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**Employer:** St John CE Primary School, Farnworth  
**Location:** Bolton  
**Salary:** Grade F Scale, Point 17 - 23  
**Contract:** Full time and permanent   
**Applications Close:** Friday 17th January 2025  
**Start Date:** Monday 24th February 2025

### Job Details – Teaching Assistant Level 4 – Nurture lead

Salary pro-rata – 30 hours per week, Term time only + 5 INSET days   
  
We are looking to appoint an enthusiastic and motivated Nurture lead to join our dedicated team at a thriving National Nurturing School.

By serving as our Nurture Lead, you’ll be instrumental to shaping an inclusive culture at our school and enhancing the educational experience for our pupils. The role of the Nurture Leader will include providing specialised learning support for pupils in the school’s nurture room as well as across the wider school, establishing good relationships and acting as a role model. This is an excellent opportunity to make a big difference to children’s lives in a calm and nurturing environment.

We are looking for someone who:

* Is driven by a strong moral purpose to enable less advantaged children to achieve
* Has knowledge of the Principles of Nurture and Trauma Informed Practice
* Will run therapeutic sessions for small groups and individual pupils
* Has a knowledge of administering and analysing Boxall and PASS assessments
* Is empathetic, patient, supportive and a good communicator.
* Holds high expectations of themselves and others
* Is quick to take on new initiatives.
* Has a sound understanding of statutory policies relating to safeguarding
* Has the knowledge and skills to work collaboratively with external agencies
* Can build positive relationships with pupils, colleagues and parents.

At St John CE Primary School we will offer:

* Opportunities for personal and professional development
* Positive well motivated children
* An excellent team of teachers and support staff
* A happy, supportive, professional atmosphere
* A culture of collaboration and challenge across the Archbishop Temple Academy Trust

For an informal discussion please contact:

Visits to the school are warmly welcomed and encouraged. Please contact the school to arrange: 01204 333101 or [office@st-johns-kearsley.bolton.sch.uk](mailto:office@st-johns-kearsley.bolton.sch.uk)

Application forms and job descriptions can be obtained from the “Greaterjobs” website.

**CLOSING DATE:** Please return completed forms to HR Officer Mrs Diggle via email digglek@archbishoptempletrust.co.uk by **Friday 17th January 2025 12:00pm (midday).**

Proposed interview date **Thursday 23rd January 2025**

**** Welcome to The Archbishop Temple Trust

Chief Executive, Canon Jill Pilling

A very warm welcome from The Archbishop Temple Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, while maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that as a Trust we provide. The schools in our Trust are, Bishop Bridgeman Church of England Primary School, St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We have a very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with or exceed national standards, due to the combination of high-quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands with resilience;
* wish to make a real difference in the lives of others;
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills and a platform to develop leadership skills.

**Vision statement**

Archbishop Temple Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.

Archbishop Temple Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context each school remains part of the broader family of schools. The commitment to developing a high-quality curriculum, delivered by highly trained staff, quality first teaching and sharing expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

\* ensuring rapid progress to outstanding for all schools.

\* retaining and developing Christian distinctiveness and character of each academy.

\* welcoming all schools into the Trust and securing excellent outcomes for all schools.

\* providing stability and strength in governance and leadership.

\* encouraging innovation and sound decision making.

\* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

\* raising aspirations to secure high levels of academic achievement.

\* providing a wide range of memorable learning opportunities.

\* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

\* ensuring effective Governance together with ambitious and determined leadership,

securing the best outcomes for our academy communities.

\* valuing committed, reflective, positive staff who challenge themselves to be creative

and take risks enabling outstanding performance.

\* developing leadership capacity within the Trust.

\* providing continual professional development and promoting a well-resourced, high

quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors.

\* each academy is recognised as a centre of learning excellence, disseminating best

practice within and across the Trust.

\* become the employer of choice.

