

# The Pioneer Academy

## Nurture Group Teaching Assistant

### Job purpose including main duties and responsibilities

#### Main objectives of the post

A Nurture Group Teaching Assistant is responsible for working as part of a team to support children with social, emotional and mental health difficulties. The aim is to reduce barriers to learning and participation, thereby promoting inclusion and reintegration into mainstream learning by:

- Being a good or outstanding practitioner in their field
- A continuous improvement in children's social and emotional skills under the supervision of the nurture group leader, Inclusion team and senior leaders.
- Tracking performance of specified groups of pupils against agreed targets
- Leading by example to motivate and work with others

#### Key Accountabilities

1. Work in partnership with the nurture group leader, inclusion team and senior leaders.
2. Support a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
3. Work with targeted children to ensure successful reintegration into mainstream learning.
4. Meet as arranged and / or as necessary with the class teacher, nurture group leader, inclusion team and senior leaders
5. To undertake relevant training and professional development in line with the school development plan and requirements of the role.

## Teaching and learning

1. As directed by the nurture group leader, inclusion team and senior leaders, to be responsible for assessing and evaluating the activities of designated children within the nurture group and assist in the keeping of appropriate records.
2. To ensure that a high standard of physical and emotional care for all children is maintained.
3. Have a calm and restorative approach to supporting behaviour
4. Assist nurture group leader, inclusion team and senior leaders in driving a continuous and consistent partnership-wide focus on pupils' educational and emotional achievement, using agreed benchmarks to monitor progress.
5. Maintain creative, responsive and effective approaches to supporting SEMH.
6. Promote a culture and ethos of challenge and support where pupils can achieve success and develop their emotional literacy.
7. Work productively alongside school inclusion teams when required.
8. Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
9. Deliver out of school learning activities within guidelines established by the school.
10. Under the guidance of the nurture group leader, assess the needs of pupils and use detailed knowledge and specialist skills to prepare and deliver agreed sessions to support pupils' SEMH needs by ensuring the children have:
  - Awareness of their own and other people's emotions
  - A range of social vocabulary and skills
  - Strategies for managing stress, conflict and grief
  - Good self-esteem
11. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
12. Promote the inclusion and acceptance of all pupils within the classrooms.
13. Support pupils consistently whilst recognising and responding to their individual needs.
14. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
15. Promote independence and employ strategies to recognise and reward achievement of self-reliance and self-regulation.
16. Following agreed protocol, provide feedback to pupils in relation to their progress towards agreed targets.

## Working within the organisation

1. Ensure all pupils understand and are motivated to achieve their SEMH targets.
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding and follow safeguarding procedures appropriately.
4. Support effective relationships and communications, which underpin a professional learning community that enables everyone in the school to achieve.
5. Use and integrate a range of technologies effectively to assist learning.
6. To undertake any duties reasonably delegated by the nurture group leader, inclusion team or senior leaders.
7. To undertake relevant training and professional development in line with the school development plan and the specific needs of the role.
8. To undertake Midday Supervisor responsibilities to ensure adequate supervision at lunchtimes. This may be on a rota basis with other TA's.

## Securing accountability

1. Promote and protect the health and safety of all pupils and staff.
2. Promote safeguarding and the welfare of all pupils within the school.
3. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.

## Strengthening community

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Support a range of community-based learning experiences.
4. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

## Accountability in each school and the partnership

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

## Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at Grade C or above (to include English and Mathematics)	D	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L3 NVQ in education related studies	D	AF, C
Relevant SEMH/ nurture qualifications	D	AF,C

Experience, Knowledge and Skills	E/D	Stage
Has worked with young people and families	E	AF, I, R
Has worked in a school setting	D	AF, I
Can use effective, non-confrontational strategies to support behaviour	E	AF, I
Is able to support children with SEND and SEMH issues	E	AF, I
Demonstrable success in raising standards and meeting challenging targets	E	AF, I, R
Is able to contribute to the planning of, deliver and evaluate support in class and in intervention programmes	E	AF, I,R
Is able to use data systems to monitor and track pupil progress and identify areas of focus	D	AF, I
Has an understanding of how to create an environment of high expectations	E	AF, I,R
Has an understanding of safeguarding in education	E	AF, I
Has knowledge of child learning styles and behaviours	E	AF, I
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I,R
An ability to communicate with children and adults, overcoming barriers where necessary	E	AF, I,R
An ability to implement the academy's behaviour policy	E	AF, I
A good understanding of the Primary Curriculum, specifically PHSE and RSE	D	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I,R
A knowledge of how to create and use resources effectively to support learning	E	AF, I

<b>Personal Attributes</b>	<b>E/D</b>	<b>Stage</b>
Resilient, flexible and open to change	E	AF, I,R
An ability to stay calm under pressure	E	AF, I
An ability to think strategically and creatively	E	AF, I
An ability to solve problems within the framework of the policies in the academy	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team	E	AF, I,R
Professional, honest and loyal	E	AF, I,R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
A commitment to equality and inclusion	E	AF, I
An ability to build and maintain purposeful relationships	E	AF, I,R
Open to training to improve professional practice	E	AF, I

<b>Special Requirements</b>	<b>E/D</b>	<b>Stage</b>
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

#### **KEY**

- E/D Essential or Desirable
- AF Application Form
- C Certificate
- I Interview
- R Reference
- D Disclosure