Witchford Village College
Job Description

Name of Post Holder:	
Post Title	**Assistant Cabin & Intervention Team Lead**
Reporting to:	SENDCo
Responsible for:	Support SENDCO(s) and Cabin Lead in planning, coordinating, and monitoring SEND provision. Assist with SEND referrals and oversee the SEND Hub to ensure effective operation and student-focused outcomes. Support to manage TA's to delivering tailored support for students. Contribute to teaching and learning activities across individual, small group, and whole-class settings. Plan, implement, and monitor targeted SEND interventions to meet students' specific needs. Maintain accurate records of student progress, interventions, and outcomes. Foster a safe, inclusive, and positive learning environment. Collaborate with staff, parents, and external agencies to ensure coordinated support and consistent strategies. Undertake training to develop and maintain professional skills, knowledge, and practice.
Working time:	37.5 hours
Salary:	TA Scale 3
Location:	Witchford Village College is part of the Eastern Learning Alliance. The normal place of work will be based at Witchford Village College but there may be a need to travel to other sites within the Trust
Disclosure Level:	Enhanced DBS

1. Responsibilities:

In the Classroom
- Following guidance from teaching staff to deliver learning activities to pupils/classes in line with departmental schemes of work
- Working with small groups of pupils to personalise, develop and enhance their learning
- Supporting teachers by leading and delivering intervention plans on a one-to-one basis across both key stages
- Working with teachers to deliver improvements in progress at KS3 and KS4
- Conducting SEND specific assessments as directed by the SEND Management Team

In the Hub/Cabin
- Ensuring that provision and interventions outlined in student EHCPs are being implemented effectively with outcomes and impact recorded to provide information for the annual review process
- Support the Cabin team lead to ensure staff are allocated appropriately in conjunction with the SENDCo – both for in class support, delivering interventions and as keyworkers for individual students
- Providing guidance to teachers and other staff on how best to support targeted students

2. Professional Values and Practice:

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to supporting them to achieve in line with their potential
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners
- In line with the Trust's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues
- Reflecting upon and seeking to improve personal practice
- Building and maintaining successful relationships with pupils, parents/carers and staff including ensuring at least weekly communication from keyworkers

3. Support for pupils by:
- Liaising sensitively and effectively with parents and carers with regard to their role in pupil learning
- Having sufficient understanding of the curriculum and identified interventions to support pupils' learning effectively – requesting training and guidance if required
- Being familiar with age related expectations of pupils, the main teaching methods and the assessment framework in the relevant subject/specialisms/age groups
- Understanding how to use common ICT tools to advance pupils' learning
- Promoting and reinforcing pupils' self esteem

4. Support for the teacher by:
- Contributing to planning and preparation of lessons and providing feedback to pupils and colleagues concerning learning and behaviour
- Providing scaffolding to support and contributing effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
- Evaluating pupil progress through a range of assessment activities and monitoring pupil participation, progress and responses to learning

5. Support for the curriculum by:
- Understanding the aims and content of teaching strategies and intended outcomes, and their place in the related teaching programme
- Understanding the key factors which affect the way pupils learn
- Being familiar with the guidance about meeting special educational needs given in the Code of Practice

6. Other Responsibilities
- Keeping up to date with the necessary policies, procedures, rules and regulations laid down by the different examination bodies
- Playing a full part in the life of the Trust and College community, to support its distinctive vision and ethos and to encourage staff and students to follow this example.
- Promoting the Trust's corporate policies
- Complying with the Trust's Health & Safety Policy
- Participating in the College's appraisal scheme

7. Safeguarding
- Being aware of safeguarding and promoting the welfare of children and vulnerable adults and reporting any concerns in accordance with the Trust's Safeguarding/Child Protection policies
- Undertaking regular safeguarding/child protection/adult protection training as required by the Trust

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.