



Job Description

Nurture and Family Engagement Lead

Job Purpose

To lead, develop, and manage the school's dedicated Nurture provision, creating a safe, inclusive, and emotionally supportive environment where children with SEND and social, emotional, and mental health (SEMH) needs can thrive. The postholder will provide pastoral interventions across the school and act as the bridge between school and home, driving family engagement to improve outcomes for children and their families.

Key Responsibilities & Duties

1. Leadership of Nurture Provision

- Plan, deliver, and evaluate high-quality Nurture Group sessions following standard Nurture Principles.
- Conduct baseline and ongoing emotional and social assessments (e.g., Boxall Profile, SDQs) to track pupil progress and evaluate impact.
- Create a welcoming, structured, and predictable physical environment within the Nurture Room.
- Transition children smoothly between the Nurture setting and their mainstream classrooms, working closely with class teachers to ensure consistent support strategies.
- Model trauma-informed and Nurture-focused approaches for all staff across the school.
- Collaborate closely with the SENCO and class teachers to design and deliver high-quality, tailored learning activities that support both the academic and emotional progress of children in the Nurture setting.

2. Pastoral Support for Children

- Deliver targeted 1:1 and small-group interventions focusing on emotional regulation, self-esteem, friendship skills, and anxiety management.
- Support pupils in times of crisis, providing emotional de-escalation and safe spaces when needed.
- Contribute to early identification of children needing external mental health or therapeutic support.

- Liaise with external agencies (e.g., CAMHS, Educational Psychologists, Social Care, Early Help) to ensure cohesive pastoral packages for vulnerable children.
- Act as a Key Worker or Designated Safeguarding Person (if qualified/trained).

3. Family Engagement & Support

- Build strong, non-judgmental, and trusting relationships with parents, carers, and families.
- Act as the main point of contact for families needing advice, guidance, or signposting to external community services.
- Lead Early Help assessments and represent the school at multi-agency meetings (TAC/TAF, CIN, CP) where appropriate.
- Organise and run parent workshops, informal coffee mornings, and family learning opportunities to promote engagement with school life.
- Conduct home visits where necessary to support school attendance, engagement, and child well-being.
- Provide guidance to parents on managing challenging behaviors and emotional needs at home.

4. Safeguarding & Pupil Welfare

- Work closely with the Designated Safeguarding Lead (DSL) to log, monitor, and follow up on safeguarding and welfare concerns.
- Maintain accurate, secure, and confidential records using the school's recording system (e.g., CPOMS).
- Support strategies to improve pupil attendance and punctuality by working directly with chronically absent pupils and their families.

5. Professional Development & School Improvement

- Stay up-to-date with current research and best practice in child development, attachment theory, trauma, and SEMH support.
- Deliver training or informal guidance to staff on trauma-informed practice and classroom nurture strategies.
- Participate in school self-evaluation processes and contribute to the School Development Plan regarding pastoral care and family engagement.

Person Specification: Nurture and Family Engagement Lead

Criteria Key:

- **E** = Essential | **D** = Desirable
- **Assessment Methods:** **A** = Application Form | **I** = Interview | **T** = Task/Practical Exercise | **R** = Reference

1. Qualifications & Professional Development

Criteria	E / D	Assessment Method
Higher Level Teaching Assistant (HLTA) status, NVQ Level 3 in Supporting Teaching & Learning, or equivalent qualification.	E	A
GCSE Grade C/4 (or equivalent) in English and Mathematics.	E	A
Formal training in Nurture Principles, Boxall Profile, or SEMH interventions.	D	A / I
Training in trauma-informed practice, attachment theory, or emotional regulation strategies.	E	A / I
Designated Safeguarding Lead (DSL) training or advanced Safeguarding qualification.	D	A

2. Experience

Criteria	E / D	Assessment Method

Proven experience of planning and delivering targeted pastoral interventions (1:1 and small group) for pupils with SEND and SEMH needs.	E	A / I / T
Experience in setting up, running, or working within a structured Nurture Group setting.	E	A / I
Track record of building positive, non-judgmental, and effective relationships with hard-to-reach families and carers.	E	A / I
Experience conducting baseline and ongoing social/emotional assessments (e.g., Boxall Profile, SDQs) to measure impact.	E	A / I
Experience leading Early Help assessments and participating in multi-agency meetings (TAC/TAF, CIN, CP).	D	A / I
Experience using digital safeguarding systems (e.g., CPOMS) to record, monitor, and report concerns.	E	A / I
Experience conducting home visits or running family engagement initiatives (e.g., coffee mornings, workshops).	D	A / I

3. Knowledge & Understanding

Criteria	E / D	Assessment Method
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In-depth knowledge of the 6 Nurture Principles and attachment-aware, trauma-informed approaches in primary/secondary education.	E	A / I
Solid understanding of child development, barrier identification, and dynamic emotional regulation techniques.	E	I / T
Knowledge of local support networks, external agencies, and referral pathways (e.g., CAMHS, Educational Psychology, Social Care, Early Help).	E	A / I
Clear understanding of current statutory safeguarding legislation (e.g., Keeping Children Safe in Education) and child protection protocols.	E	A / I
Knowledge of strategies to overcome chronic pupil absence and improve attendance through family collaboration.	D	A / I

4. Skills & Abilities

Criteria	E / D	Assessment Method
Excellent interpersonal and active listening skills with the ability to communicate sensitively with pupils, parents, and colleagues.	E	A / I / T
Ability to remain calm, reflective, and resilient in high-stress or crisis situations involving pupil emotional distress.	E	I / R

Strong organizational and time-management skills to balance direct intervention, administration, and family liaisons effectively.	E	A / I
Ability to collaborate with class teachers and the SENCO to differentiate mainstream learning for nurture pupils.	E	A / I
Ability to model best practice and offer informal guidance and coaching on trauma-informed practice to school staff.	D	I / T

5. Personal Qualities & Values

Criteria	E / D	Assessment Method
Deeply empathetic, patient, and approachable demeanor, combined with high emotional maturity.	E	I / R
Unwavering belief in every child's potential and a commitment to championing inclusion and equity.	E	I
Strict commitment to maintaining confidentiality, professional boundaries, and safeguarding standard operating procedures.	E	I / R
A proactive, reflective, and self-motivated work ethic.		