**JOB TITLE:** Nurture Lead

## 

**REPORTS TO:** Headteacher & Deputy Headteacher/SENco

## BAND: Grade C

**JOB PURPOSE**

* To lead and provide high quality care and support for children with a range of social, emotional and behavioural difficulties.

**KEY CORPORATE ACCOUNTABILITIES**

* To actively promote the Trust’s Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
* To maintain awareness of and commitment to the Trust’s Equal Opportunity Policies in relation to both employment and service delivery.
* To fully comply with the Health and Safety at Work Act 1974 etc, the Trust’s Health and Safety Policy and all locally agreed safe methods of work.
* At the discretion of the Headteacher , such other activities as may from time to time be agreed consistent with the nature of the job described above.
* To work with colleagues to achieve service plan objectives and targets.
* To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

**PRINCIPAL ACCOUNTABILITIES**

**Responsible for:**

* To take to the lead in delivering support to children with social and emotional difficulties, children with more challenging behaviours and those at risk of exclusion.
* The key aim is to adopt the Nurture Room philosophy and provision to reduce barriers to learning and participation for pupils with social, emotional and mental health needs by promoting their inclusion and reintegration within mainstream classes after the Nurture Room intervention programme.

In the Nurture Group:

* To lead and be part of a team to deliver outstanding learning experiences relevant to the Nurture Groups’ six key principles

1. Children’s learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

* Coordinate and provide support for a named group of children through a carefully structured timetable that balances learning, affection and structure within a caring home-like environment/atmosphere
* Support the Deputy Headteacher/Senco and teaching staff to help identify children in need of nurture.
* Monitor the progress of children via the Boxall Profiling System, amongst other tools, to ensure the reduction in barriers to learning, increase in inclusion in mainstream and secure excellent progress for all pupils
* Whilst maintaining appropriate professional boundaries between adults and children, establishing secure and trusting relationships with pupils to facilitate their learning and development

**Across the School**

* To support class teachers to include children with emotional and behavioural issues within their classrooms
* To assist in developing a consistent approach to managing behaviour and promoting positive attitudes to learning
* To work with the Deputy Headteacher/Senco to collect and analyse a range of data in order to assess the progress of named children, both in their academic and personal development and monitor the impact of intervention

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature : ……………………… Date: ……………… Name in full ………………..

|  |  |  |
| --- | --- | --- |
| **General heading** | **Detail** |  |
| **Qualifications & Experience** | Specific qualifications & experience | Successful experience working with children in a learning environment  Educated to NVQ Level 3 or equivalent |
| Knowledge of relevant policies and procedures | Basic knowledge of First Aid  Proven skills and abilities to work with children with social and emotional problems and special educational needs.  Full knowledge of relevant policies and procedures  Be willing to learn more about the nurture principles and ethos and participate in relevant continued professional development |
| Literacy | Excellent reading and writing skills to at least English GSCE (A-C) or equivalent |
| Numeracy | Excellent numeracy skills equivalent to at least Maths GSCE (A-C) or equivalent |
| Technology | Full working knowledge of ICT to support learning |
| **Communication** | Written | Ability to write complex reports |
| Verbal | Be warm, positive, reflective adaptive, patient, confident, cooperative, organised, flexible and sensitive to families from diverse backgrounds.  Ability to use clear language to communicate information unambiguously  Ability to listen effectively |
| Languages | Overcome communication barriers with children and adults including specialist language/communication skills if needed |
| Negotiating | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | Be committed to a ‘child-centred nurturing’ ethos.  Understand and implement the school’s behaviour management policy with the ability to contribute to a purposeful learning environment |
| SEN | Ability to understand and support children with developmental difficulty or disability |
| Curriculum | Good understanding of the school curriculum and experience implanting this and other relevant learning programmes  Knowledge of literacy/numeracy strategies |
| Child Development | Excellent understanding of the general aspect of child development and learning processes  Ability to assess progress and performance and recommend appropriate strategies to support development |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Understand the role of others working in and with the school  Be committed to pastoral care, collaborative team-work and flexible working  Understand and value the role of parents and carers in supporting children |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Team work | Ability to work effectively with a range of adults |
| Information | Know when, how and with whom to share information  Ability to follow instructions accurately |
| **Responsibilities** | Organisational skills | Good organisational skills  Ability to remain calm under pressure  Use own initiative and work independently |
| Line Management | Ability to manage and support the work of others |
| Time Management | Ability to manage own time effectively  Ability to adapt quickly and effectively to changing circumstances or situations |
| Creativity | Demonstrate creativity and an ability to resolve routine problems independently |
| **General** | Equalities | Awareness of and commitment to equality |
| Health & Safety | Good understanding of Health & Safety |
| Child Protection | Good understanding of and commitment to child protection procedures |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| CPD | Demonstrate a clear commitment to develop and learn in the role |