

**SAPIENTIA EDUCATION TRUST****CITY ACADEMY NORWICH JOB DESCRIPTION****SEMH NURTURE TEACHER****PERMANENT, FULL-TIME**

<b>Line Manager:</b>	<b>SENDCO (Assistant Headteacher – Inclusion &amp; SENDCo)</b>
<b>Salary:</b>	Scale Point MPS/UPS <i>an additional SEND allowance will be considered for the right candidate</i>

City Academy Norwich is a dynamic, nurturing learning community with the highest expectations and aspirations for our students and staff. We strive to ensure that every child, irrespective of their starting point, receives an excellent education enabling them to become the best version of themselves. We are committed to ensuring all our students succeed and embrace the opportunities and experiences available to them.

City Academy Norwich is part of the Sapientia Education Trust, working together to build a highly successful community Academy for all our students.

**THE ROLE**

City Academy Norwich seeks an inspiring and experienced Teacher to take a leading role within our secondary SEMH nurture provision. The team plays a key role in supporting "Every Teacher as a Teacher of SEND", facilitating SEND provision within the school and providing learners with highly personalised support to ensure success in all aspects of development.

This unique opportunity is offered as part of our plan to further develop our SEND provision which supports students with a wide variety of needs but with a focus on SEMH needs. The SEMH Nurture Provision aims to enable our learners to narrow the gaps across the curriculum combined with a broad range of targeted interventions to address the full spectrum of needs for the individual, with a focus on therapeutic approaches.

At the core of our SEMH nurture provision is a relentless drive to provide a personalised learning experience which enables each individual to make rapid progress in every area of their development from their individual starting point (regardless of their perceived abilities).

Our SEMH Nurture Provision is a teacher-led provision which supports students to bridge the gap between primary and secondary education within a therapeutic environment.

The SEMH nurture provision is solely for specifically identified students, providing both a safe and structured environment to ensure students are given the individualised support they need at this hugely significant transition point.

The post holder will be a highly skilled practitioner with a clear passion to champion our students with SEND. We are looking for a calm, patient and inspiring practitioner who can ensure students feel safe, welcomed and accepted.

The successful candidate will have the ability to inspire and motivate our students and staff to achieve outstanding results in a very supportive environment.

## **PERSON SPECIFICATION**

**Personal Qualities.** City Academy Norwich expects its teachers to have the following personal qualities:

- Be an innovative, independent thinker with the capacity for strategic thinking;
- Be creative and proactive in finding solutions;
- Be flexible and adaptive to changing needs and priorities;
- Be resilient, calm and tenacious under pressure;
- Be insightful and analytical with good problem-solving skills;
- Have excellent communication skills and evidence of being able to build and sustain effective working relationships with staff, students, parents and the wider community;
- Be a self-reflective practitioner who always seeks to improve;
- Able to reason their educational philosophy, in tune with the school ethos;
- Be willing to contribute to the extra-curricular life of the school ;
- Possess a sense of humour;
- Have the ability to inspire and enthuse staff and students about their subject;
- Be highly self-motivated, able to energise and motivate others;
- Be insightful and understanding of national, international and research developments relevant to teaching and learning in their subject.

**Professional Competence.** City Academy Norwich expects its teachers to have the following professional competences, or in the case of newly qualified teachers, the Academy would expect them to develop the following competences:

- Be an Outstanding Teacher (or have the potential to be) with evidence of impact on student outcomes with a proven track record of total commitment to helping every student achieve their very best and make progress;
- Have excellent understanding of what constitutes excellence in teaching and learning;
- Have a keen understanding of data and be able to analyse patterns in performance over time;
- Be a positive role model for students and staff on a day-to-day basis;
- Collaborate effectively with staff, parents/carers and students;
- Liaise and work with partner schools , Examination Boards and other relevant external agencies in the pursuit of continued improvement;
- Excite and engage visitors about the Academy at Open Evenings and all other events;

- Have very high expectations of the learning of all students at all times;

## **JOB SPECIFICATION**

### **General Responsibilities**

The successful candidate will be employed as a teacher under the standard conditions of service for teachers at City Academy Norwich.

The teacher will be responsible for teaching classes in the Academy using their skill, experience and best endeavors and in accordance with Teachers' Standards. They will abide by the Code of Conduct for Staff and Volunteers at City Academy Norwich. A contribution to the wider life of the Academy is an expectation of all staff, for example by supporting the extra-curricular activities within the Department.

