



## Intervention Specialist Practitioner

**Job Description:** *Intervention Specialist Practitioner (Literacy, Numeracy, Phonics, and Reading)*

**Role:** Full-time, Permanent

**Salary:** *Dependent on qualifications and experience (indicative range HLTA scale or equivalent) - confirmed at interview*

**Reporting to:** Assessments & Interventions Co-Ordinator

### ***About Ian Mikardo High School:***

Ian Mikardo High School is an outstanding SEMH specialist school, recognised nationally for its innovative and transformative practice. Our students have a wide range of social, emotional, and mental health needs, and we are committed to providing a supportive, nurturing, and highly personalised educational experience for every learner.

We are now seeking a passionate and skilled Intervention Specialist Practitioner to join our team, leading 1:1 and small group educational interventions with a focus on literacy, numeracy, phonics, and reading development.

### ***Key Responsibilities:***

- To conduct initial academic assessments for students being assessed for entry to the school role
- Plan, deliver, and evaluate high-quality 1:1 and small group intervention programmes to address gaps in students' literacy, numeracy, phonics, and reading skills.
- Develop personalised learning plans for each student, informed by baseline assessments, teacher referrals, and ongoing progress tracking.
- Use a range of evidence-based intervention programmes and strategies, adapting delivery to meet the complex SEMH needs of students.
- Deliver targeted catch-up support for students working below expected levels and extension/enrichment programmes for students demonstrating higher ability or potential.

- Work collaboratively with teaching staff, SENCo, Speech & Language Therapists, and other professionals to ensure a joined-up approach to student support.
- Regularly assess and monitor progress against individual targets using qualitative and quantitative measures; contribute to formal reporting cycles and review meetings.
- Maintain accurate and timely records of intervention sessions, student engagement, achievements, and next steps.
- Support the embedding of literacy and numeracy skills across the wider curriculum by modelling best practices to other staff where appropriate.
- Contribute to whole-school intervention planning and support school improvement priorities related to teaching and learning.
- Provide guidance, resources, and advice to colleagues on the effective teaching of literacy, numeracy, phonics, and reading.
- Attend relevant training and CPD to maintain and update knowledge and expertise, particularly regarding SEMH strategies and literacy/numeracy interventions.
- Actively promote and model the school's therapeutic and relational approach, ensuring all interactions are trauma-informed and sensitive to students' individual needs.

### ***Essential Requirements:***

- HLTA qualification or higher; ideally degree-level qualification in education, SEND, literacy, numeracy, or a closely related field.
- Substantial experience delivering targeted literacy, numeracy, phonics, and reading interventions, preferably within a specialist or SEMH school environment.
- Specialist knowledge of:
  - Synthetic phonics programmes (e.g., Read Write Inc., Little Wandle, Sounds-Write)
  - Literacy catch-up interventions (e.g., Rapid Plus, Lexia, Fresh Start)
  - Numeracy programmes and resources (e.g., Numicon, Plus 1/Power of 2, Success@Arithmetic, Dynamo Maths)
  - Guided reading models and comprehension strategies (e.g., Reciprocal Reading)
- Strong understanding of progress tracking and assessment methods for intervention programmes, including setting SMART targets.
- Knowledge of barriers to learning experienced by students with SEMH needs and strategies to overcome these.
- Confidence working independently and adapting sessions responsively in line with student needs and engagement levels.
- Excellent communication and interpersonal skills; ability to build strong, trusting relationships with vulnerable young people.
- Ability to work collaboratively as part of a multidisciplinary team.
- Strong organisational skills, time management, and a flexible, problem-solving attitude.
- Commitment to safeguarding and promoting the welfare of children and young people.

***Desirable:***

- Experience with assistive technology and digital learning tools
- Experience with EAL students and delivering interventions to support language acquisition.
- Additional training or certification in trauma-informed practice or therapeutic approaches to education.

***We Offer:***

- A dynamic, supportive, and forward-thinking staff team.
- Access to high-quality CPD opportunities tailored to SEMH and specialist interventions.
- A strong commitment to staff well-being and professional development -
- A unique, small school environment where relationships and individual impact matter.
- Supervision support and reflective practice sessions delivered by our 'in house' psychotherapists

***Application Process:***

To apply for this role, please complete the application form available on request via email from the school office - [ianmikardooffice@beckmeadtrust.org](mailto:ianmikardooffice@beckmeadtrust.org)

Please complete and return your completed application form to the school office via email by 4pm on Friday 27th June 2025.

**Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.**

**We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.**