SEN Intervention Assistant

Job Description

Ark White City, Ark Bentworth and Ark Conway
Base school: Ark White City Primary Academy
Hours: 36 hours per week, term time only
Contract: Fixed term until 31 August 2027
Salary: Scale 4 .3 - .7 FTE £29,043 - £30,798. Actual pro rata salary £24,981 - £26,491
Working pattern: 2 days per week at Ark White City, 1.5 days at Ark Bentworth and 1.5 days at Ark Conway
Reporting to: SENCOs across the three academies

We are looking for a skilled, warm and highly organised **SEN Intervention Assistant** to work across our three Hammersmith & Fulham primary academies: Ark White City, Ark Bentworth and Ark Conway. The role will focus on delivering **targeted SEN interventions**, primarily for pupils in **Reception and KS1** who do not have an Education, Health and Care Plan. The main focus of the role will be developing pupils' speech, language and communication skills, alongside targeted support for pupils with additional needs, including the use of autism-informed approaches where appropriate.

Working under the guidance of the SENCOs and relevant external professionals, the successful candidate will deliver structured interventions including speech and language programmes, Colourful Semantics, speech and language assessment and follow-up activities, and approaches such as Attention Autism / Bucket Time. The specific interventions delivered will reflect the needs of pupils across the three academies and the their areas of need. The role will involve working predominantly with individual pupils and small groups, using agreed programmes and assessments to identify starting points, deliver targeted support and demonstrate progress over time.

Key responsibilities

Speech, Language and Communication Support

- Deliver targeted speech, language and communication interventions with individual pupils and small groups.
- Implement programmes and targets recommended by Speech and Language Therapists, SENCOs and other relevant professionals.
- Deliver approaches such as **Colourful Semantics**, language development activities and other structured speech and language programmes.
- Use agreed progression tools and assessment materials to identify starting points, monitor development and inform next steps.
- Complete speech and language screening or assessment activities where trained and directed to do so.
- Deliver follow-up sessions following Speech and Language Therapy assessments and professional recommendations.
- Support pupils to develop their receptive and expressive language, vocabulary, sentence construction, listening, attention and communication skills.
- Where appropriate and following training, deliver structured attention and communication approaches such as **Attention Autism / Bucket Time**.
- Prepare appropriate resources and adapt intervention activities to meet pupils' individual communication and developmental needs.

Working with pupils

- Build positive, warm and trusting relationships with young children, particularly pupils in Reception and Year 1.
- Create sessions in which pupils feel safe, successful and motivated to communicate and participate.
- Maintain high expectations while adapting activities appropriately for pupils' developmental and communication needs.
- Support pupils to develop confidence, independence, attention and positive learning behaviours.
- Recognise when a pupil is finding communication, regulation or interaction difficult and respond calmly and appropriately.
- Ensure interventions remain purposeful, engaging and closely connected to identified pupil targets.

Assessment, recording and impact

- Maintain accurate and timely records of interventions delivered, pupil attendance and progress against identified targets.
- Establish clear starting points and use agreed measures to demonstrate the progress pupils make over time.
- Regularly review pupil performance and identify where an intervention should continue, be adapted, intensified or concluded.
- Capture evidence of impact through assessment information, observations and examples of pupils' developing communication.
- Record relevant information accurately within school systems and provision-mapping processes.
- Support SENCOs and leaders to evaluate the effectiveness of speech and language provision across the three schools.
- Be able to clearly describe and evidence the difference an intervention is making for an individual pupil.

Communication and partnership

- Develop strong working relationships with class teachers, co-teachers, SENCOs and inclusion leaders across all three academies.
- Keep relevant staff regularly updated about pupils' targets, progress and strategies that should be reinforced within the classroom.
- Work closely with Speech and Language Therapists and other professionals, ensuring their advice is implemented accurately and consistently.
- Share relevant information clearly and professionally while maintaining appropriate confidentiality.
- Contribute to discussions about pupils' needs, provision and next steps where appropriate.
- Work effectively across three different school settings, adapting quickly to different teams, timetables and pupils while maintaining consistency in the quality of provision.

Organisation and professional responsibilities

- Manage a timetable of pupils and interventions across three academies effectively.
- Arrive prepared for sessions, ensuring resources and pupil information are organised in advance.
- Follow programmes and professional recommendations accurately while using appropriate judgement when pupils require adaptations.
- Communicate proactively if sessions cannot take place or if concerns emerge about a pupil's progress.
- Participate in relevant training and professional development relating to speech, language, communication, autism and early child development.
- Work flexibly in response to changing pupil needs and priorities across the cluster.
- Actively promote the safeguarding and welfare of all children and follow each academy's safeguarding procedures.
- Maintain confidentiality and comply with Ark's data protection requirements.
- Undertake other reasonable duties appropriate to the role as directed by the SENCOs.

SEN Intervention Assistant

Person Specification

Qualifications

Essential

- GCSE English and Maths at Grade 4/C or above, or equivalent.
- Right to work in the UK.

Desirable

- Relevant qualification in education, childcare, SEND, speech and language support or child development.
- Training in speech, language and communication interventions.

Knowledge and experience

We are particularly interested in candidates who have:

- Experience of working successfully with children in a primary school, nursery, early years or comparable setting.
- Experience of working with pupils with speech, language and communication needs.
- Experience of delivering individual or small-group interventions.
- Experience of delivering programmes such as **Colourful Semantics**, Attention Autism / Bucket Time or similar structured communication interventions.
- Experience of following Speech and Language Therapy programmes or recommendations.
- Some understanding of speech and language screening, assessment and progression tools.
- An understanding of typical communication and language development within the Early Years and Key Stage 1.
- Experience of supporting children with autism or social communication differences would be advantageous.

Previous experience or training in all of these areas is not essential, but applicants should have a strong foundation in working with children and be willing and able to undertake further training.

Skills and attributes

The successful candidate will:

- Be excellent at building positive relationships with young children.
- Be patient, warm, encouraging and able to make intervention sessions enjoyable and purposeful.
- Have strong spoken and written communication skills.
- Be confident working individually with pupils and leading small groups.
- Be able to follow programmes and professional instructions carefully and consistently.
- Be highly organised and able to manage competing priorities across three schools.
- Keep clear, accurate and useful records.
- Be confident using assessment information and other evidence to demonstrate pupil progress.
- Communicate proactively with teachers, co-teachers, SENCOs and other professionals.
- Understand the importance of connecting intervention work with pupils' everyday classroom experience.
- Be able to work independently while knowing when to seek guidance or escalate a concern.
- Be reliable, punctual and able to work effectively across different teams and settings.
- Be reflective, responsive to feedback and committed to developing their expertise.
- Maintain high standards of confidentiality and professional conduct.
- Have a strong commitment to safeguarding and promoting the welfare of children.

Our approach

This role is designed to strengthen early identification and intervention for pupils with emerging speech, language and communication needs across our three Hammersmith & Fulham academies.

By identifying needs early, delivering high-quality targeted intervention and closely measuring its impact, we want more pupils to develop the communication skills they need to access learning successfully and thrive in school.

The successful candidate will therefore play an important role not simply in **delivering interventions**, but in ensuring that we can demonstrate what pupils have learned, how their communication has developed and what needs to happen next.

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. The successful candidate will be subject to Ark's safer recruitment procedures and an enhanced DBS check.