City Academy Norwich is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

### **Specific Responsibilities**

- To accept responsibility for promoting and safeguarding the welfare of children and young persons whom you are responsible for and come into contact with.
- Be responsible for the day-to-day running of the SEMH Nurture Classroom. To include, planning, delivery, assessment, progress monitoring and support transition.
- Plan and teach inspirational, specialist and highly differentiated lessons as the teacher of Nurture.
- Make accurate and productive use of assessment to promote good progress.
- Provide a stimulating and well-structured learning environment suitable for students working across all key stages from KS1.
- Develop a bespoke main school aligned curriculum that meets the academic and personal development needs of students; ensuring increased access to mainstream learning.
- Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and agencies.
- Keep abreast of developments in the National Curriculum and work with colleagues to establish the overall curriculum for the school, including outdoor learning.
- Ensure that SEMH Nurture provision contributes to the whole school ethos, the school improvement plan and themes such as personal development, character development, preparation for adulthood, moral and social development.
- To help establish high levels of expectation and to act as a role model in terms of teaching, learning, assessment and pastoral care by setting down clear guidance for students for establishing excellent standards of achievement and behaviour within the SEMH Nurture provision.
- To provide a Nurturing environment accessible to students, staff, parents, carers and the community.
- To ensure that you are aware of the Trust's Health and Safety Policy and the requirement to produce risk assessments for certain activities.

- To develop effective links with parents whose children access our Nurture provision.
- To liaise closely with colleagues in school and across the Trust including the feeder schools in regard to best practice teaching strategies including behaviour management strategies and training for teaching and support staff working with Nurture students.
- To work in collaboration with the SEND team to develop the support staff allocated annually by the SENDCo to the SEMH Nurture Classroom, in order to develop support staff training and provide effective sustainability for student progression throughout their years at City Academy Norwich.
- To be an Ambassador for Nurture and raise the profile of Nurture in the school and across the Trust.
- To provide continuity of provision and care, guidance and support for the identified learners.
- To mentor, monitor and record student progress in SEMH Nurture provision (those with low attainment on entry, limited parental support and attendance issues) as agreed with SLT, including the writing of reports, maintaining accurate mentoring records and accurate assessment methods.
- To be aware and act on, national changes in the subject curriculum and the range of courses on offer within Nurture provision.
- To attend relevant progress meetings including Team Around the Child meetings, to contribute positively to discussions and to support colleagues with students in Nurture Provision.
- To ensure that the SEMH Nurture Classroom is well maintained (including the storage and use of teaching materials and books with stimulating display material) and that relevant health and safety regulations are observed.
- To keep abreast of developments including Nurture provision and improvement strategies for students with SEND.
- To attend a range of meetings as required including parents' evenings, EHCP reviews and PEPs and induction evenings.
- Support the SENDCo and SLT with the induction and transition process for Year 6 students.
- Support the SENDCo and SLT with identification of students requiring Nurture intervention and those who are ready to access a full-time mainstream provision.

### **Key Qualities & Skills**

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Though we consider this post presents the applicants with both an immediate and a longer-term career development opportunity, we are determined not to be over-prescriptive in our expectations of what would constitute the 'best-fit' appointment for this school. However, the following may usefully serve you as a guide in considering your application to us.

We are looking for:

- An exceptional classroom practitioner.
- A strategic thinker with a vision for the subject(s) and the drive and stamina to enthuse all stakeholders and build on current successes.
- A person committed to the highest standard of achievement for all students.

- A person who can gain and maintain the confidence and respect of colleagues, students, parents, governors, trustees and trust officers.

Who has:

- A clear understanding of what excellent curriculum design and teaching in their subject area (s) looks like.
- The ability to work with clear and measurable objectives to provide year on year improvement.
- A clear commitment to the school's and trust's vision and ethos.

And can demonstrate:

- Enthusiasm, energy and a positive approach.

While possessing the following skills and abilities:

- In-depth knowledge of the subject area(s) and recent developments.
- Strong analytical skills with the ability to reach balanced judgements when decision-making.
- The achievement of strong, productive partnerships between students, parents, staff, governors, the trust and the wider community.
- An ability to be creative in how he/she encourages students to learn and be willing to share 'best practice'.

