The Hamble School

Learning Intervention Officer
Job Description & Person Specification

Job Title: Learning Intervention Officer

Role: To work as part of the Inclusion Team providing provision for primarily students with additional learning needs. You will be responsible for the day-to-day running of the provision with support from the SENDCO and Senior Leadership Team. This will include the setting up and delivery of a range of support intervention packages that will help these students engage and access mainstream provisions and address learning gaps

Line Manager: SENDCO

Work in partnership with: Senior SENDCO, SENDCO, SENDCO administrator, Attendance Officer, Child and Family Support Worker, Learning Support Assistants

Duties:

In relation to the individual student

- To develop an understanding of the educational needs of the student/s concerned.
- To develop interventions / strategies that support students' additional learning needs.
- To monitor and evaluate the effectiveness of intervention work, reporting regularly to the SENDCO.
- To be responsible for timetabling provision and LSA deployment.
- To support with the process of access arrangements.
- To coordinate the effective use of SNAP screening programmes.
- To build and maintain successful relationships with students, parents and carers.
- To help promote independent learning.
- To develop study and organisational skills.
- To help keep the students on task and to build motivation.
- To model good practice.
- To help build the student/s' confidence and enhance self-esteem.

In relation to the school

- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To attend and contribute to reports and planning or review meetings for students receiving intervention, as appropriate.
- To ensure appropriate deployment of School Inclusion Coach for impact and support where required.
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
- Any other tasks as directed by the Headteacher which fall within the purview of the post.
- Work with outside agencies.
- Break-time supervision within the provision

Supervision arrangements:

- Termly formal review of performance with Line Manager.
- Weekly department meetings
- Observation of support work by SENDCo and Line Manager (SLT) initially twice yearly.

Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm.
- External working on trips, educational visits etc.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Initial induction/training required to become effective in the role

- Knowledge of school and school systems/policies.
- Approach towards pupil discipline and behaviour.
- Professional relationships between staff and pupils.
- Support from SENDCO.
- Developing health and safety knowledge.
- Independent working, supported by teacher, with groups of or individual children.

The Hamble School

The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

The Hamble School

PERSON SPECIFICATION FOR LEARNING SUPPORT ASSISANT

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and training	A good general education, with C GCSE (or equivalent) grades in English and Maths.	Evidence of qualifications in SEND area. Degree level qualification Qualifications in ICT
Experience	Evidence of having worked with children in some capacity; this could be as a parent/carer.	Relevant work experience in a similar environment. Experience of working with children with SEN, preferably at secondary age.
Qualities, skills, knowledge and abilities.	Empathy with students and sympathetic to their needs. Confident literacy and numeracy skills. Good communication skills and able to clarify and explain instructions clearly. Professionally discrete and able to respect confidentiality on particular issues. Well-developed interpersonal skills and sense of humour enabling effective working relationships with a variety of different people. Ability to get the best out of children. A sense of humour. Adaptability. Good time management Able to work on own and as part of a team. A clear communicator. Ability to work calmly and with patience.	
Health	A good attendance record. Evidence of the stamina required to cope with the demands of the post.	
References	Supportive.	