

1.1 Post Title: Early Intervention Team Leader**Responsible to:** SLT**Grade:** Grade 11 Pt 37-40**Hours:** 37 Hours per week, TTO, plus an additional 5 days per annum**1.2 Job Purpose:**

- To play a full role in implementing Meadowbrook College's agreed learning and behaviour policies, taking responsibility for student's learning and behaviour both in and outside of the classroom
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence

1.3 Specific duties and responsibilities:

- To take responsibility for planning and implementing appropriate programmes for MBCs early intervention pathway, within the framework of national and school policies, to groups of learners aged 11-16
- Be aware of safeguarding concerns and report concerns to the DSL
- Participate in regular staff-meetings and professional development sessions as required
- To oversee the transition of students
- To attend or lead team meetings, professional meetings, home visits and training as required.

1.4 Teaching and Learning:

- Set high expectations for students by establishing a purposeful working atmosphere
- Take account of students' prior levels of attainment and behaviour and use them to set targets so that all students make good progress
- Make contact with parents/carers as appropriate in order to support the progress of students in your subject
- To work independently but be aware of when you need to ask for support.
- Work in collaboration with and support other team members/subject teachers to develop an inspiring and engaging curriculum
- Be familiar with students SEND, progress and behaviour targets for individual students and use them to plan effective learning experiences

1.5 Leading, Motivating and Developing

- Demonstrate excellent and innovative pedagogical practice
- To lead and manage the early intervention team
- Contribute to the professional development (and performance appraisal where appropriate) of colleagues
- To undertake continued professional development and maintain an understanding and awareness of developments in education relating to working with pupils presenting social, emotional, behavioural and/or learning difficulties as well as in wider curriculum development

Early Intervention Team Leader
Person Specification

	Essential	Desirable
Qualifications		
Evidence of relevant educational/professional qualifications (level 4 qualification desirable)		✓
Experience of working in an SEN/AP setting	✓	
Qualified teacher status		✓
Experience		
A proven track record of at least 2 years in an educational setting		✓
Ability to use ICT effectively to promote learning including remotely and manage admin effectively	✓	
A proven track record of raising the attainment and achievement of learners who present difficulties with their behaviour	✓	
Commitment to understanding the needs of vulnerable and challenging children and their families	✓	
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work	✓	
Experience of attaining high quality outcomes for learners	✓	
Commitment to inter-agency working	✓	
The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process	✓	
Skills		
Interest, encourage, motivate and engage young learners	✓	
Create a well-organised, stimulating learning environment	✓	
Ability to build positive relationships with challenging and vulnerable young people, their parents and work closely with individuals and organisations	✓	
Must be well presented and well organised	✓	
Excellent communication and organisational skills	✓	
Use methods and resources to ensure all learning is effective	✓	
Ability to work hard under pressure while maintaining a positive, professional attitude	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Excellent creative teaching ability	✓	
Commitment to personal career development	✓	
Ability to make a significant contribution to a school ethos that promotes high achievement	✓	
Knowledge and Understanding		
Up to date knowledge of Ofsted Framework		✓
Ability to prepare/develop differentiated schemes of work		✓
Good understanding of current theory around best practice in high quality and inclusive teaching and learning		✓
An understanding of safeguarding and equality of opportunity issues and how they can be addressed in schools	✓	
Equal Opportunities		
Understanding of different social backgrounds of learners	✓	

Understanding the needs of learners and the appropriate strategies to support them	✓	
Other		
Current driving licence, business insurance and willingness to use own car to transport students		✓

