



Job Description and Person Specification

SEND INTERVENTION ASSISTANT

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£24,800 (Actual)
Line Manager:	Group Interventions Lead

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, inclusive practice and high expectations.

Our schools provide nurturing, structured and trauma-informed learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to identifying and removing barriers to learning through personalised, evidence-informed interventions that promote engagement, independence and meaningful progress.

We are seeking a dedicated and enthusiastic SEND Intervention Assistant to deliver targeted one-to-one and small-group interventions. Working closely with the Intervention Lead, SENCO, teachers and other professionals, you will support pupils to develop their academic, communication, social and emotional skills through structured and personalised intervention programmes.

This is an opportunity for someone who is passionate about supporting pupils with SEND, building positive relationships and helping children and young people develop the confidence, skills and independence to achieve their potential. We are seeking a SEND Intervention Assistant to deliver targeted, evidence-informed support through one-to-one and small-group interventions, working with teachers, the SENCO, the Intervention Lead and other professionals.

Role Overview

The SEND Intervention Assistant is a key pupil-facing member of the school team, responsible for delivering targeted interventions that address individual barriers to learning and promote positive pupil outcomes.

The postholder will deliver structured one-to-one and small-group programmes, including Block Therapy, AI-supported interventions and bespoke approaches tailored to individual needs, learning targets and EHCP outcomes.

Working collaboratively with the Intervention Lead, SENCO and teaching staff, the SEND Intervention Assistant will monitor pupil engagement, record progress and contribute to the ongoing review and adaptation of interventions.

The role will also support pupils to apply the skills developed through interventions within the classroom and wider school environment, promoting independence, confidence and sustained progress.

Core Purpose of the Role

To deliver high-quality, personalised and evidence-informed interventions that remove barriers to learning and support pupils to achieve positive academic, social, emotional and communication outcomes.

The role will promote pupil engagement, independence and confidence through structured support, positive relationships and effective collaboration with colleagues, ensuring interventions are appropriately targeted, consistently delivered and regularly reviewed against individual learning targets and EHCP outcomes.

Key Responsibilities

Target Intervention Delivery

- Deliver structured one-to-one and small-group interventions in line with individual learning plans, EHCP outcomes and agreed targets.
- Deliver Block Therapy, AI-supported interventions (with training provided) and bespoke programmes tailored to individual pupil needs.

- Prepare appropriate materials and adapt activities to pupils' communication, developmental and sensory needs.
- Use evidence-informed strategies, structured routines and positive reinforcement to maintain engagement and motivation.

Learning, Wellbeing and Inclusion

- Develop trusting, professional relationships that promote confidence, resilience and independence.
- Support emotional regulation, communication, social interaction and readiness for learning.
- Use visual supports, task chunking, sensory strategies and differentiated approaches as appropriate.
- Help pupils apply skills developed in interventions within lessons and across the school day.

Monitoring Progress and Impact

- Maintain accurate records of sessions, attendance, engagement, activities and progress against agreed targets.
- Provide clear, timely feedback to the Intervention Lead, teachers, SENCO and relevant professionals.
- Contribute evidence to pupil reviews and help adjust interventions where progress or engagement indicates a need for change.
- Handle pupil information confidentially and in line with school data protection requirements.

Teamwork and Professional Practice

- Work collaboratively with teachers, teaching assistants, therapists and other professionals to complement classroom provision.
- Communicate appropriately with families when requested and within agreed professional boundaries.
- Attend relevant meetings, induction, training and professional development activities.
- Maintain intervention resources and ensure activities are safe, appropriate and well organised.
- Where required, support intervention delivery at other First Steps Together school sites; authorised mileage will be reimbursed.

Safeguarding

- Promote the safety, welfare and dignity of pupils and report concerns promptly to the DSL or Deputy DSL.
- Follow safeguarding, child protection, behaviour, health and safety, equality and data protection policies.
- Maintain appropriate professional boundaries, confidentiality and accurate records.
- Undertake other reasonable duties commensurate with the level of the post.

Partnership Working

- Build positive and professional relationships with pupils, parents and carers.
- Provide appropriate information to families regarding SEND provision and pupil progress.
- Work collaboratively with school leaders, teachers, therapists and the wider SEND and Inclusion Team.
- Liaise with external professionals to gather information and support implementation of recommended strategies.
- Contribute accurate information to multi-professional meetings regarding pupil progress, provision and outcomes.
- Support effective communication between professionals involved in individual pupils.

