



Castle View
Enterprise
Academy

Your Academy....Your Future

Post Title	Teacher of Nurture
Purpose	<ul style="list-style-type: none"> • To provide a specialist nurturing educational provision for students with Special Educational Needs and Disabilities (SEND), including those experiencing social, emotional and mental health (SEMH) difficulties, attachment needs, anxiety, and barriers to learning. • To plan, deliver and evaluate a highly personalised curriculum that supports students' academic achievement, emotional wellbeing, social development and readiness for learning. • To create a safe, inclusive and nurturing learning environment that enables students to develop confidence, resilience, self-regulation and independence. • To work collaboratively with SENCO, Directors of subject, teaching staff and support staff to ensure students receive holistic support that meets their individual needs. • To contribute to raising standards of achievement, attendance, engagement and behaviour for students with SEND. • To promote positive outcomes for vulnerable learners through high-quality teaching, effective intervention and strong pastoral support.
Responsible to	SENCO/Directors of Subject
Responsible for	The provision of high-quality teaching, nurture intervention and pastoral support for students with SEND within the nurture provision and wider school environment.
Contract Type	Full Time / Permanent
School Type	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
Grade	MPS
Disclosure Level	Enhanced
Expectations	<ul style="list-style-type: none"> • Demonstrate an unwavering commitment to inclusion, safeguarding and the wellbeing of all students.

	<ul style="list-style-type: none"> • Develop positive, respectful and professional relationships with students, families and colleagues. • Promote high aspirations and expectations for all learners, regardless of need or starting point. • Model professionalism, integrity and a commitment to continuous improvement. • Support and uphold all school policies and procedures. • Contribute positively to the wider life of the academy and enrichment opportunities. • Act as an advocate for students with SEND and vulnerable learners.
Operational & Strategic Planning	<ul style="list-style-type: none"> • To contribute to the strategic development of SEND and nurture provision within the Academy. • To assist in the development and implementation of nurture programmes, intervention plans, schemes of learning and personalised curriculum pathways. • To support the implementation of the school's SEND and Inclusion Development Plan. • To contribute to the evaluation and continuous improvement of provision for students with SEND.
Curriculum Provision	<ul style="list-style-type: none"> • To design and deliver an appropriately adapted curriculum that meets the academic, social and emotional needs of students within the nurture provision. • To ensure learning activities are personalised and accessible through effective differentiation and reasonable adjustments. • To develop students' literacy, numeracy, communication, emotional literacy and independent learning skills. • To embed nurture principles and trauma-informed approaches throughout teaching and learning. • To support successful reintegration into mainstream lessons where appropriate. • To work closely with curriculum leaders and subject teachers to ensure consistency of support and provision.
Staffing	<ul style="list-style-type: none"> • To participate fully in professional development opportunities related to SEND, SEMH, trauma-informed practice and inclusive education. • To remain informed about current legislation, guidance and best practice relating to SEND and safeguarding. • To engage positively in performance management and appraisal processes. • To work collaboratively with learning support assistants and other professionals to maximise student outcomes. • To contribute positively to effective teamwork within wider school community.

Quality Assurance	<ul style="list-style-type: none"> • To implement and adhere to school quality assurance systems and procedures. • To monitor and evaluate the effectiveness of nurture provision and intervention programmes. • To analyse student progress, attendance, behaviour and wellbeing data to inform planning and provision. • To contribute to departmental reviews, audits and self-evaluation activities. • To identify areas for improvement and implement strategies to enhance student outcomes. • To ensure high standards of teaching, learning and assessment are maintained.
Management Information	<ul style="list-style-type: none"> • To maintain accurate and up-to-date records relating to student progress, attendance, behaviour and intervention outcomes. • To contribute to Education, Health and Care Plan (EHCP) reviews and annual review processes where required. • To complete reports, assessments and documentation in line with school and statutory requirements. • To use assessment information effectively to monitor progress and inform future planning. • To maintain confidential and professional records in accordance with GDPR requirements.
Pastoral System	<ul style="list-style-type: none"> • To act as a key adult and advocate for designated students within the nurture provision. • To develop positive and trusting relationships that support students' emotional wellbeing and personal development. • To support students in developing emotional regulation, resilience, social skills and positive relationships. • To monitor attendance, behaviour and welfare concerns, taking appropriate action when necessary. • To liaise regularly with parents/carers to build positive partnerships that support student progress. • To work collaboratively with pastoral staff, safeguarding teams and external agencies to coordinate support. • To promote positive behaviour and implement restorative and therapeutic approaches where appropriate. • To support students through transition points, including entry into school, movement between provisions and post-16 planning.
Teaching	<ul style="list-style-type: none"> • To plan and deliver high-quality lessons that meet the diverse needs of students with SEND. • To create a nurturing, structured and engaging learning environment that promotes success and participation. • To use evidence-based teaching strategies and interventions that support cognitive, social and emotional development. • To assess, record and monitor student progress using a range of formative and summative assessment methods.

	<ul style="list-style-type: none"> • To provide clear, constructive and timely feedback to support student learning and development. • To adapt teaching approaches in response to student needs, progress and wellbeing. • To support the development of literacy, numeracy and communication skills across the curriculum. • To promote student independence, confidence and self-advocacy. • To maintain high standards of behaviour and learning through positive relationships and consistent expectations. • To contribute to EHCP outcomes and personalised learning targets.
Other Specific Duties	<ul style="list-style-type: none"> • To actively support the school's vision, values and inclusive ethos. • To promote safeguarding and child protection at all times. • To support the implementation of SEND, behaviour, attendance and safeguarding policies. • To participate in meetings, training events and professional development activities as required. • To undertake risk assessments and ensure compliance with health and safety requirements. • To maintain the highest standards of professional conduct and confidentiality. • To undertake any duties consistent with the post and professional responsibilities of a teacher.
Additional Duties	<ul style="list-style-type: none"> • To carry out other reasonable duties as directed by the Principal, SENCO or Senior Leadership Team. • To contribute to whole-school initiatives that support inclusion, wellbeing and student achievement. • To support extracurricular and enrichment opportunities where appropriate.

Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.

Person Specification

CRITERIA	ESSENTIAL = E DESIRABLE =D
Experience	
Experience of teaching students with SEND, SEMH or additional needs.	E
Experience of delivering nurture, intervention or therapeutic approaches.	D
Qualifications & Training	
Qualified Teacher Status (QTS).	E
Skills, Knowledge & Aptitude	
Strong understanding of SEND legislation, the SEND Code of Practice and EHCP processes.	E
Ability to personalise learning effectively.	E
Strong behaviour management and relationship-building skills.	E
An ability to form positive relationships with students.	E
Ability to analyse data and use assessment information effectively.	E
Attributes	
Commitment to inclusion and high expectations for all students.	E
Ability to inspire confidence and motivate vulnerable learners.	E
Ability to remain calm and effective in challenging situations.	E
Reflective practitioner committed to continuous improvement.	E
Sense of humour and positive outlook.	D
Other Requirements	
Commitment to safeguarding and promoting the welfare of children.	E
Willingness to contribute to wider school activities and enrichment opportunities.	E
Experience of leading extracurricular activities or intervention programmes.	D