create an individual profile of support, sharing this with teaching colleagues across the curriculum.

The role will require you to deliver a range of C&I and SEMH interventions to individuals and small groups of students to ensure that their individual needs can be met in school.

RESPONSIBLE TO THE ASSISTANT HEADTEACHER: INCLUSION & PERSONALISATION, THE POST HOLDER WILL:

Key Accountabilities

Early Identification

- Using assessment tools such as the Boxall Profile, Sensory Profile, Autism Education Trust's- Progression Framework, you will be able to identify the individual needs of a range of students.
- You will create an individual profile which is reflective of the needs emerged as a result of the early assessments.
- You will be confident in maintaining accurate records and reporting on individual profiles using the Provision Map software.
- You will triage and manage incoming referrals for the assessment of C&I and SEMH needs for the Inclusive Learning Department.

Intervention

- This role will require you to work with individuals and small groups to be able to provide C&I and SEMH focussed interventions. Following your early identification, you will establish a personalised programme to ensure that the needs of the students are met.
- You will be able to plan and deliver intervention programmes such as: Boxall Profile- Nurture Groups, Talkabout, Zones of Regulation, Therapeutic interventions- Lego Therapy.
- Interventions that you deliver will be time-bound and quantifiable, address statutory requirements of a student's EHCP and be effectively monitored through the Provision Map software.
- You will liaise with teaching colleagues regarding the interventions that students are receiving and communicate strategies to support the students within the classroom.

Tracking & Reporting

- As part of the role, you will work closely with the Intervention Lead and Assistant Headteacher: Inclusion & Personalisation to track, monitor and report on C&I and SEMH interventions.
- You will be able to maintain accurate records using the Provision Map software and be able to report on the effectiveness and impact of interventions.
- You will be able to maintain and review individual plans generated from provisions such as the Boxall Profile and Autism Education Trust's- Progression Framework.

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name

.....

Signature.....

Date:

PERSONNEL SPECIFICATION
Therapeutic Intervention Worker

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Minimum 5 GCSE grade C or equivalent including English & Maths	E	Application form and selection process
<input type="checkbox"/> HLTA or equivalent or working towards HLTA	D	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> NVQ Level 3 or equivalent in Learning Support, Child Care, Health or Youth Work	D	
<input type="checkbox"/> Any additional qualification relating to children with special educational needs	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of working with secondary school age children and those with SEN	E	Application form
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of mentoring students/student mentoring programmes	D	
<input type="checkbox"/> Experience of working in a school based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
<input type="checkbox"/> Any Training in the area of Learning Support, Health, Child Care, Youth Work or relevant practical skills	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good literacy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	