



JOB DESCRIPTION

Job Title:	Nurture Teaching Assistant
School:	Ore Village Primary Academy
Location:	Rye Road, Hastings, TN35 5DB
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools

Our Commitment

Be Who You Are at Kemnal - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - Kemnal is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - Kemnal is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

Job Purpose

- To work under the guidance of the inclusion lead/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
- Work inline with the school ethos and the trusts' vision.

Duties and Responsibilities

- To support in the running and establishment of a school nurture group, run on the traditional Boxall Profile model.
- 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

- 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 creative 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 emotional literacy through social stories, comic strip conversations and other evidence based interventions
- 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, emotional and mental health development of pupils to identify individual nurture group 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
- To monitor and evaluate pupil's responses to activities in well-being interventions through observation and planned recording of achievement against individual Boxall profile targets

Support for Teachers/Inclusion Lead

- 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 makes pupils feel happy and secure.
- To liaise with class teachers/Inclusion lead 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 approach
- To listen, support and discuss issues sensitively with parents and carers under the supervision of the teacher/ inclusion lead and to occasionally participate in feedback sessions/meetings with parents
- To provide objective and accurate feedback as required to the Inclusion lead/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 and support when

necessary

- To work with an established behaviour policy to manage behaviour constructively, promoting self-control, self-reflection and independence.

Support for the creative 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 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

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 designated safeguarding leads, 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

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school/trust.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.



Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the trust.
- Have proper and professional regard for the ethos, policies and practices of the trust, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out professional duties and responsibilities.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Nurture Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
Qualifications, Training and CPD		
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.	E	Application
First-aid training, or willingness to complete it.	D	Application
NVQ Level 3 for Teaching Assistants or equivalent	D	Application
Experience		
A working knowledge and demonstrable understanding of child protection and safeguarding.	E	Application & Interview
Experience planning and delivering learning activities.	E	Application & Interview
Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	E	Application & Interview
Sound knowledge and understanding of child development and the needs of children.	E	Application & Interview

Understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers.	E	Application & Interview
Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills.	E	Application & Interview
Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies.	E	Application & Interview
Experience of using the Boxall Profile assessment	D	Application & Interview
Knowledge, Skills and Attributes		
Good literacy and numeracy skills.	E	Application & Interview
Good organisational skills.	E	Application & Interview
Ability to build effective working relationships with pupils and adults.	E	Application & Interview
Knowledge of how to help adapt and deliver support to meet individual needs.	E	Application & Interview
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.	D	Application & Interview
Excellent verbal communication skills and active listening skills.	E	Application & Interview
Understanding of guidance and requirements around safeguarding children, pupil's wellbeing and equality.	E	Application & Interview
Good ICT skills, particularly using ICT to support learning.	E	Application & Interview
Understanding of roles and responsibilities within the classroom and whole school context.	E	Application & Interview
Understanding of the Nurture Group approach and the theory underlying Nurture provision and ethos	D	Application & Interview
Personal Qualities		



Enjoyment of working with children.	E	Application & Interview
Sensitivity and understanding, to help build good relationships with pupils.	E	Application & Interview
Resilient, positive, and committed to our mission, ensuring every child, whatever their background, receives a high quality education.	E	Application & Interview
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school.	E	Application & Interview
Commitment to maintaining confidentiality at all times.	E	Application & Interview
Capacity to inspire, motivate and challenge children and young people.	E	Application & Interview