



# JOB DESCRIPTION AND PERSON SPECIFICATION

## L3 Teaching Assistant (Nurture)

Grade:	Scale 4 Points 7-11 depending on experience
Responsible to:	Executive Principal
Direct Reports:	SENDCo
Indirect Reports:	
Job Description Issue Date:	
Postholder Name:	
Postholder Signature:	

## Purpose of the Role

- 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.
- 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.

## Specific Responsibilities

### 1. Support for children

- 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 using relevant school software packages

### 2. Support for the 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 advise on the need for general and specialist equipment and resources for the nurture room/playground

### **3. Support for the teacher**

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

### **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 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 attend relevant courses and learning activities in order to update knowledge as required
- To take opportunities to develop own areas of interest and expertise

### **Notes**

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

## Person Specification - Level 3 Teaching Assistant (Nurture)

	Essential	Desirable
<b>Education and Qualifications</b>		
Maths & English GCSE at C or above/Grade 4	✓	
L3 Teaching Assistant Qualification or equivalent		✓
Paediatric First Aid Certificate		✓
<b>Knowledge and Experience</b>		
Knowledge of EYFS/National Curriculum		✓
Previous experience as a L3 TA	✓	
Specialist skills/training in curriculum or learning (for example sign language, bi-lingual, dyslexia, behaviour management)		✓
Understanding of the Nurture Group approach and the theory underlying Nurture provision and ethos		✓
Experience of planning teaching and learning activities (under supervision)	✓	
Experience of how to successfully lead learning activities for a group or class of children	✓	
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓	
Understanding of how to monitor and track the progress of pupils		✓
Committed to CPD, relevant to the role	✓	
<b>Professional Skills</b>		
Appropriate IT and keyboard skills to effectively use all relevant school software		✓
Proven ability to work under pressure, prioritise and respond to deadlines	✓	
Ability to make sound judgments and work effectively under conflicting demands	✓	
Excellent inter-personal skills with the ability to communicate effectively with a broad range of audiences	✓	
Excellent written and oral communication skills	✓	
Ability to work on own initiative with a proactive, balanced approach	✓	

The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	✓	
<b>Personal Qualities</b>		
Self-motivated, with a 'can do' approach to problem solving	✓	
Ability to learn quickly and effectively	✓	
Reliable, enthusiastic, committed	✓	
Ability to form and maintain appropriate professional relationships	✓	
Have a willingness to demonstrate commitment to the values and behaviours which flow from the Elliot Foundation ethos	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
Ability and willingness to visit academies and other sites as appropriate		✓
Must be able to meet the physical demands of the role	✓	