

## **Job Title and Level**

Intervention Support Worker with Whole School Phonics Responsibilities

Essential: GCSE or equivalent at grade level of 4 at a minimum.

## **Main Purpose of the Role**

The primary purpose of the Intervention Support Worker with Whole School Phonics Responsibilities role at Reddish Hall School is to provide high-quality, targeted support to pupils with complex educational needs, communication difficulties, and challenging behaviours. The successful candidate will have a passion for working with pupils who have a range of needs, including attachment difficulties, developmental trauma, and barriers to learning. They will be instrumental in helping the school develop its therapeutic approach to supporting pupils and enabling them to achieve successful outcomes.

The Intervention Support Worker will play a crucial role in supporting pupils by delivering tailored interventions and support in areas such as travel training, budgeting and money management, healthy lifestyle, exam support, understanding healthy relationships, building resilience, finding value in the community, time management, and online safety. Additionally, they will be responsible for overseeing the school's chosen phonics scheme (Sounds Write) and ensuring its effective implementation across the curriculum.

## **Key Responsibilities and Duties**

### **Phonics Responsibilities:**

- Oversee the school's chosen phonics scheme (Sounds Write) and its use within the curriculum.
- Guide and support staff to embed phonics approaches in whole class teaching and learning activity across all age and academic groups.
- Lead whole school and targeted CPD to build phonics knowledge and strategies for staff at a level appropriate to their role.
- Monitor the efficacy of targeted phonics assessments for pupils with lagging reading skills and develop these as appropriate.
- Share oversight of whole school data on early literacy and advise on approaches to address individual pupil needs.
- Contribute to the development of targeted literacy support for pupils at the early stages of reading, including programmes of work and focused resources.
- Be part of OFG's Phonics Network Team, reflecting and disseminating information as appropriate.
- Develop the library areas in both buildings.

### **Preparing for Adulthood and Independence:**

- Deliver targeted interventions and support to help pupils develop the skills and knowledge needed for successful transitions after Reddish Hall.

- Provide travel training to enable pupils to develop confidence and skills in using public transportation.
- Assist pupils with budgeting and money management.
- Promote healthy lifestyles by educating and supporting pupils in areas such as nutrition, physical activity, and mental health.

#### **Therapeutic Support:**

- Work alongside the therapy and intervention team to provide holistic support to pupils, addressing their social, emotional, and mental health needs.
- Deliver targeted interventions and support to help pupils develop resilience, self-regulation, and positive coping strategies.
- Assist pupils in understanding healthy relationships and building positive social connections.
- Support pupils in finding value and purpose within their community, fostering a sense of belonging and engagement.

#### **Academic and Exam Support:**

- Provide exam support to pupils, including study skills, exam preparation, and strategies for managing stress and anxiety.
- Support pupils with time management and organisational skills to help them succeed academically.

#### **Online Safety:**

- Educate and support pupils in developing safe and responsible online behaviours, including cybersecurity, digital citizenship, and the management of online relationships.

#### **Collaboration and Teamwork:**

- Work closely with teachers, therapists, and other support staff to ensure a coordinated and holistic approach to supporting pupils.
- Communicate effectively with parents/carers to involve them in the support and progress of their child.
- Participate in multidisciplinary meetings and contribute to the development of individual education and support plans.

#### **General Responsibilities:**

- Adhere to all school policies and procedures, particularly those related to safeguarding, health and safety, and data protection.
- Attend relevant training and professional development opportunities to continuously improve practice.
- Promote the school's vision, values, and ethos, and contribute to the wider life of the school community.

## **Skills and Competencies**

- Excellent interpersonal and communication skills, with the ability to build positive relationships with pupils, families, and colleagues.
- Empathy, patience, and a genuine passion for supporting young people with complex needs.
- Strong problem-solving and decision-making skills, with the ability to adapt support strategies to meet individual pupil needs.
- Knowledge and understanding of the challenges faced by pupils with social, emotional, and mental health difficulties, as well as those with attachment difficulties, developmental trauma, and barriers to learning.
- Ability to work collaboratively as part of a multidisciplinary team, sharing information and best practises.
- Proficient in delivering targeted interventions and support in areas such as travel training, budgeting, job and college applications, healthy lifestyle, exam support, and online safety.
- Excellent organisational and time management skills, with the ability to prioritise and manage a varied workload.
- Commitment to ongoing professional development and a willingness to learn and implement new strategies and approaches.

## **Professional Development**

Reddish Hall School is committed to the continuous professional development of its staff. The Intervention Support Worker with Whole School Phonics Responsibilities will have access to a range of training opportunities, including:

- Regular in-house training sessions on topics relevant to the role, such as attachment theory, trauma-informed practice, and therapeutic approaches.
- Opportunities to attend external training and conferences to stay up-to-date with best practises in supporting pupils with complex needs.
- Mentoring and coaching from experienced members of the therapy and intervention team.
- Opportunities to take on additional responsibilities and leadership roles within the school.

The school will support the Intervention Support Worker in identifying and pursuing relevant professional development opportunities that align with their personal and career goals, as well as the needs of the school.

## **Safeguarding**

The Intervention Support Worker with Whole School Phonics Responsibilities will be responsible for working in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and the school's safeguarding and child protection policies. They will

work closely with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary. Ensuring the safeguarding of all pupils in the school will be a key priority for the Intervention Support Worker.