\* successful engagement with parents/ carers and the local community to support pupil

progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

Canon Jill Pilling CEO

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***Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in the current vacancy within the Trust.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then Archbishop Temple Trust is a fantastic place to be.

All schools are judged as Good by Ofsted and have Good/Outstanding SIAMs Inspections. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on the respective websites. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

**Mrs Nikki Patel**

**School Improvement Director**

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| Job Description | |

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| Job Details | |
| **School Name** | St John CE Primary School, Farnworth |
| **Job Title** | Teaching Assistant Level 4 – Nurture Lead |
| **Grade** | Grade F |
| **Primary Purpose of Job** | To shape an inclusive culture at our school and enhance the educational experience for our pupils. |
| **Responsible to** | SLT/ Head Teacher |
| **Responsible for** | N/A |
| **Principal Responsibilities** | To provide specialised learning support for pupils in the school’s nurture room as well as across the wider school.  To provide therapeutic interventions for small groups and individual pupils.  To analyse Boxall and PASS assessments and plan interventions. |

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| Main Duties | |
|  | To support the learning of groups of children within the Nurture provision and across the school. |
|  | Have high expectations of children and young people with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities |
|  | Establish fair, respectful, trusting, supportive and constructive relationships with children and young people |
|  | Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. |
|  | Demonstrate the positive values, attitudes and behaviour expected from children and young people |
|  | Communicate effectively and sensitively with children, young people, colleagues, parents and carers |
|  | Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people |
|  | Demonstrate a commitment to collaborative and cooperative working with colleagues |
|  | Improve own knowledge and practice including responding to advice and feedback |
|  | Contribute to effective personalised provision by taking practical account of diversity |
|  | Use area(s) of expertise to contribute to the planning and preparation of learning activities, including own role in learning activities |
|  | Plan and prepare for lessons that you will deliver, with the appropriate planning time provided. |
|  | Devise clearly structured activities that interest and motivate learners and advance their learning |
|  | Plan how the inclusion of children and young people in learning activities will be supported |
|  | Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities |
|  | Monitor learners’ responses to activities and modify the approach accordingly |
|  | Monitor learners’ progress in order to provide focused support and feedback |
|  | Support the evaluation of learners’ progress using a range of assessment techniques |
|  | Contribute to maintaining and analysing records of learners’ progress |
|  | Use effective strategies to promote positive behaviour |
|  | Recognise and respond appropriately to situations that challenge equality of opportunity |
|  | Use ICT skills to advance learning |
|  | Advance learning when working with individuals, small groups, and whole classes without the presence of the assigned teacher |
|  | Organise and manage learning activities in ways which keep learners safe |
|  | Direct the work, where relevant, of other adults in support learning |

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| Additional people management and development duties as appropriate | |
|  | Develop and maintain working relationships with other practitioners |
|  | Provide leadership for your team |
|  | Allocate and check work in your team |
|  | Lead and motivate volunteers |
|  | Provide learning opportunities for colleagues |
|  | Support learners by mentoring in the workplace |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control | |
| **Job Description prepared by:** | School’s HR |
| **Job Description updated:** |  |

