

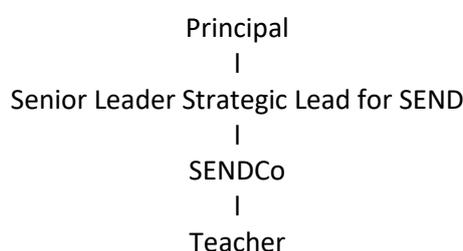
## JOB DESCRIPTION

<b>Department:</b> Primary	<b>Location:</b> The Duston School
<b>Job Title:</b> Teacher	<b>Grade:</b> Teachers Main Pay Scale/UPS
<b>Accountable to:</b> Head of Primary School	<b>Terms of employment:</b> Full-time

### JOB PURPOSE

**Employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment the description of your post is as below.**

### DESIGNATION OF POST AND POSITION WITHIN CURRICULUM STRUCTURE



### MAIN DUTIES AND RESPONSIBILITIES

The Year 7 Nurture Teacher plays a pivotal role in supporting pupils who require a gentler transition into secondary school, particularly those with social, emotional, or learning vulnerabilities. Rooted in the Nurture Approach, the role focuses on creating a safe, structured, and emotionally supportive environment where pupils can develop confidence, resilience, and readiness for mainstream learning.

Working with a smaller group of learners, the Nurture Teacher delivers a blend of academic teaching, social–emotional development, and pastoral care. The role involves providing highly adaptive lessons that bridge learning gaps, pre-teach key concepts, and build the essential skills needed for pupils to engage successfully with the wider curriculum.

The Nurture Teacher collaborates closely with the SENDCo, pastoral team, subject teachers, and external professionals to ensure that each pupil receives a personalised package of support. This includes tracking academic progress, implementing targeted interventions, and guiding pupils through gradual reintegration into mainstream lessons by the end of year 7.

As a consistent and positive adult presence, the Nurture Teacher models emotional regulation, promotes positive relationships, and supports pupils in developing self-esteem and independence. The overarching aim is to equip Year 7 pupils with the social, emotional, and academic foundations they need to thrive within the mainstream school environment.

**The post is one which requires the performance of the following particular responsibilities:**

#### **1. Supporting Social, Emotional, and Behavioural Development**

- Create a safe, calm, and supportive environment that reflects the principles of the Nurture Approach.
- Build trusting relationships with pupils, modelling emotional regulation, positive communication, and restorative interactions.
- Deliver targeted social–emotional learning (SEL) sessions that promote self-esteem, resilience, confidence, and positive behaviour.
- Identify emerging emotional or behavioural needs and implement appropriate early interventions/referrals.

#### **2. Academic Support and Adaptive Teaching**

- Deliver high-quality teaching in literacy, numeracy, and wider curriculum content, adapted to individual needs.

- Provide small-group instruction that reinforces, pre-teaches, or revisits core learning to bridge gaps.
- Liaise with subject teachers to ensure curriculum continuity and appropriate scaffolding.
- Develop personalised learning targets based on assessment data, observations, and EHCP outcomes (if applicable).
- Monitor and record progress, adjusting approaches as needed.

### **3. Pastoral Care and Wellbeing**

- Act as a key adult for Year 7 nurture group pupils, providing consistent reassurance and guidance.
- Implement behaviour-support strategies and de-escalation techniques where needed.
- Promote attendance, punctuality, and readiness to learn through proactive engagement with pupils and families.
- Work closely with the pastoral team to respond to concerns around wellbeing, safeguarding, or behaviour.

### **4. Partnership and Multi-Agency Work**

- Maintain regular contact with parents and carers, updating them on progress, concerns, or successes.
- Work collaboratively with the SENDCo, Heads of Year, pastoral staff, counsellors, mentors, and external professionals (e.g., CAMHS, Educational Psychologist).
- Attend and contribute to meetings where appropriate.

