

Nurture Assistant



The Stour Academy Trust

Introduction

The Stour Academy Trust puts the needs of children at the heart of our decision making – children come first.

Established in 2012, The Stour Academy Trust are a primary school sector only Trust, for children aged 4-11 years. The well-being of our pupils is our number one priority. Our foundations have been grown first before expansion. We will only expand when we have the capacity to do so.

Core Purpose:

The Trust's ultimate goal is to improve outcomes for children. Therefore, we develop highly skilled back-office teams, using the latest technology, to support the teaching and learning team so they are free to focus on the core task of teaching, to ensure the best outcomes for all children

Values:

We value children's well-being and their education above all else. We put the needs of children at the heart of our decision making – children come first.

What drives us?

We have a moral obligation to provide children with the highest standard of teaching and learning.

Leading with a strong vision and clear direction gives our Trust a tremendous opportunity to build on our strengths, become more distinctive and in an ever-changing environment, remain relevant and strong.

The Trust prides itself on the ability to build effective teams which go on to support collaborative approaches to working at all levels, encouraging openness and sharing of ideas. As a Trust we have established a supportive ethos across the MAT promoting a culture of common accountability among all employees. We are not afraid to move out of our comfort zone and our pro-active 'can-do' philosophy seeks out solutions to overcome barriers with a sense of urgency. The Trust staffing structure focuses on high standards throughout the establishment, ensuring succession planning at all levels of leadership and within our outstanding teams.



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Post: Nurture Teaching Assistant

Reports to: Headteacher / SENCO

Liaising with: Headteacher, Senior Leadership Team, Staff, Parents and Pupils, and external agencies

Purpose:

To work under the guidance of the SENCO / senior staff and within the guidance of the Well Being Policy to provide support for social, emotional and mental health needs of individuals / groups, in or out of the classroom. This could include advising class teachers on the provision for meeting SEMH needs within the classroom.

Specific Responsibilities:

1. Support for Pupils

- To support pupils 'social and emotional development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance
- To support the learning of individuals and groups of pupils through the provision of the well being curriculum and to act as a role model, setting high expectations
- To focus on individual pupils to ensure their needs are being met within the well being interventions To plan and facilitate specific well-being interventions, e.g. drawing and talking, Lego therapy and nurture groups.
- To lead and maintain positive and enjoyable break times for pupils including organising and participating in physical games and activities alongside others.
- To work with other staff to develop and implement a well-being curriculum for pupils
- To encourage pupils to interact and work co-operatively with others
- To observe, record and support the social and emotional development of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement
- To promote the inclusion of all pupils within the school so that that participate in all aspects of school life
- To participate in pupils' play and extend and stimulate emotional literacy through conversation
- To monitor and evaluate pupil's responses to activities in well-being interventions through observation and planned recording of achievement against set well-being targets

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2. Support for Teachers/SENCo

- To support class teachers in their understanding of the Boxall assessments so that they are able to accurately complete them
- To advise teachers on well-being strategies that will result in high standards of behaviour, attentiveness and cooperation in the classroom
- To support class teachers to create supportive and relaxed working environment that make pupils feel happy and secure.
- To liaise with class teachers/SENCo to set and implement targets for individuals using the Boxall assessments as a basis
- To follow-up and address classroom behaviour incidents, as reported by class teachers, in the nurture room
- To listen, support and discuss issues sensitively with parents and carers under the supervision of the teacher/SENCo/FLO and to occasionally participate in feedback sessions/meetings with parents
- To provide objective and accurate feedback as required to the SENCo/teacher on pupil well-being progress and other matters ensuring the availability of appropriate evidence
- To be responsible for keeping and updating well-being records, contributing to reviews of systems/records as required
- To distribute Boxall assessments for class teachers to complete when necessary
- To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support for the Well-Being Curriculum

- To prepare, plan and manage specific well-being activities using effective methods and adjusting them according to pupils' responses/needs
- To set out and prepare the nurture room/nurture playground equipment according to the needs of the pupils
- To implement the Trust Well Being Policy, making effective use of opportunities to support the development of emotional behavioural skills
- To help pupils access learning activities in the classroom through well-being provision
- To determine the need for, source and order general and specialist equipment and resources for the nurture room/playground
- To liaise with lunchtime supervisors to meet the individual needs of pupils on the playground



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4. Support for the School

- To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- To display pupils work to reflect their achievement
- To supervise pupils on outings and visits as required
- To supervise specifically identified pupils at lunchtimes and break time
- To attend well-being meetings as required
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school to be a proactive member of the school and well-being team
- To participate positively and professionally in effective relationships with team members to support achievement and progress of pupils
- To provide appropriate guidance and assist in the training and development of staff as appropriate
- To attend relevant courses and learning activities in order to update knowledge as required
- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher / SENCO to carry out appropriate duties within the context of the job, skills and grade.

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