**Job Description and Person Specification**

Teaching Assistant for Nurture

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| **Post:**  **Reports to:** |  |
| **Liaising with:** | Senior Leadership Team, Teachers, Governors, Trust Schools, Staff, Parents/Carers and external agencies. |
| **Purpose of the Job** | To work under the guidance of the SENCo/senior staff to provide support for social, emotional and mental health needs of individuals/groups, through a nurture group approach .This will also include advising class teachers on the provision for meeting SEMH needs within the classroom environment through inclusive teaching practices. |
| **Key Functions:** | |
|  | To support in the running and establishment of a school nurture group.   * To plan and facilitate specific well-being interventions, e.g. drawing and talking, Lego therapy and anger or anxiety management. * To lead and maintain positive and enjoyable break times for pupils including organising and participating in physical games and activities alongside others. * To contribute to the whole school inclusive ethos, environment and organisation both practically and as a positive role model for pupils and colleagues. |
| **Specific Responsibilities:** | |
|  | The main responsibilities of the post are to:   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 * 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 wellbeing interventions and the nurture group. * 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 they are able to 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 individual targets.   2 Support for Teachers/SENCo   * To support class teachers in their understanding and completion of the Boxall assessments * To advise teachers on well-being strategies that will result in high standards of behaviour, engagement and cooperation in the classroom * To support class teachers to create a 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 required through the use of a restorative justice approach * To listen, support and discuss issues sensitively with parents and carers under the supervision of the teacher/ SENCo/PSA 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 work with an established behaviour policy to manage behaviour constructively, promoting self-control, self-reflection and independence.  1. 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 individual 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   4. Support for the School   * To promote the policies and ethos of the school, 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 wellbeing 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 excusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.** |

**Person Specification**All Saints CofE Primary School are dedicated to appointing the best possible candidates.

The successful candidate for this position will have the ability to motivate and inspire those they work with, break through the barriers of expectations and harness all opportunities to create a climate of success and achievement for all.

The **Nurture Assistant** at All Saints will hant to make a difference. They will be ready for a challenge and will bring a wealth of innovative ideas to engage all stakeholders. Our **Nurture Assistant** will be approachable and consistent; they will give and earn respect from our pupils, staff, parents and carers.

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|  | Evidenced in | | |
|  | Application | Interview | References |
| **Education and Professional Qualifications** | | | |
| Education to Level 3 |  |  |  |
| Minimum of Level 2 qualification in English and Mathematics |  |  |  |
| Evidence of continuous professional development |  |  |  |
| First Aid qualified |  |  |  |
| **Experience** | | | |
| Experience of coaching young people |  |  |  |
| Experience working within a school setting |  |  |  |
| Experience of supporting disaffected and challenging young people within the school environment |  |  |  |
| Experience of using the Boxall Profile assessment |  |  |  |
| Experience of supporting young people of all abilities including those with SEN, EAL and Gifted and Talented |  |  |  |
| Experience of delivering specific well-being intervention programmes |  |  |  |
| Experience of developing and delivering consistently effective monitoring and tracking of pupils’ successes and areas for development |  |  |  |
| **Knowledge and Skills** | | | |
| Understanding of how to monitor and track the progress of pupils |  |  |  |
| Understanding of how, as an adult in an education environment, you can create a culture of high expectations |  |  |  |
| An developed understanding of attachment theory |  |  |  |
| Understanding of the Nurture Group approach and the theory underlying Nurture provision and ethos |  |  |  |
| An understanding of the complex lives that some young people lead |  |  |  |
| Understanding of safeguarding |  |  |  |
| Knowledge of child learning processes and Special Educational Needs |  |  |  |
| Proven ability to manage a demanding workload, work under pressure and deal with conflicting demands |  |  |  |
| Ability to overcome communication barriers with children and adults |  |  |  |
| Ability to understand and implement the academy’s behaviour management policy |  |  |  |
| Good understanding of the academy’s curriculum |  |  |  |
| Experience of working with collaborative partnerships |  |  |  |
| **Personal Attributes** | | | |
| Resilience, the ability to work under pressure and be able to meet deadlines |  |  |  |
| Proven ability to think both tragically and creatively to prioritise |  |  |  |
| Ability to use initiative to respond to unexpected problems using recognised procedures and policies as a guide |  |  |  |
| Excellent communication skills (including written, oral and presentation skills) |  |  |  |
| A commitment to safeguarding and promoting the welfare of children and young people |  |  |  |
| Ability to work creatively and collaboratively |  |  |  |
| Demonstrably professional, honest and loyal |  |  |  |
| Flexible and open to continuous change Commitment to our pupils and their learning, wellbeing and safety |  |  |  |
| Committed to equality and inclusion for all pupils |  |  |  |
| Able to build and maintain successful and purposeful relationships |  |  |  |
| Ability to work effectively within a team |  |  |  |