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| **Job Description – Northampton International Academy**  |
| **Job title:**  | Nurture Teacher |
| **Responsible to:**  | DHT: Inclusion, SENDCO, EMAT Senior Leadership Teams and Central Team  |
| **Liaising with:**  | SENDCO, assistant heads, pastoral, parents/carers, other trust schools, external agencies, relevant support staff.  |
| **Pay range:**  | TBC  |
| **Contract terms:**  | Fixed Term Contract  |



All staff should be committed to the school and East Midlands Academy Trust’s purpose to provide a relentless focus on great leadership and management and outstanding teaching. East Midlands Academy Trust is committed to support the school leaders, teachers, and support staff to be the best they can be.

# Role of the Nurture Teacher

As a nurture teacher, you will be an enthusiastic classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment, developing an engaging and inspiring nurture curriculum, raising attainment, and utilising a range of strategies required to achieve the highest standards for young people.

Responsible for: Leading the nurture group daily, implementing strategies for learning and teaching, pupil progress, managing children’s needs appropriately whilst delivering an engaging curriculum to KS3 pupils, upholding the academy’s values and ethos. Always maintaining the safety of all pupils.

# Activities will include

* Encourage acceptance and inclusion of all children, including those with special educational needs, to support individual achievement, progress and development
* To set up and rapidly develop a nurture provision for a small group of students in KS3
* To develop appropriate resources, schemes of work, and teaching strategies for the nurture group.
* Instilling the character drivers and ethos that is the DNA of NIA, ensure that the behaviour and conduct within the provision is based on mutual respect and leads to an atmosphere of purposeful learning.
* To implement a range of measures to improve students’ literacy and mathematics skills
* To be able to think creatively in the development of the provision recognising the need to develop social skills through nurture as well as those of reading and writing.
* To plan clearly structured teaching and learning activities, to interest, challenge and motivate pupils and advance their learning.
* To provide guidance to staff when students are involved in lessons outside nurture group.
* To have high expectations of self and students to raise achievement.
* To appreciate the cardinality of literacy to access the secondary curriculum.
* To equip students to reintegrate successfully into the main school upon leaving the provision.
* To monitor progress of all learners in the nurture group to ensure that they fully reach their potential.
* To use appropriate adaptation in delivering a broad balanced curriculum for students.
* Embed assessment for learning.
* To develop students’ resilience and independence through delivery of the six principles of nurture and monitor their personal and academic growth.
* Attend and contribute to a range of meetings as required including parents’ evenings, EHCP reviews and PEPs etc.
* Support the development and delivery of personalised learning packages working in partnership with the SENDCO and other professionals.
* Participate in and take responsibility for your continuing professional development.
* Support the school through a consistent approach to behaviour management, teaching and learning, marking, assessment etc. following relevant school policies.

# Developing self, working with others and communication.

* To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings, and whole school training events.
* To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.
* To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, and members of the pastoral team.
* To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
* Build effective relationships with parents and carers.
* Consult and involve parents and carers in the production of plans pertinent to their child.
* Share information regarding pupils’ achievement, progress and well-being with parents and carers.
* Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them.
* Liaise effective with and signpost to other colleagues and other agencies, when necessary, for example, SENDCO, Pastoral team, and other agencies.
* Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
* Regularly review own practice, set personal targets, and take responsibility for own personal development.
* Collaborate and network within and beyond the academy, as appropriate.
* Manage own workload and that of others to allow an appropriate work/life balance.
* Contribute to and lead academy INSET and training as required.

# Curriculum

* Contribute to the creation of a curriculum matched to the needs of all students.
* Use data and Ofsted/ DfE guidance to ensure curriculum is designed to meets the needs of students and that the learning experience is coherent, adapted, and appropriate for students of different abilities.
* Have a strong understanding of an all-through education experience, ensuring that all students are offered age-appropriate provision.

# Securing Accountability

* Be accountable to the Headteacher and will oversee all aspects of personal development, behaviour, and attitudes.
* Contribute to an academy ethos which, enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Reflect on personal contribution to the academy’s achievements and take account of feedback from others.
* To liaise with the Safeguarding Team to ensure that safeguarding is effective and child protection actions implemented.

