



The Birley Academy
A L.E.A.D. Academy

Candidate Information Pack

Intervention Manager

The Birley Academy





Welcome from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offers.

Victoria Hall, Headteacher



About The Birley Academy

At The Birley Academy our vision is simple; we challenge ourselves and each other to be our best selves, demonstrating our school values every day, in all situations. Our latest Ofsted inspection rated the academy 'Good' across all areas and noted that students are 'proud to say they are part of The Birley Academy community. We want to be the school of choice in our region, showcasing excellent teaching and providing our pupils with an exemplary education and school experience.

Our values of Courage, Ambition, Respect, Kindness and Integrity have been developed with our staff and pupils to help all to succeed in life and achieve our academy vision together.

We are dedicated to providing a transformative educational experience that prepares students not only for academic success but also for a life of purpose, responsibility and fulfillment.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential. We work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our pupils.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Intervention Manager

Location:	The Birley Academy, Birley Lane, Sheffield, S12 3BP
Salary:	SCP 16 - SCP 21 FTE (37 hours per week, 41 weeks per year)
Closing date:	11 th November 2025
Interview date:	TBC (W/C 17 th November 2025)
Start date:	As Soon As Possible

Job purpose:

Under the direction of the Senior Leadership Team and SENDCo, this role will be accountable for the leadership and management of the intervention base.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive. These principles underpin the day-to-day culture for support to our academies.

Planning, Development and Co-ordination

- Working with the SENDCo to ensure that high quality provision is implemented in line with a pupils Education, Health and Care Plan outcomes or their SEND profile.
- To develop a calm and nurturing environment where student's needs are met.
- To co-ordinate the deployment of SEMH support staff and ensure that interventions are delivered in line with provisions stated within student's Education, Health and Care (EHCP) Plan, or as directed by the SENDCo.
- To coordinate and contribute to team, meetings, and events.
- To liaise closely with mainstream colleagues to provide a joined-up approach to meeting individual student needs. Providing advice and support to teachers and other support staff as to the most effective methods of support for students with Communication and Interaction Needs.
- Provide support to employ teaching strategies to encourage the student to work with increasing independence within a group and class.
- To plan and deliver personalised outcomes that support the development of independent learning skills and development of emotional regulation.
- To lead or contribute to professional development activities as part of the planned school programme and promote outstanding practice.
- To support transition for students with SEND needs.

Job Description



Monitoring and assessment

- To make appropriate use of monitoring and assessment strategies to evaluate students' progress towards planned learning intentions.
- To monitor and evaluate the impact of interventions delivered by SEMH support staff.
- To use assessment, feedback and reflective practice information to improve a range of interventions.
- To monitor and assess the effectiveness of interventions and provide immediate and constructive feedback to support children as they learn.
- To identify needs and support young people with differing levels of ability and SEND.
- To keep accurate records of student progress, and report on student's attainment to parents, carers, other professionals.
- Be responsible for keeping and updating records as agreed with Senior Leaders contributing to the reviews of records and systems as requested.
- Assist the SENDCo in the development, monitoring and review of pupil profiles.
- Report on student achievement, progress and issues in a suitable format.

Teaching and Class Management

- To have high expectations of students and build successful relationships focussed on teaching and learning.
- Develop a positive relationship with the student to support progress and attainment and promote self-esteem and independence.
- Provide feedback to the students on their progress, achievement and attainment either directly or through their designated support.
- To establish a purposeful learning environment where diversity is valued and where the child feels safe, secure and confident.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- Model best practice to specialist Teaching Assistants to ensure effective communication and positive interactions with SEMH students.
- Model to other teachers, effective strategies to support students to access learning and be included in the learning community.
- Facilitate training and champion the use of assistive technology that promote increase learner outcomes and independence in learning.
- To set high expectations for student behaviour and use strategies that create a calm learning environment.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Assist in student supervision and management of student behaviour, in line with school procedures.
- Deliver one to one or small group sessions as required by need.
- To use ICT effectively in delivery of teaching and learning, and as a tool to develop students independent learning skills.
- To work collaboratively with mainstream colleagues and manage the work of support staff to enhance child's learning.

Job Description



Relationships and Partnerships:

- Develop strong relationships and effective working arrangements with Trust and school staff.
- Establish effective partnerships with other agencies and services involved in supporting individual pupils, e.g., speech therapists, social workers, educational psychologists and other Sheffield services.
- Effective coordination and liaison with multi-agency professionals.
- Work with individual staff who require support with special educational needs and/or disabilities.
- Respond to staff, student, parents and other stakeholder queries in a timely and professional manner.

Other Responsibilities

- Leading on pupil centred planning and offering support, advice and liaison with families.
- Research and review best practice in supporting students with significant needs.
- Support with and lead on the assess, plan, do and review process for individual students who either have or may require an Extended Support Plan or EHCP.
- Contribute to whole service developments and staff training initiatives.
- Participate in SEND department meetings and training.
- Work within school policies and procedures.
- Contribute to the provision of an effective environment for learning.
- To act as an emergency First Aider and intimate care provider as required

Records Management

- All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. Employees are required to be conversant with the Trust's policies and procedures on records management.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• 5 A*- Cs or 9 - 5 grades at GCSE including English and Maths. • Level 3 qualification (NVQ Level 3 or A Level)	• A degree qualification or equivalent • Evidence of Continuous Professional Development in behaviour management training.

Skills and Knowledge	Essential criteria	Desirable criteria
	• Proven track record of securing a successful and positive culture. • Outstanding SEND practitioner • Effective use of ICT packages, especially Word, Excel, Outlook and Microsoft Access, as well as Explorer and databases. • Strong interpersonal and communication skills • A profound understanding of the elements which comprise effective SEND provision • The ability to embrace, adopt and put in to practice the school's approach to behaviour management • The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience	• Coaching and mentoring colleagues

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	• Able to demonstrate substantial and successful experience of inclusive practice • Experience of leading aspects of SEND provision.	• Experience of undertaking school SEND audits • Experience of SIMS computerised systems. • Experience of gathering and interpretation of SEND information. • Up to date knowledge in SEND including national policy, SEND related strategies, inspection findings and statutory requirements • Knowledge and understanding of key partnerships and processes that meet the needs of children and young people

Personal Attributes	Essential criteria
	• Have the ability to work flexibly to attend after/before school calendared events as required. • To be solution focused and proactive in overcoming potential challenges that may present themselves in a busy environment. • To be professional and credible with the ability to quickly demonstrate value and expertise with staff, the young people and other stakeholders. • Politically sensitive in the complex environment of safeguarding • Committed to self-development and the development of others

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Additional Requirements

Essential criteria

- This role is subject to an enhanced DBS



How to apply

Closing date: 11th November 2025
Interview date: TBC (W/C 17th November 2025)
Contact email: hr@birleysecondaryacademy.co.uk
Contact number: 0114 2392531

Visit our websites vacancy page to apply for this position.
<https://www.birleysecondaryacademy.co.uk/vacancies/>

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



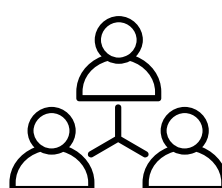
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Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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A L.E.A.D. Academy

The Birley Academy

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www.birleysecondaryacademy.co.uk