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| Person Specification | |

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| Job Details | |
| **School Name** | St John CE Primary School, Farnworth |
| **Job Title** | Teaching Assistant Level 4 – Nurture Lead |
| **Grade** | Grade F |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | | Method of Assessment |
|  | Ability to plan, monitor, support delivery and deliver teaching and learning activities. | Application Form / Interview |
|  | Ability to analyse Boxall and PASS assessments and plan interventions to respond to the findings. | Application Form / Interview |
|  | Ability to set and promote high standards of behaviour and handle potentially difficult situations | Application Form / Interview |
|  | Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners | Application Form / Interview |
|  | Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills | Application Form / Interview |
|  | Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers. | Application Form / Interview |
|  | Ability to engage parents and carers and maximise their involvement in meeting children’s needs in relation to attainment, well-being or personal development | Application Form / Interview |
|  | Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies | Application Form / Interview |
|  | Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise | Application Form / Interview |
|  | Ability to reflect pupils’ age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress | Application Form / Interview |
|  | Ability to provide appropriate/graduated methods of support for children and young people with SEN | Application Form / Interview |
|  | Ability to provide clear and constructive feedback | Application Form / Interview |
|  | Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning | Application Form / Interview |
|  | Excellent numeracy and literacy skills | Application Form / Interview |
|  | Understanding of key factors affecting children and young people’s learning and progress | Application Form / Interview |
|  | Have sufficient understanding of area of expertise to support the development, learning and progress of children and young people | Application Form / Interview |
|  | Knowledge of how to use ICT to support professional activities | Application Form / Interview |
|  | Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported | Application Form / Interview |
|  | Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum | Application Form / Interview |
|  | Knowledge and understanding of how frameworks that support the development and well-being of children and young people impact on practice, including safeguarding, Child Protection and Health & Safety | Application Form / Interview |
|  | Awareness of safeguarding principles and safe working practices | Application Form / Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form / Interview |
|  | Knowledge and understanding of national benchmarks for achievement and links to planning of work. | Application Form / Interview |
|  | Knowledge and understanding of how engagement and interest in learning can be maximised. | Application Form / Interview |
|  | Knowledge and experience of the practical application of the numeracy and literacy strategies | Application Form / Interview |
|  | Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners | Application Form / Interview |
|  | Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners | Application Form / Interview |
|  | Competencies Please note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  | Relevant experience of working with children in an educational setting (within specified age range/subject area) | Application Form / Interview |
|  | Holder of an NVQ Level 3, BTEC Level 3 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning, or holder of, willing to work towards or working towards the higher level teaching assistant accreditation | Application Form / Certificate |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application Form / Certificate |
|  | Willingness to engage in relevant development opportunities including working towards higher-level teaching assistant accreditation if not yet achieved | Application Form / Interview |

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| Work Related Circumstances | | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | | Method of Assessment |
|  | Ability to use area(s) of expertise to lead and advance learning | Application Form / Interview |
|  | Ability to use ICT to engage learners, including selecting appropriate tools and sources of information | Application Form / Interview |
|  | Ability to draw on area of expertise to impact on the learning of a whole class | Application Form / Interview |
|  | Knowledge and understanding of strategies to support learners with English as an Additional Language | Application Form / Interview |
|  | Knowledge and understanding of how to support children newly arrived in the UK | Application Form / Interview |
|  | Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities | Application Form / Interview |
|  | Knowledge and understanding of how to direct the work of other adults to support learning | Application Form / Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  |  | Certificate |

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| Version Control | |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** |  |

**Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

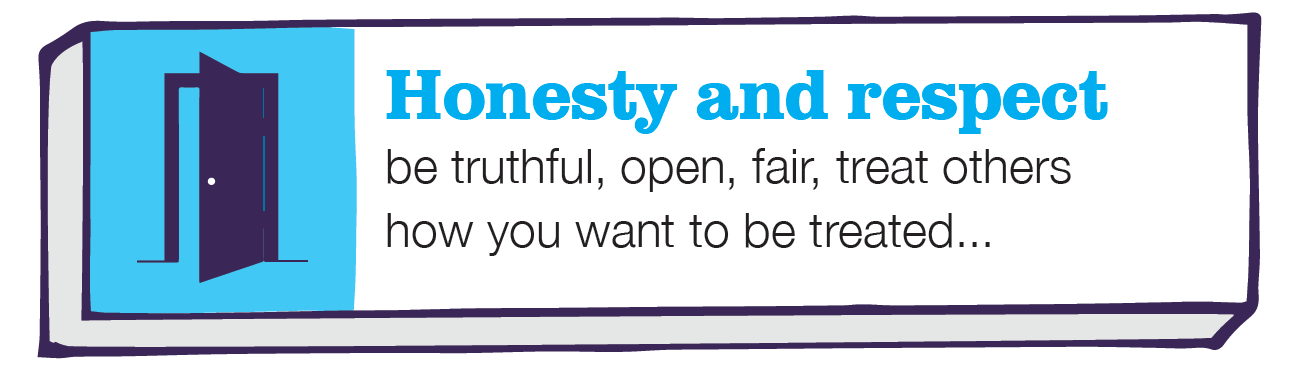
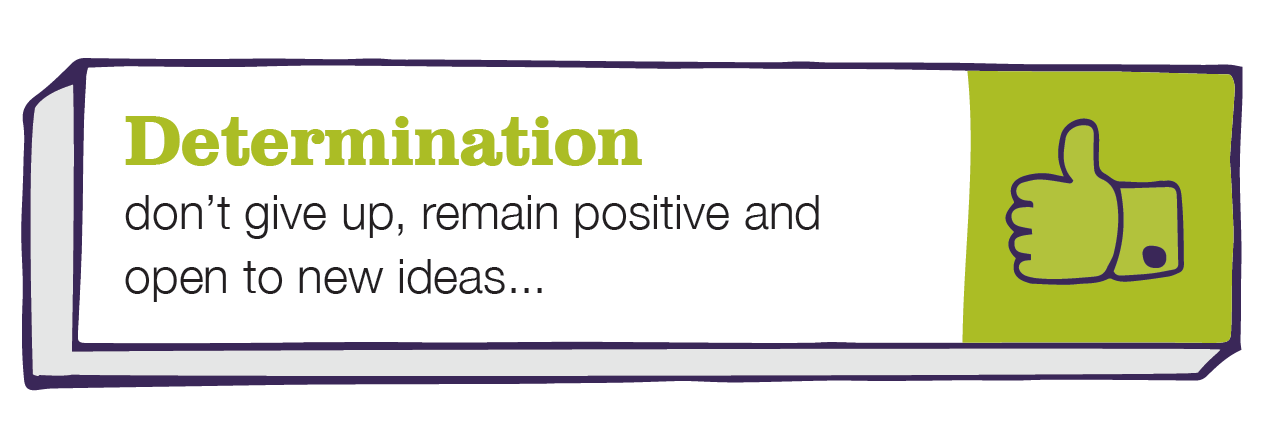
**Working Hours**

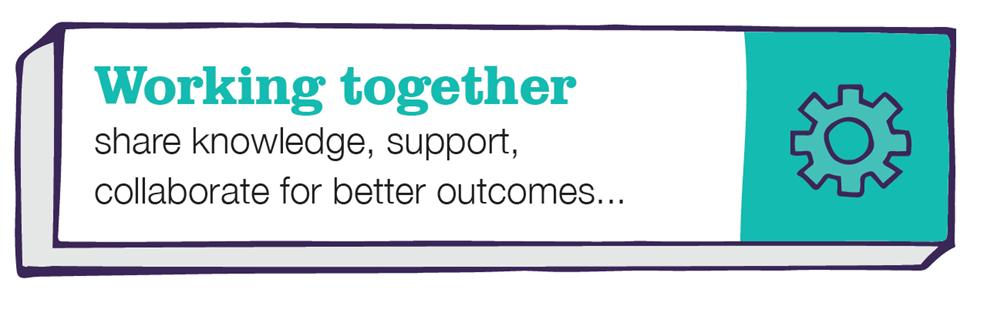
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.







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**How to apply**

We hope that you have enjoyed reading about the Archbishop Temple Trust and our school and that you will feel able to apply for this post.

Please complete the **downloadable** **application form.** Please do not send CVs or open references as part of your application as these will not be considered.

It is important that you provide a complete employment history from when you left full time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work within our Trust, why you are the best candidate for the post and what you would contribute to our schools, with examples from your recent work if possible.

Please let us have both the supporting letter and the application form by **noon** on **Friday 17th January 2025** as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process.

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.