## **Safeguarding Children**

In accordance with the Academy's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Academy. You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times.

## **Confidentiality**

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the City Academy Norwich or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

## **General Data Protection Regulation (GDPR)**

The post holder will hold and process any personal data including sensitive (special category) personal data relating to students and parents / carers in accordance with our legal obligations, for the purposes of safeguarding and child protection and in the manner set out in the Privacy Notice for parents and

students and in accordance with our Data Protection Policy which can be accessed via the PA to the Headteacher at your request.

### **Freedom of Information**

The post holder must be aware that any information held by the Academy in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Academy's policies and procedures.

### **Physical Demands**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **PRE-EMPLOYMENT CHECKS**

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, therefore all applicants must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory. The Trust welcomes applications from all sectors of the community. In accordance with the Department of Education's "Keeping Children Safe in Education", references will be sought on all short-listed candidates before interview.

### **REMUNERATION**

#### Salary Details:

- MPS minimum – UPS maximum

All payments are pensionable under the Teachers' Pension Scheme.

### **DRESS CODE**

The post-holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify City Academy Norwich employees.

## CITY ACADEMY NORWICH

### PERSON SPECIFICATION: NURTURE TEACHER

Qualifications and Training	Essential	Desirable	How Assessed? Application (A) Interview (I) Task (T)
Qualified Teacher Status GSCE in English & Maths grade C or above Graduate, educated to degree level 2.2 or above Valid UK driving licence	✓ ✓ ✓	✓	A A A A
Knowledge Able to evidence and apply secure knowledge and good understanding of:	Essential	Desirable	A, I, T
Current educational issues, national and local policies, legislation and developments	✓		A/ I
Issues relating to teaching and learning and progress	✓		A/ I
Knowledge and understanding of strategies to improve teaching and learning	✓		A/ I
Innovation in developing and implementing work with students	✓		A/ I
Good working knowledge of statistical data and ability to transfer data into quantifiable learning outcomes	✓		T
In accordance with academy policy deploy effective strategies for gaining and maintaining high standards of discipline at whole academy level to secure student attainment.	✓		T
A good up-to-date understanding of child protection and safeguarding issues and procedures.	✓		A/ I
The role of parents and the community in academy improvement and how this can be promoted and developed.	✓		A
Experience required	Essential	Desirable	A, I, T
Demonstrable success in preparing students for public exams	✓		A/ I
Effective promotion of community links and cohesion to ensure pathways for success for all learners	✓		A/ T
A proven track record of implementing effective strategies to include and meet the needs of all students to raise achievement	✓		A
Experience of implementing strategies to improve parental involvement in children's learning.	✓		A/ I
Aptitude and Skills - Communication Able to demonstrate evidence of:	Essential	Desirable	A, I, T
Ability to demonstrate highly effective oral and written communication skills within a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.	✓		A
Ability to make objective depersonalised decisions whilst being able to convey the decision sensitively	✓		A
	✓		A/ T

Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.			
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<b>Aptitude and Skills - Classroom Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>A, I, T</b>
An effective and inspirational classroom teacher with a proven record of student success irrespective of the students' needs or backgrounds	✓		A
Ability to empower student who have been disengaged from learning to achieve success	✓		A
Effective behaviour management skills which empowers young people to manage their behaviour more appropriately	✓		A/ I
Good communication and time management skills	✓		A/ I
<b>Aptitude and Skills</b> Able to demonstrate evidence of:	<b>Essential</b>	<b>Desirable</b>	<b>A, I, T</b>
Excellent interpersonal and people skills to lead, inspire, motivate and support students and colleagues successfully	✓		I
Exceptional organisational and administrative skills	✓		A
Able to use ICT effectively to prepare, plan, document and present information	✓		A/ T
Good time management skills	✓		A
Commitment to providing high quality education	✓		A
Ability to reflect on professional practice personally and with colleagues	✓		A
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>A, I, T</b>
Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust	✓		A
Committed to undertaking professional training and assist with the professional development of others	✓		A
Demonstrate reliability and integrity	✓		A
Committed to maintaining a healthy work life balance for oneself and that of others	✓		A
Be tolerant and possesses calmness when working with others	✓		A
A genuine concern to secure the educational progress of students irrespective of their background or ethnicity	✓		A