



Nurture Support Assistant Job Description

School: St Silas C of E Primary School

Trust: Rainbow Education Multi-Academy Trust

Contract: FIXED TERM (12 months)

Grading: Grade 2 SCP 3-5

Hours: Monday – Friday, 08:15 – 15:45 plus one additional hour for CPD every Wednesday (08:15 – 16:45)

Responsible to : Headteacher

Main 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.

Duties and responsibilities:

To support in the running and establishment of a school nurture group, run on the traditional SDQ questionnaire.

- To follow prepared plans 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 effort and 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 cooperatively with others.
- To observe, record and support the social and emotional development of pupils to identify individual needs and difficulties and to feedback 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 SDQ profile targets.

2 Support for Teachers/SENCo

- To support class teachers in their understanding and completion of the SDQ assessments
- 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 SDQ 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 distribute SDQ 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.

3. 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 exclusive 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

Nurture Support Assistant

Personal Specification

Skill	Essential	Desirable
Level 2 qualification (minimum) or equivalent	✓	
Good numeracy and literacy skills (preferably Grade C+ in English and Maths).	✓	
Good level of spoken English (accurate pronunciation and grammar)	✓	
Experience of supporting pupils with SEND	✓	
Experience of working in a nurture base or with children who have SEMH difficulties	✓	
Ability to use Digital Media effectively	✓	
Paediatric First Aid qualification		✓
Food Hygiene Certificate		✓
Good understanding of school policies and procedures (relating to health and safety, equal opportunities and child protection/safeguarding)	✓	
Good understanding of primary school practice	✓	
Good understanding of child development and learning	✓	
Good personal organisation, e.g. time management	✓	
Confidence, warmth, sensitivity, reliability and enthusiasm	✓	
Keen to extend own skills and develop professionally	✓	
Ability to work independently and as part of a team	✓	
Ability to show common sense and initiative in a range of situations	✓	
Ability to keep calm and be flexible in a range of situations	✓	
Ability to interact positively with pupils, parents and colleagues	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	

