'Trust, Restore, Achieve'

VACANCY

Interventions Manager – King's Park Campus

Salary:	PO2 29 to 32 – £42,771 - £45,750 pro rata
Contract type	Fixed Term Contract 1 year in the first instance
Hours:	35 hours per week – Term Time Only

Newhaven School

Newhaven School is a complex organisation working with a range of young people across multiple sites. This role will be based at our King's Park Campus in Eltham.

We are currently seeking an exceptional Interventions Manager to join our King's Park team. The successful candidate will play a key role in developing and delivering bespoke interventions that support the individual needs of our students and help them to overcome barriers to learning.

The successful candidate will have experience of working with young people with SEN, SEMH and/or complex needs and will have a strong understanding of how targeted interventions can support their development, engagement and progress.

You will be responsible for designing, planning and delivering a range of bespoke interventions rooted in current evidence-based research, including interventions relating to areas such as autism, ADHD, OCD and SEMH needs.

Key Responsibilities include:

- Designing, planning and delivering bespoke interventions to meet individual student needs.
- Working closely with SENCOs to develop interventions that support students' annual review targets and either delivering these interventions directly or advising staff on their delivery.
- Training and supporting TAs and HLTAs to deliver agreed interventions and overseeing the quality and consistency of their delivery.
- Assessing, tracking and monitoring the impact of interventions and using relevant data to evaluate student progress and inform future support.
- Working closely with SLT, SENCOs, Pastoral Managers, Teachers, Tutors, HLTAs and Mentors to promote student engagement and attendance.
- Using attendance, behaviour, engagement and attainment data to identify needs and support positive outcomes for students.
- Liaising with parents/carers and external agencies where appropriate to provide additional support and guidance.
- Working with the SENCOs and CEIAG Lead to ensure interventions support students' individual pathways, next educational provisions and/or employment opportunities.

The ideal candidate will:

- Have relevant experience of working directly with young people with SEN, SEMH and/or complex needs.
- Have experience of designing, planning and delivering interventions for young people.
- Have a strong understanding of the challenges and barriers experienced by young people with complex needs and emotional school-based avoidance.
- Be able to build positive, trusting relationships with young people, families, staff and external agencies.
- Be highly organised, able to prioritise effectively and confident in making decisions and supporting or delegating to others where appropriate.
- Have excellent communication and interpersonal skills, with the ability to share clear and accurate information and understand when and with whom information should be shared.
- Have good ICT skills, including the ability to use word processing, spreadsheet and database software.
- Have a strong commitment to safeguarding and promoting the welfare of young people.
- Be committed, enthusiastic, reliable and willing to learn and work as part of a team.

Closing date: 15th October 2026
Shortlisting: 16th October 2026
Interviews: W/C 19th October 2026
Start date: ASAP

For further details about Newhaven School and to download our application form please visit: www.newhavenschool.co.uk *(Please note CVs are not acceptable).*

If you would like to view the school to get a better idea of us you can arrange a visit by emailing recruitment@newhaven.greenwich.sch.uk.

Newhaven is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All appointments will be subject to a satisfactory Enhanced with Barred List check through the Disclosure & Barring Service (DBS) plus additional pre-employment checks.

Newhaven is committed to the journey of decolonising our school by becoming deeply reflective about our systems, processes and decisions, by sharing our lived experiences in a genuine way that means we have a much better understanding of each other and by developing our staff so that all have equity of opportunity.