



GROVE SCHOOL



GROVE COLLEGE

JOB DESCRIPTION –Intervention Coach

JOB TITLE: Intervention Mentor for SEND Students

GRADE: 6

SALARY RANGE: Points 18 - 21 (£15638-£17023 actual)

WORKING YEAR: Term time only (1 Year Fixed Term from September 2018)

Hours: 37 hours

Post responsible to: Learning Support Faculty Director

Conditions of service are those specified by the National Joint Council for Local Government Services

Purpose of the Role

To provide complementary support to existing teachers and Learning Support staff in school; addressing the needs of those students who require help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential. The post-holder will work independently and will also receive direction from the SENDCo with responsibility for SEND Students, Directors of Studies and other professionals. The post covers all areas regarding provision and access for students at The Grove School and Grove College. In addition to cognitive learning, the post-holder will be expected to support students' behavioural, social and emotional learning as well as other factors that have an impact on students' opportunity to make accelerated progress and close the gap between current and desired performance. The role will be based in the Learning Support Faculty, the post-holder will work alongside existing staff to ensure the Learning Support Faculty is meeting the needs of all students who need access to it.

Duties and responsibilities

In relation to the students

- To be an ambassador for SEND students dedicated to ensuring all students access the full curriculum and all aspects of school life.
- To develop an understanding of the factors that impact on the progress and attainment levels of SEND students and to promote inclusion of students at all times within both structured and unstructured settings.
- To consider students' specific circumstances and develop strategies to ensure equity of opportunity in all aspects of school life. This will include the development and management of student-centred provision maps for targeted students who access the Learning Support Faculty.
- To be responsible for the tracking and monitoring of targeted students. This will include using existing systems and developing bespoke programmes to suit the individual needs of the students. This may include



supporting students in lessons or the development and delivery of bespoke 1:1 or small group programmes.

- To build effective relationships with students and families; have the capacity to hold challenging conversations and be proactive in developing strategies that ensure students' attendance, punctuality and progress is consistently improving.
- Liaise with the SLT, teaching and support staff to promote effective implementation of student-centred programmes.
- To develop the student-centred model for SEND students who are recognised as part of the Learning Support Register, or who may require further support to actively engage with their full curriculum
- To deliver intervention to allow students to thrive regardless of their starting points or educational need.

In relation to the Learning Support Faculty

- To uphold school policies and procedures at all times.
- To work with appropriate teachers to manage bespoke programmes as appropriate to meet the needs of students that access the Learning Support Faculty.

In relation to outside agencies and other professionals

- To develop and maintain up to date knowledge on the latest research and resources available to promote equity of opportunity for SEND students.
- To provide written reports as required.
- To have full knowledge and appreciation of the range of extended services that could be drawn upon to provide extra support for students.
- To facilitate the sharing of information between school staff and partner agencies.
- To complete applications for specific funding as required to support the development and access to the curriculum of SEND students.

In relation to teaching staff

- To work closely with Heads of Year and Directors of Studies on targeting efforts for those at risk of under-achieving who are not already receiving effective intervention.
- To participate, with other staff, in the comprehensive assessment of children and young people to identify and address barriers to learning.
- To monitor and report on the implementation of all plans drawn up by the Learning Adviser and others, for example EHCPs.
- To have clear lines of communication with the students' teachers and support the development and implementation of students' individual programmes
- Where appropriate, to act as a liaison between students, parents/ carers and the teacher.



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- Involvement in keeping records and evaluation of student programmes.

In relation to the school

- To be aware of and comply with relevant legislation, school policies and procedures, including those in relation to SEND students, confidentiality and safeguarding.
- To network with other learning mentors / advisers and share best practice.
- To work as part of the team in relation to individual students, liaising and advising and consulting where appropriate.
- To identify personal training needs and to attend appropriate internal and external training.
- To support whole school events and educational visits for all students of the school.
- To assist in educational visits, where appropriate, for SEND students, other whole school events and to take responsibility for a group of students.
- To support transition at all key stages, support students off site for KS4 placements and work experience if appropriate.
- Be aware of, and support difference and ensure that students have equal access to opportunities to learn and develop.
- To attend and participate in relevant meetings as required.
- To undertake additional duties as required by the Headteacher commensurate with the grading and nature of the post.

We reserve the right to review and change the job description, in consultation with the post-holder, dependent on the changing circumstances of the School.

Date: 26 June 2018



PERSON SPECIFICATION

INTERVENTION COACH

Criteria	Essential	Desirable
Experience <ul style="list-style-type: none"> • Experience of working in an education setting committed to the SEND Code of Practice • Experience of working with students demonstrating challenging behaviour or dealing with disadvantaged circumstances. • Experience of working with children who have a wide variety of educational needs. 	<p>Y</p> <p>Y</p> <p>Y</p>	
Qualifications/Training <ul style="list-style-type: none"> • GCSE English and Maths at Grade C or better 	<p>Y</p>	
Knowledge/Skills <ul style="list-style-type: none"> • Strong numeracy and literacy skills showing an understanding of how to support students with literacy and numeracy needs. • Ability to adapt approaches to support to address specific learning needs. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Excellent interpersonal skills. • Good ICT and record keeping skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Ability to relate well to children and to adults. • Excellent communication skills. • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
Personal Characteristics <ul style="list-style-type: none"> • Ability to bring to the role initiative, enthusiasm and commitment. • Flexibility, empathy and reliability. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	



<ul style="list-style-type: none"> • Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • The ability to learn from experiences and challenges. • Is reflective and committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. • Willingness to develop these skills with further training. • Confidentiality. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
<p>Special conditions</p> <ul style="list-style-type: none"> • Willingness to undertake an enhanced DBS check • Willingness to undertake Child Protection training as part of a 3 year cycle • Compliance with the Child Protection and Safeguarding Policy 	<p>Y</p> <p>Y</p> <p>Y</p>	