### **5. Assessment, Recording, and Reporting**

- Carry out baseline assessments in academic skills, social development, and emotional regulation.
- Track and monitor progress against personalised plans, SEND Support plans, and/or EHCP outcomes.
- Keep accurate, up-to-date records of interventions, pupil engagement, and parental communication.
- Provide high-quality written reports for parents, staff, and external agencies where appropriate.

### **6. Creating a Therapeutic Classroom Environment**

- Organise the nurture classroom in line with Nurture Group principles (e.g., predictable routines, safe spaces, visual timetables).
- Use resources that support sensory regulation, calmness, and inclusion.
- Implement consistent routines that promote security, independence, and confidence.
- Promote positive peer relationships and cooperative learning.

### **7. Behaviour Regulation and Restorative Practice**

- Implement behaviour plans, risk assessments, and pastoral support plans where relevant.
- Support pupils to understand the consequences of their actions and to repair relationships through restorative conversations.
- Model positive behaviour and social interactions at all times.

### **8. Professional Development and Reflective Practice**

- Engage in ongoing CPD around nurture principles, trauma-informed practice, SEND, and mental health.
- Take part in supervision, reflective practice sessions, and staff training.
- Contribute to whole-school development on inclusion, SEMH strategies, and transition support.

### **9. Supporting Transition**

- Provide enhanced transition support for pupils moving from Year 6 to Year 7, including visits, tours, and extended induction activities.
- Help pupils reintegrate into mainstream lessons gradually and support them in managing expectations and routines.

## **Academic Responsibilities – Year 7 Nurture Teacher**

### **1. High-Quality Teaching and Learning**

- Plan and deliver high-quality lessons in English, maths, and or foundation subjects, adapted for pupils with additional SEMH or SEND needs.
- Provide clear learning intentions, success criteria, and structured modelling to support understanding.
- Use adaptive teaching strategies (scaffolds, visuals, chunked tasks, modelling, overlearning) to secure progress.
- Ensure lessons follow the school's curriculum pathways while being suitably adjusted for the nurture context.

### **2. Bridging Learning Gaps**

- Identify and address gaps in literacy, numeracy, and key skills through targeted teaching.
- Provide structured catch-up or pre-teaching sessions to prepare pupils for mainstream lessons.

- Deliver interventions based on assessment outcomes (phonics, spelling, comprehension, numeracy skills).

### **3. Assessment and Progress Tracking**

- Conduct baseline academic assessments for every pupil on entry to the nurture provision.
- Track academic progress using school assessment systems and intervention trackers.
- Use formative assessment strategies (questioning, mini-whiteboards, exit tickets, small quizzes) to inform next steps.
- Provide half-termly progress updates to the SENDCo, pastoral team, and mainstream subject teachers.

### **4. Curriculum Collaboration**

- Work closely with English, maths, and subject teachers to ensure continuity with the Year 7 curriculum.
- Adapt mainstream lesson resources for pupils who require reduced cognitive load or scaffolded materials.
- Share assessment information with subject staff to support reintegration planning.
- Attend subject meetings or briefings when required to align nurture teaching with whole-school expectations.

### **5. Reintegration and Transition to Mainstream Lessons**

- Prepare pupils for reintegration by teaching key vocabulary, background knowledge, and routines of subject lessons.
- Support pupils in building confidence to access mainstream content through guided practice and structured independence.
- Gradually reintegrate pupils into mainstream lessons using a staged, supportive plan agreed with staff and parents.
- Monitor academic adjustment during reintegration and provide top-up nurture support when needed.

### **6. Individualised Learning Planning**

- Develop and review personalised learning plans, SEND Support Plans, and provision maps.
- Set clear academic targets based on assessment data and EHCP outcomes (where applicable).
- Differentiate success criteria to reflect individual starting points and rate of progress.
- Review and refine academic interventions based on pupil response and evidence.

### **7. Literacy and Numeracy Development**

- Embed literacy across the nurture curriculum, including vocabulary teaching, reading fluency, and comprehension.
- Support numeracy through practical, scaffolded activities that build confidence and number sense.
- Use reading programmes, handwriting/typing interventions, and multisensory maths resources where appropriate.

