



NURTURE PROVISION LEARNING MENTOR

Accountable to:	Accountable to the Assistant Headteacher (Inclusion) and Head of School
Grade:	Scale 5 Sp 12 to 15
Hours:	35 Hours, Monday to Friday from 8:30am to 4:30pm with one hour for lunch
Contract:	Permanent, Term Time Only

Main Purpose of the Post

To run a nurturing alternative provision on a part time / or full-time basis for key identified children. The Learning Mentor will be responsible for ensuring effective provision for the children in their care, with a focus on emotional development and support. They must consistently role model appropriate behaviours and plan towards children's successful ability to manage within the classroom.

In order to maintain the integrity of the nurture provision, Practitioners will use baseline tools to assess children's progress alongside the class teachers on a half termly cycle. They will use the assessments to create targeted action plans on a regular basis for individual children and for the group as a whole. Results of assessments and updated action plans will be shared with class teachers and the SENCO and be available to LMT.

Key Responsibilities

- To enable children to express their emotions safely and to develop their ability to reflect on challenging situations. Practitioners need to teach according to each individual child's level of emotional development and not necessarily their chronological age.
- To ensure no one member of the group becomes dominating or passive, the pupils need to be taught how to value and respect the contributions of others and how to build and maintain healthy relationships with both adults and peers.
- Parental engagement is key to the success of the group, the nurture provision practitioner must have regular communication with parents/carers and may need to develop creative approaches to supporting them in this process. Confidentiality must be upheld at all times with appropriate communication channels maintained to parents, class teachers and LMT.
- To enable the children to succeed, it is the nurture provision practitioner's responsibility to maintain a calming, nurturing, organised learning environment; informing LMT of additional resources that may be needed.
- To work with colleagues to develop, agree and implement time bound action plans for identified pupils, set targets, and agree and record a plan of outcome with actions, review points and an exit strategy. Where a pupil already has an individually tailored plan, contribute to reviews and work towards the objectives of this plan.
- Monitor the progress of pupils against agreed objectives at regular intervals, set new targets and consider alternative support options where appropriate.
- Maintain pupil records to document support provided as directed by the Assistant Headteacher (Inclusion).



- Identify support needs of children on entry to the nurture provision and identify support plans for children transitioning out of the nurture provision.
- To create an effective, engaging learning environment.
- To set realistic demands and state them explicitly.

Other

- It is essential to hold relevant certifications in pastoral interventions/CPD or be working towards these accreditations.
- The ability to create an effective, engaging learning environment.
- The ability to set realistic demands and state them explicitly.
- Proven positive behaviour management skills.
- To have the desire to work with and champion vulnerable children.
- Qualities needed for the role include having openness, perseverance and humour, secure motivation and concentration, and to have the respect of children, parents and other staff members.
- Promote high standards of behaviour and a good working ethos.
- Develop effective working relationships within the school.
- Participate in our cycle of Professional Development and appraisal.
- Support and contribute to the school's responsibility for safeguarding children.
- Maintain confidentiality in and outside of the workplace.
- Undertake other reasonable tasks commensurate with the grading and level of this role under the direction of the Leadership and Management Team

Personal Qualities / Attributes

- Proven positive behaviour management skills.
- To have the desire to work with and champion vulnerable children.
- Qualities needed for the role include having openness, perseverance and humour, secure motivation and concentration, and to have the respect of children, parents and other staff members.
- Promote high standards of behaviour and a good working ethos.
- Demonstrate commitment to quality and customer service in all aspects of the work.
- Maintain a good general knowledge of the relevant functions, operations, programmes, priorities and problems of the school and nursery.
- Have diplomacy and tact to resolve, using discretion so as not to commit any breaches of confidentiality or data protection.



- Undertake such duties as may be required from time to time to meet the needs of the school and positively contribute towards the school ethos.
- Undertake all duties in accordance with the appropriate organisational procedures, policies or guidelines.

Responsibilities

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school and nursery.
- Establish constructive relationships and communicate with other agencies/professionals.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Continuously develop your own role, taking responsibility for identifying and addressing training and development needs.
- Carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Data Protection (where necessary please refer to Data Protection Act)

It is essential when working with computerised systems that you are completely aware of responsibilities at all times under the Data protection Act 2018 for the security, accuracy, and significance of personal data held on such systems.

Equal Opportunities

To implement the Council's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Council's service.

To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Health and Safety

Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking



positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedures and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school and nursery's community.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

Safeguarding

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

To remain vigilant and do everything possible to protect children, families and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to follow all associated child protection and safeguarding policies and procedures adopted by the School.

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder _____ **Date** __/__/__

Signature of Headteacher _____ **Date** __/__/__



Person Specification for Administration Officer

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below.

EDUCATION – TRAINING/QUALIFICATIONS	CRITERIA
GCSE Grade C or above in Mathematics and English	E
Relevant CPD in social and emotional or pastoral interventions (i.e. Thrive Licence, ELSA etc) or working towards accreditations	D
Relevant Vocational Qualification in supporting Teaching and Learning Level 3 e.g. SWIS (Support Work in School)	D
Relevant NVQ at levels 3 or 4	D
CPD training in Behaviour Management	D

PERSONAL AND PROFESSIONAL SKILLS AND DUTIES	CRITERIA
Knowledge to work effectively with a wide range of organisations and people offering support, information and guidance	E
Understanding of child principles of child development and learning processes	E
Knowledge of National Curriculum and other relevant learning programmes	E
Knowledge of responsibilities and agencies that support vulnerable children such as Child Protection procedures	E
Full working knowledge of relevant policies / codes of practice and legislation	D
Ability to motivate pupils by establishing empathetic and supportive working relationships	E
High level of communication and listening skills	E
Ability to organise and plan independently	E
Ability to work as part of a team and have the initiative to work alone	E
A confident, positive and professional outlook	E
A flexible and creative approach to problem solving	E
Ability to establish and communicate clear standards and expectations	E
Ability to manage and develop a range of resources	E
Ability to use ICT to support communication and recording of information	E

PERSONAL ATTRIBUTES	CRITERIA
Values aligned with Clapham Manor Primary School	E
High expectations of self and others	E
Ability to show high levels of empathy	E
Ability to put the principles of a nurturing approach as central to engagement of pupils	E
Highly motivated showing resilience, stamina and reliability under pressure	E
Manages own time well to meet competing demands	E
Ability to build effective relationships with pupils, parents/carers and colleagues	E