Administration & Professional Development

- Maintain confidential pupil records in accordance with data protection and safeguarding requirements.
- Produce professional reports, evidence summaries and documentation within agreed timescales.
- Maintain specialist SEND resources and support the organisation of equipment, visual supports, AAC devices and intervention materials.
- Attend SEND meetings, training, INSET days and professional development activities.
- Keep up to date with relevant SEND legislation, guidance and evidence-informed practice.
- Promote inclusion, equality, respect and high expectations throughout First Steps Together.
- Undertake other reasonable duties commensurate with the grade of the post as directed by the SEND and Inclusion Team.

General Responsibilities

- Uphold First Steps Together's values and expected standards of professional conduct at all times.
- Promote and uphold safeguarding responsibilities, remaining alert to concerns and reporting or escalating them promptly in accordance with Group procedures.
- Comply with all relevant policies, procedures, statutory and regulatory requirements, including health and safety, confidentiality and data protection.
- Promote equality, diversity, inclusion and respectful professional relationships.
- Complete required training and maintain the knowledge and competence necessary for the role.
- Maintain accurate records and information as required.
- Undertake other duties reasonably required and commensurate with the nature and level of the role.

Success Criteria

A successful SEND Assistant will contribute to the following outcomes:

- Targeted interventions are delivered consistently and match individual pupil needs and agreed outcomes.
- Pupils demonstrate measurable progress in identified academic, communication, social or emotional targets.
- Intervention records are accurate, timely and useful for review and planning.
- Pupils are supported to generalise new skills to the classroom and wider school environment.
- Positive collaboration with school colleagues contributes to inclusive practice and pupil wellbeing.
- SEND provision is well coordinated, consistently implemented and responsive to individual pupil need.
- Interventions are appropriately targeted, regularly reviewed and adapted in response to impact.
- Relationships with pupils, families, colleagues and external professionals are constructive and focused on positive outcomes.
- The postholder contributes positively to an inclusive culture of high expectations and continuous improvement.

Person Specification

Criteria	Essential	Desirable
GCSE Level 2 Qualifications in English and Maths (A*-C or 4-9)	✓	
Experience supporting children or young people with SEND or additional needs	✓	
Ability to deliver structured one-to-one and small-group learning activities	✓	
Understanding of inclusive practice and adapting support to individual needs	✓	
Ability to build positive relationships with pupils who may experience barriers to learning	✓	
Strong communication, organisation and accurate record-keeping skills	✓	
Awareness of safeguarding, confidentiality and professional boundaries	✓	
Ability to work collaboratively with teachers and other professionals	✓	
Willingness to learn and deliver specialist interventions including Block Therapy and AI-supported approaches	✓	
Experience supporting children or young people with SEND or additional needs	✓	
Ability to deliver structured one-to-one and small-group learning activities	✓	
Understanding of inclusive practice and adapting support to individual needs	✓	
Relevant Level 3 qualification in education, SEND, childcare or a related field		✓
Experience delivering and evaluating targeted intervention programmes		✓
Experience in specialist or independent SEND education		✓
Knowledge of EHCP outcomes and individual learning targets		✓
Training in autism, ADHD, communication, sensory regulation or trauma-informed practice		✓

Personal Attributes

The successful candidate will demonstrate:

- A strong commitment to inclusion and high expectations for pupils with SEND.
- A calm, organised and solution-focused approach.
- Accuracy, reliability and a strong sense of personal accountability.
- Professional curiosity and confidence in using evidence to inform support.
- Empathy, patience and respectful communication with pupils and families.
- The ability to work collaboratively while maintaining appropriate professional challenge.
- A commitment to safeguarding, dignity and positive outcomes for children and young people.

What We Offer

- A rewarding role within a growing specialist education group.
- Competitive salary and term-time working.
- Comprehensive induction and ongoing support.
- Training and professional development in SEND, safeguarding and inclusive practice.
- Supportive leadership and a collaborative SEND and Inclusion Team.
- Opportunities for continued professional development and career progression.
- The opportunity to make a meaningful difference to children and young people with SEND.

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.