

## ORCHARD ACADEMY TRUST – JOB DESCRIPTION



<b>Post title:</b>	Nurture Practitioner
<b>Salary:</b>	KR5
<b>Line Manager/Appraiser:</b>	SENCo

### Purpose of Role

- To work under the guidance of the SENCo Headteacher to provide support for the social, emotional and mental health needs of individuals/groups, through a nurture group approach.
- To work in partnership with the class teachers and support staff to ensure pupils' SEMH and well-being needs are being met within the classroom environment through individualised strategies and inclusive teaching practices.
- To support children in building self-regulation skills, healthy relationships and positive attitudes to learning.
- To contribute to the whole school inclusive ethos, environment and organisation both practically and as a positive role model for pupils and colleagues.

### Duties

#### Support Pupils

- 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 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
- Working with individuals or small groups of children under the direction of SENCo and teaching staff
- To plan and facilitate specific well-being interventions, e.g. drawing and talking, Lego therapy and anger or anxiety management as agreed with the SENCo/teacher adjusting activities according to pupils' responses as appropriate.
- Support the social, emotional and wellbeing of pupils
- Establish positive relationships with pupils and families
- Develop the social and emotional development of pupils
- Support children in building secure attachments with peers and adults.
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- Interact with, and support pupils, according to individual needs and skills promoting independence and prosocial skills.
- To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid.
- To supervise pupils to ensure they remain safe
- To liaise with lunchtime supervisors to meet the individual needs of pupils on the playground

## Support Teachers/ SENCo

- Contribute to information and meetings with parents/carers/other agencies as requested
- Monitor and record pupil activities as appropriate writing records and reports as required
- Liaise with other staff and provide information about pupils as appropriate
- To determine the need for, source and order general and specialist equipment and resources for the nurture room/playground
- 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 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/Well Being Assistant Headteacher 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.

## Support Whole School

- Promote the inclusion and acceptance of children with additional needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- To promote the inclusion of all pupils within the school so that they are able to participate in all aspects of school life
- 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

## Person Specification

### Knowledge

- A good standard of education particularly in English and Mathematics
- Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- Knowledge of SEN Code of Practice/Mainstream Core Standards
- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils
- Knowledge of a Nurture approach to support well-being of pupils
- Good understanding of the general aspects of child development

### Experience

- At least 2 years experience of supporting children primary aged pupils in a mainstream/specialist environment, including those with SEND
- Experience of using Information Technology to support pupils in the classroom
- Experience of developing/leading a well-being approach to support pupils

### Skills & Abilities

- Ability to consistently and effectively implement agreed behaviour management strategies
- Ability to use language and other communication skills that pupils can understand and relate to, with a focus on well-being
- Ability to establish positive relationships with pupils and empathise with their needs
- Ability to establish positive relationships with parents/carers
- Ability to demonstrate active listening skills
- Ability to provide levels of individual attention, reassurance and help with activities/intervention as appropriate to pupils' needs, encouraging the pupils to stay on task
- Ability to monitor the pupils' response to activities and, where appropriate, modify or adapt the activities as agreed with the SENCo to achieve the intended outcomes
- Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- Ability to work effectively and supportively as a member of the school team
- Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc.

### Personal Qualities

- A positive mindset
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality
- Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge

### Desirable Criteria

- NVQ Level 3 or equivalent
- Training in Boxall profiling
- Training in recognised Nurture qualification/ or equivalent