### **8. Learning Environment & Resource Management**

- Create a calm, structured classroom that supports focus and academic engagement.
- Use visuals to reinforce key vocabulary, models, example answers, and emotional regulation strategies.
- Ensure all resources are inclusive, differentiated, and aligned with nurture principles (predictable, accessible, low-stress).

## **General**

The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with you.

As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.

### **10. General Responsibilities**

- Uphold safeguarding procedures and report concerns in line with school policy.
- Maintain high levels of professionalism, confidentiality, and pastoral care.
- Contribute to whole-school duties, meetings, expectations, and events as required.
- Promote the school's ethos, values, and inclusion agenda at all times.
- Work closely with LSA/HLTA and deploy this support appropriately.

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

Employer:

Name:

Signed:

Date:

Employer:

Name:

Signed:

Date:

## PERSON SPECIFICATION

Post Title:	Teacher
Grade	Main scale/Upper Scale

Method of assessment: Application form (AF), Interview (I), Lesson observation (LO)

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>Education and Qualifications</b>	<p>Qualified Teacher Status (AF)</p> <p>Evidence of improving teaching through appropriate professional development including responding to advice and feedback from colleagues as well as self-reflection (AF)</p>	<p>Other relevant higher professional qualification (AF)</p>
<b>Experience and Knowledge</b>	<p>To be a proven effective teacher, dependant on level of experience. (I &amp; LO)</p> <p>Have a secure knowledge of the relevant subject(s) and curriculum areas required. (I &amp; LO)</p> <p>Understand and evidence promoting high standards of literacy, articulacy and the correct use of standard English, whatever the Teacher's specialist subject (LO)</p> <p>Demonstrate a clear understanding of systematic synthetic phonics and appropriate teaching strategies for maths (I &amp; LO)</p> <p>Demonstrate a critical understanding of developments in the subject/ curriculum areas. (I)</p> <p>Demonstrable experience of making a positive contribution to the wider life and ethos of a school. (AF)</p> <p>Understand the statutory frameworks which set out your professional duties and responsibilities including reference to health and safety and safeguarding. (AF &amp; I)</p> <p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• how pupils develop and learn</li> <li>• what can inhibit learning</li> <li>• pupils' capabilities and prior knowledge</li> </ul> <p>and how you have incorporate this into your planning and teaching (AF &amp; I)</p> <p>Evidence of building and maintaining good relationships with pupils rooted in mutual respect and adhering to proper boundaries. (I &amp; LO)</p> <p>Communicate effectively and professionally with colleagues and parents, the latter with regard to pupils' achievements and well-being as well as with colleagues. (AF)</p> <p>Give pupils regular feedback and encourage pupils to respond to the feedback and take responsibility for their learning. (AF)</p> <p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and making use of formative and summative assessment to secure pupils' progress. (AF &amp; I)</p> <p>Experience of using relevant data to monitor progress, set challenging targets, and plan subsequent lessons. (AF &amp; I)</p>	<p>To have good curriculum knowledge across the key stages relevant to this school (AF)</p>

	<p>Experience of using scaffolding effectively and appropriately, using approaches which can be taught effectively (AF &amp; I)</p> <p>Evidence how homework and other out of class activities can extend the knowledge and understanding pupils have acquired (AF)</p> <p>Experience of deploying support staff effectively to enhance the learning of pupils. (AF)</p>	
<b>Safeguarding</b>	<p>As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.</p>	
<b>Ability and Skills</b>	<p>Be able to inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions to achieve the high expectations set for them by understanding their needs and using and evaluating distinctive teaching approaches to engage and support them (AF &amp; I).</p> <p>Be able to manage behaviour effectively, fairly and consistently using a range of strategies both in the classroom and beyond. (I &amp; LO)</p> <p>Building and maintaining good relationships with pupils rooted in mutual respect and adhering to professional boundaries. (I &amp; LO)</p> <p>Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils. (AF)</p>	

**This post requires satisfactory clearance of an enhanced DBS check (Criminal record check) with barred list check & Disqualification by Association clearance**