

JOB PROFILE

POST TITLE:	Intervention Lead (HLTA)
RESPONSIBLE TO:	SENDCo
PURPOSE:	To be responsible for the day to day running and development of a specialist area/unit within the school, to oversee the planning and delivery of interventions across the senior school, and to support the SENDCo with support staff allocation and monitoring of work.
HOURS:	35hrs / Term Time only
GRADE:	PCD8ii, Grade 8 SCP 19 - 20 - £32,061 – £32,597 pro rata : £16.62/hr – £16.90/hr

Main Responsibilities and Accountabilities:

- Provide a second point of contact (after the SENDCo) and maintain an overview of interventions within the senior school.
- Delegate tasks to the SEN team as required by the SENDCo.
- To fulfil the 33 HLTA standards to support teaching and learning maximising achievement and development.
- Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher.
- Assess, record and report on pupil development progress and attainment to the teacher against pre-determined learning objectives using detailed knowledge and specialist skills to support pupils learning.
- The role will be expected to undertake at least one of the following:
 - Provide specialist support to pupils with learning behavioural, communication, social sensory or physical difficulties.
 - Provide specialist support to pupils where English is not their first language.
 - Provide specialist support to gifted and talented pupils.
 - Provide specialist support to all pupils in particular learning area (eg. ICT, literacy, numeracy, National Curriculum subject).
- Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concern to a nominated person.
- Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self reliance.
- Manage and direct the work of other staff, in relation to intervention delivery. Demonstrate own duties in particular specialist areas.
- Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews an IEPs and writing reports as appropriate.
- Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.
- Liaise between managers/teaching staff and teaching assistants/other school staff.
- Hold regular team meetings to provide feedback for the SENDCo
- Represent teaching assistants/support staff as required.

- Undertaken recruitment/induction/training/mentoring as appropriate for other teaching assistants/other school staff.

Resources Responsible for:

- Responsibility for day to day running or specific unit/area.
- Responsibility for overseeing the planning and delivery of interventions across the senior school.
- Finance – spend specifically devolved funding (from budget managed by SENDCo) on identified special needs resources eg hearing/visual resource equipment.

General

- To contribute to and uphold the overall vision and ethos of South Cumbria Multi Academy Trust.
- To attend meetings within the School/Trust, and external events as required.
- To be aware of, comply with and to promote equal opportunities and all School/Trust policies at all times.
- To participate in training and other learning activities and performance development as required.
- To maintain confidentiality at all times in respect of School/Trust-related matters and to prevent disclosure of confidential and sensitive information.
- To comply with all of the School's/Trust's safeguarding requirements.

This list is not exhaustive and may be amended. The role may include other reasonable tasks or responsibilities as directed by the Head Teacher.

PERSON SPECIFICATION
**POST: HIGHER LEVEL TEACHING ASSISTANT : INTERVENTION LEAD
 CHETWYNDE SCHOOL**

QUALIFICATIONS AND TRAINING	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
HLTA Accredited status or QTS and/or equivalent experience	E	A
Evidence of continued professional development.	D	A
Training in relevant strategies eg literacy, particular curriculum.	D	A
Additional specialist qualification at Level 4 or above.	D	A
KNOWLEDGE AND EXPERIENCE	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Good understanding of child development and learning processes.	E	A/R/S
Full working knowledge of relevant policies/codes of practice/legislation.	E	A/R/S
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.	E	A/R/S
Understanding of statutory frameworks related to teaching.	E	A/R/S
Curriculum development and implementation.	D	A/S
Administrative and financial procedures.	D	A/S
Worked with children of relevant age.	D	A/S
Experience of working in a classroom setting.	D	A/S
SKILLS AND ABILITIES	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge.	E	A/R/S
Proven leadership skills.	E	A/S
Able to work constructively as a leader of a team, understanding roles and responsibilities and own position within these.	E	S

Ability to relate well to children and adults.	E	A/R/S
Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	E	A/R/S
Effective use of ICT to support learning.	E	A/R/S
Effective time management skills	E	A/R/S
Excellent oral and written communication	E	A
Proven ability to work in a fast-paced environment and deliver to specific deadlines	E	A/S
Ability to maintain confidentiality	E	A/S
CHARACTERISTICS	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Professional but friendly and approachable manner	E	S
Flexible and have the ability to respond to changing or unforeseen circumstances.	E	S
Diligent, conscientious and proactive	E	R/S
Resilient and committed	E	R/S
Must be hands on and prepared to get involved in all areas	E	S
A self-motivated team player, with a can do attitude and a sense of humour.	E	S

A: Application

R: Reference

S: Selection Process