

## **Job Description**

### **Intervention Teacher & Cover Supervisor**

**2024 - 2025**



**Southend YMCA  
Community School**

building a future

## **Job details**

**Salary:** Dependant on experience & qualifications

**Hours:** 37 hours per week

**Contract type:** Full time – 2 year fixed term

**Reporting to:** Assistant Headteacher SENCO / Deputy SENCO

**Responsible for:** Progress of intervention

## **Main purpose**

To support students who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these students overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress. To support our students with higher barriers and an EHCP to narrow the knowledge gaps they may have and provide intervention to reach their potential.

## **Duties and responsibilities**

### **Teaching and learning**

- › Promote consistently high expectations of all students and make sure they're making good progress by offering targeted academic and pastoral support
- › Support identification of students or groups of students who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing
- › Promote and support inclusion for all students, including those with special educational needs (SEN), English as an additional language (EAL) or with a physical disability
- › Develop individual and group mentoring programmes, creating space for students to receive academic and personal support from staff and peers
- › Role model good levels of literacy and numeracy, and encourage improvement in these areas among students who are struggling
- › Develop action plans for students facing particular difficulties, and work with staff and parents/carers to put them in place
- › Support students' successful transition to the next phases of education
- › Where appropriate, visit students at home to discuss issues and plan next steps
- › Plan and deliver sessions targeted interventions for students with a curriculum and pastoral based focus
- › Be creative in approach to teaching and learning
- › To develop resources to support the delivery of intervention
- › To assist the school in providing an outstanding quality of education for students with communication, interaction and self-regulation needs.
- › To supervise and support students, ensuring their safety and access to learning at all times
- › To support students personal, social, emotional, physical well being

### **Behaviour and safeguarding**

- › Work with parents/carers, students and staff to create open discussions about students' needs, the school's expectations and what appropriate support looks like
- › Work with students to demonstrate and encourage good behaviour in line with the school's behaviour policy
- › Support the physical and emotional wellbeing of students, encouraging confidence and self-esteem through listening to them, and through individual and group support

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- › Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding, and health and safety
- › Support the attendance and punctuality of all students, and work to improve attendance rates where issues are identified, recognising how this links to students' wellbeing
- › Work collaboratively with appropriate external agencies to support students' development and progress
- › To promote positive values, attitudes and good student behaviour, dealing with conflicts and incidents in line with the schools policies and procedures

### Curriculum and leadership

- › Demonstrate enthusiasm for learning and improving skills, and model this to all students
- › Engage with staff and school leadership to put whole-school strategies in place to support the learning of all students
- › To work proactively teaching both social and emotional skills, social communication skills alongside an academic curriculum structure
- › Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school
- › Take part in line management within school, and set goals for continuing professional development
- › Report to the AHT SENCO and Deputy SENCO's on student progress and absence rates
- › To assess, record and review impact of interventions and feedback to teachers and senior leaders
- › Maintain accurate and up-to-date records, and prepare written evaluations and reports
- › To contribute to the monitoring and annual review process of EHCP and supporting documents

### Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"><li>• GCSE or equivalent level, including at least a grade C/grade 4 in English and maths</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Working with children of the relevant age, and managing situations relating to challenging behaviour</li><li>• Assessing students' needs and barriers to learning</li><li>• Delivering programmes for students with challenging behaviour, including one-to-one, small group and whole-class activities</li><li>• Coaching and advising staff on suitable behaviour interventions</li><li>• Working closely with families/carers, including carrying out home visits</li><li>• Working collaboratively with outside agencies and participating in meetings</li></ul>

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<p><b>Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>• Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>• Proven ability to create good relationships with students, staff and parents/carers</li> <li>• A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment</li> <li>• Proven ability to tailor interventions to individual students</li> <li>• Excellent understanding of safeguarding policies and procedures, and their role in child protection</li> <li>• Proven ability to be flexible to changing workload demands and new challenges</li> <li>• Ability to use IT systems and to conduct analysis and produce reports</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>• Willingness to provide the best possible opportunities for all students</li> <li>• Ability to relate to young people and act as a positive role model</li> <li>• Well-developed sense of empathy</li> <li>• Organised, proactive and self-motivated</li> <li>• Good time management skills</li> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Ability to work collaboratively</li> <li>• Ability to work well under pressure and prioritise effectively</li> <li>• Ability to self-evaluate own work and actively seek opportunities for development</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding, equality, diversity and inclusion</li> </ul>

This job description may be amended at any time in consultation with the postholder.

**Last review date:** June 2024

**Next review date:** When needed

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_