



**Woodend Farm school**

Kindness comes in many forms

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# Job Description

## Intervention Mentor

### Job Details

- **Position:** Intervention Mentor
- **Reports to:** **SENCo** (working closely with the Head of School and class teachers)
- **Salary/Grade:** £21,257.48 - £25,000.00 Term Time Only
- **Contract Type:** Permanent, **Term Time Only (TTO)**
- **Hours:** *TBC* (e.g., 37.5 hours, Mon–Fri)
- **Please Note:** We have two sites one in Witham and one in Great Baddow, you may be required to work at either site

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### Job Purpose

To **deliver** targeted interventions to pupils **identified by the SENCo**, ensuring every block of support is **planned, evidenced and evaluated for progress**. The role upholds Woodend Farm School's values—**Kindness, Belonging, Believing, Achieving**—within a nurturing, **sensory-aware** environment that removes barriers to learning and supports sustained improvement.

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### Key Responsibilities and Accountabilities

- **Deliver assigned interventions** (1:1 and small group) **as directed by the SENCo**, following agreed programmes, timings and group lists.
- **Prepare resources and spaces** so sessions are accessible, purposeful and ready to begin on time; make reasonable adjustments for individual profiles (e.g., ASD/SEMH/SLCN).

- **Evidence progress** for every intervention block:
  - capture a **baseline** (tool/instructions provided by the SENCo);
  - keep **concise session notes** (focus, response, next step);
  - complete **mid-point and exit measures** using the same tool as baseline;
  - collate **work samples** and short **learner voice** reflections that show change over time.
- **Maintain an intervention tracker** (attendance, engagement, RAG against targets, summary of impact) and submit updates by agreed **deadlines**.
- **Share progress** with the SENCo and class teacher at agreed checkpoints; highlight what to continue, adapt or cease, and any pupils requiring escalation or referral.
- **Timetable coordination**: organise your sessions (with guidance) so pupils attend consistently while minimising disruption to the wider curriculum.
- **Reinforce targets in class** through quick over-learning prompts or independence scaffolds agreed with the teacher.
- **Promote positive behaviour for learning** aligned to school policy; use calm, respectful and restorative responses; record incidents accurately.
- **Safeguard pupils** by following all safeguarding/child-protection, confidentiality and data-protection procedures; report concerns immediately via agreed systems.
- **Engage with parents/carers** when directed by the SENCo—share brief, accessible progress headlines and simple strategies for home.
- **Professional conduct**: be punctual, organised and reliable; participate in required training and supervision; uphold school standards in daily practice.

#### **Success Measures (Accountabilities)**

- Interventions are **delivered as directed** by the SENCo and **to schedule**.
  - **Clear evidence of progress** is recorded for all named pupils (entry → exit data, work samples, learner voice, RAG of targets).
  - **High-quality records** (session notes, tracker, summaries) are complete and **submitted on time**.
  - **Positive feedback** from SENCo/teachers regarding collaboration, clarity of reporting and responsiveness.
  - **Fidelity** to safeguarding, behaviour and SEND policies, and daily modelling of school values.
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## General

- Attend intervention briefings, reviews and supervision with the **SENCo**; act on feedback promptly.
- Provide succinct **written impact summaries** at agreed checkpoints (e.g., half-termly) with entry/exit data and next-step recommendations.
- Uphold all school policies (e.g., **Safeguarding/Child Protection, Promoting Positive Behaviour for Learning, SEND, Equality, Data Protection/Privacy**) and relevant statutory guidance.
- Maintain confidentiality and accurate records at all times, using agreed systems consistently.
- Participate in role-relevant CPD and implement learning in practice.
- Undertake any other duties commensurate with the role as reasonably required by the **SENCo/Head of School**.

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## Person Specification

### Qualifications

Essential	Desirable
Good standard of general education (e.g., Level 2+ in English & Maths or equivalent).	Relevant Level 3+ qualification (e.g., TA/HLTA or equivalent).
Current safeguarding training (or willingness to complete immediately).	First Aid qualification.
Willingness to complete role-relevant CPD identified by the SENCo.	Training linked to specific interventions (e.g., phonics, language/communication, numeracy, self-regulation).

### Experience

Essential	Desirable
Supporting pupils with SEND (e.g., ASD, SEMH, SLCN) in school settings.	Delivering time-limited interventions with <b>measurable outcomes</b> and accurate documentation.
<b>Keeping evidence of learning (baseline, session</b>	Contributing to review meetings and multi-agency plans (e.g., SaLT/EP/OT) aligned to EHCP outcomes.
<b>Working collaboratively with teachers and the SENCo to</b>	Experience across more than one phase or within specialist provision.

## Knowledge, Skills & Understanding

Essential	Desirable
<b>Understanding of barriers to learning and how structured intervention + evidence address these</b>	Awareness of sensory-friendly, low-arousal approaches and simple environmental adaptations.
<b>Ability to follow a programme, agree SMART targets with guidance,</b>	Knowledge of visual supports/structured teaching strategies that aid generalisation.
<b>Confident using simple tracking tools</b>	Familiarity with basic assistive technology to support access.
Calm, respectful behaviour support aligned to policy; restorative responses and accurate recording.	—
Clear, compassionate communication with pupils, staff and families; builds trust and promotes independence.	—
Strong organisation and reliability; accurate, timely record-keeping.	—