

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		High Needs Intervention Coach	
<b>Reports to:</b>		EHCP and High Needs Manager	
<b>Job Grade</b>	LEG A	<b>Department</b>	Future Pathways

### ROLE SUMMARY:

The High Needs Intervention Coach delivers targeted, high-impact, small-group or 1:1 interventions to support students with Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health Needs (SEMH) within the Future Pathways department. Operating both within and external to the structured classroom environment, the post-holder will design and implement bespoke intervention strategies directly linked to students' Education, Health and Care Plan (EHCP) targets alongside the High Needs Team Lead within department. This role focuses on breaking down barriers to learning, promoting emotional regulation, and accelerating progress toward personal, social, and academic statutory outcomes.

### SPECIFIC ROLE RESPONSIBILITIES:

- Plan, prepare, and develop individualised intervention sessions, schedules, and sensory-tactile resources to support high-needs learners in achieving their statutory EHCP targets.
- Deliver intensive, evidence-based 1:1 and small-group interventions focusing on emotional regulation, social communication, motor skills, and independent living.
- Adapt intervention methods and coaching styles responsively and dynamically to meet the immediate communication, sensory, and neurodivergent needs of each student.
- Confidently utilise assistive technology, communication aids (e.g. PECS, AAC devices), and visual frameworks to maximise intervention accessibility.
- Provide targeted, proactive support to learners within the classroom, working in partnership with teaching staff to ensure lesson delivery is accessible.
- Act as a primary implementer of Positive Behavioural Agreements (PBAs), monitoring sensory environments for triggers to prevent student distress.
- Respond calmly and professionally to crisis situations, utilising approved de-escalation techniques.
- Motivate, inspire, and build resilience in high-needs learners, helping them overcome anxieties and barriers to learning.

- Take full responsibility for the precise, daily recording of intervention data, session outcomes, and behavioural logging using college tracking systems.
- Translate daily data and observations into robust progress reports and case notes fit for external scrutiny and statutory EHCP annual reviews.
- Work directly alongside internal and external multi-agency specialists (such as Speech and Language Therapists, Occupational Therapists, and CAMHS) to embed accessible learning strategies into daily college life.
- Maintain an in-depth, working knowledge of the UK SEND Code of Practice, safeguarding legislation and PREVENT relating to vulnerable young adults.
- Contribute actively to the transition and induction process for new high-needs students, including attending taster days and conducting campus orientation tours.
- Participate in departmental student recruitment and enrolment activities, including open evenings and interviews, to provide specialist advice to prospective parents and carers.
- Engage in standardisation and peer-review processes within the Future Pathways department to continuously improve intervention quality.
- Assist, where appropriate, with specific access arrangements for examinations, ensuring high-needs students have the correct sensory environments or readers/scribes.
- Ability to participate in evening/weekend work as required to support departmental events (e.g. parent consultation evenings).
- Undertake any other duties specific to the Future Pathways department to maintain high standards of student care, safety, and progression.

#### **CORE RESPONSIBILITIES:**

- Champion a person-centred approach, ensuring all intervention strategies respect the individual dignity, communication preferences, and sensory profiles of high-needs learners.
- Implement positive behavioural agreements and proactive de-escalation techniques to maintain a safe, regulated, and productive learning environment for all students.
- Actively participate in departmental case reviews and multi-agency meetings, sharing specialist insights regarding student progress, engagement, and barriers to learning.
- Maintain strict adherence to college safeguarding policies, health and safety regulations, and data protection legislation regarding sensitive student records.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subjects taught and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote relational practice approaches.

- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the group's values:

**Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

**Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

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<b>Department</b>	Future Pathways

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. English & Maths qualification at L2 (or equivalent) with a commitment to achieving within 2 years of appointment if not already achieved.	A
E	Q2. A relevant Level 3 qualification in Education, Supporting Teaching and Learning, Health and Social Care, or a related specialist SEND field.	A
E	Q3. Recognised specialist training in intervention strategies or therapeutic approaches (e.g. ELSA, PECS, Makaton, Dyslexia/Dyscalculia support, or Speech & Language frameworks).	A

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Substantial experience of delivering targeted 1:1 and small-group interventions to young people with high-needs, complex SEND, or social, emotional and mental health (SEMH) needs.	A / I
E	EK2. Experience of supporting high-needs learners within a classroom environment, successfully collaborating with teaching staff to differentiate lesson delivery.	A / I
E	EK3. Robust operational knowledge of the UK SEND Code of Practice and how to break down statutory EHCP targets into actionable, everyday learning milestones.	A / I
E	EK4. Experience of tracking, monitoring, and accurately reporting on student progress using both qualitative observations and data tracking systems.	A / I
E	EK5. Experience of working alongside multi-agency teams and external specialists, such as Speech and Language Therapists (SALT) or Occupational Therapists (OT).	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Exceptional interpersonal and active listening skills, with the ability to build rapid, trusting rapport with non-verbal or highly anxious learners.	A / I
E	SC2. Ability to work collaboratively and adaptively with classroom teachers, ensuring intervention support complements main lesson delivery without disrupting the class.	A / I

E	SC3. Highly developed skills in emotional regulation, demonstrating the patience, resilience, and calm demeanour required to support students during periods of crisis or high anxiety.	A / I
E	SC4. Ability to accurately identify and record subtle barriers to learning, and to proactively adjust intervention resources to suit a student's sensory or cognitive profile.	A / I
E	SC5. Strong written communication skills, with the ability to write objective, professional case notes and progress reports that are fit for statutory EHCP annual reviews.	A / I
E	SC6. Excellent organisational skills, with the proven ability to manage a busy timetable of 1:1 sessions, track multiple student profiles, and meet strict deadlines.	A / I
E	SC7. A deep commitment to safeguarding and promoting the welfare of vulnerable young people, with a clear understanding of professional boundaries and disclosure procedures.	A / I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I