# Strengthening Community

* Assist in promoting a culture which takes account of the richness of the academy’s community
* Create and maintain effective partnerships with parents and carers to support and improve students’ achievement and personal development.
* Contribute to the development of the educational system by, for example sharing effective practice, working with other academies, and promoting Trust initiatives.
* Promote and ensure high quality communication with parents and carers.

# Additional duties

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken,

commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

# Health and Safety

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and students.

# Safeguarding

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers, and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

# Equal Opportunities

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, colour, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition, or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

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| Compiled by: **HR**  | Revision Number: v2  |  |  |
| Approved by Headteacher:  | Revision Date  | /  | /  |
| Approved by HRBP:  | Date:  |  |  |

**East Midlands Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to safer recruitment requirements.**

**This post is subject to an Enhanced DBS Disclosure**

# Person Specification

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|   | **Essential** | **Desirable** |
| **Education and Qualifications**  |  |  |
| Qualified teacher status  | ✓ |   |
| Good Honours Degree  | ✓ |   |
| Professional development in preparation for leadership role  |   | ✓  |
| **Experience**  |  |  |
| Evidence of relevant CPD in relation to SEN & Inclusion  |   | ✓ |
| At least two years’ experience working with pupils with SEND in KS2 – KS4  | ✓ |   |
| Evidence of continuing professional development  | ✓ |  |
| Experience of setting targets and monitoring, evaluating and recording progress  | ✓ |   |
| Leadership of a significant area or phase or responsibility for raising standards  |   | ✓ |
| Involvement in school self-evaluation and development planning  |   | ✓ |
| Line management experience  |   | ✓ |
| Experience of contributing to staff development  |   | ✓ |
| Teaching experience in an alternative education/SEMH provision.  | ✓ |   |
| **Knowledge and understanding**  |  |  |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve.  |  ✓  |  |
| Good ICT skills  | ✓ |  |
| Skilled use of data to track progress and identify needs  |  | ✓ |
| Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs  |  | ✓ |
| Excellent understanding of the principles of nurture and how these underpin classroom practice  | ✓ |  |
| Experience of working with other professionals and/or agencies to meet the needs of children with additional needs  | ✓ |  |
| Knowledge and experience of English and maths interventions to promote progress  | ✓ |  |
| Ability to manage a range of behaviour within the classroom  | ✓ |  |
| Mediation, de-escalation and conflict resolution skills  | ✓ |  |
| Up to date knowledge of statutory regulations and guidance relating to this post.   |  | ✓ |
| Knowledge and understanding of the 2014 reforms to SEN and the implications for schools  | ✓ |  |
| Understanding of statutory duties in relation to SEN and equality  | ✓ |  |
| **Skills and Attributes**  |  |  |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses  |   | ✓ |
| Effective communication and interpersonal skills  | ✓  |   |
| Ability to build effective working relationships  | ✓  |   |
| Contribute effectively to the work of the Headteacher and senior leadership teams  |   | ✓ |
| Support, motivate and inspire both colleagues and students by leading through example  | ✓ |   |
| Work successfully with a range of external agencies  |   | ✓ |
| **Personal Qualities**  |  |  |
| A commitment to getting the best outcomes for all students and promoting the ethos and values of the school  | ✓ |   |
| Ability to work under pressure and priorities effectively  | ✓ |   |
|  Commitment to maintaining confidentiality at all times  | ✓ |   |
| Commitment to safeguarding and equality  | ✓ |   |
| **Further requirements**  |  |  |
| Willingness to undertake training courses that are relevant to the duties of the post  | ✓ |   |
| Willingness to be involved in internal and external meetings  | ✓ |   |
| Willingness to undertake regular restraint training  | ✓ |   |
| Supportive of the ethos of the trust and school  | ✓ |   |

**Notes:**

This job description may be amended at any time in consultation with the postholder.

 **Headteacher/line manager’s signature:**

 **Date:**

**Post holder’s signature:**

 **Date:**