

**NURTURE TEACHER**

**Job Description**

**Introduction**

Part of Wellspring Multi Academy Trust, Joseph Norton Academy is the only special school in Kirklees catering for pupils in Key Stages 2-4 with severe and complex Social, Emotional and Mental Health difficulties (SEMH).  Joseph Norton Academy is the same as any other school in that we have high expectations of our pupils; build a secure and happy atmosphere in which pupils can learn effectively and offer a broad range of subjects and qualifications, including GCSEs. However, we are different to other schools in that we organise our pupils into nurture groups; structure our day and our curriculum to support pupils with SEMH difficulties and employ specialist staff to support the special educational needs of our pupils.

As a Nurture Teacher you will carry out the professional duties set out in the most recent Teachers’ Pay and Conditions document and fulfil the Teachers’ Professional Standards within the context of the job description set out below.

**Key Result Areas**

* Specialist teaching and learning
* Support at school and other settings
* Support to children, families and communities
* General

**Specialist Teaching and Learning Responsibilities**

As a Nurture Teacher you will:

1. Plan and teach inspirational, specialist and highly differentiated lessons as the leader of a full-time nurture group
2. Make accurate and productive use of assessment to promote good progress
3. Provide a stimulating and well-structured learning environment suitable for pupils with SEMH difficulties
4. Develop a bespoke, topic-based curriculum that meets the academic, special and personal development needs of pupils
5. Keep abreast of developments in the National Curriculum and work with colleagues to establish the overall curriculum for the school including outdoor learning
6. Play a full and active role in the development of the school including individual and whole school improvement
7. Engage proactively with the school’s performance development and review and supervision processes
8. Participate in and take responsibility for your continuing personal professional development
9. Support the school through developing consistent approach to behaviour management, teaching and learning, marking, assessment etc. following relevant school policies
10. Promote pupil progress through the effective deployment and coordination of support staff including HLTAs and Inclusion Support Workers

**Support at School and Other Settings**

1. Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and agencies
2. Support pupils within the school grounds and in a variety of other settings as required, for example, home education, outreach, alternative provisions, work experience, community and enrichment activities
3. Attend a range of meetings as required including parents evenings, EHCP reviews and PEPs etc.
4. Have a full driving license and a vehicle available for work purposes including the transportation of pupils

**Support to Children, Families and Communities**

1. Build effective relationships with parents and carers sharing information regarding pupils’ achievement, behaviour and well-being
2. Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them
3. Liaise effective with and signpost to other agencies when necessary, for example, social care, SENACT, EPs, YOT, CAMHS etc.)

**General**

1. Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning etc.
2. Demonstrate a critical understanding of strategies, processes and developments within SEND and reflect this understanding in daily practice
3. Carry out any other duties appropriate to the level expected of a teacher paid SEN points
4. Take reasonable care of the health and safety of yourself, other persons and resources whilst at work
5. Co-operate with the leadership and management of the school as far as is necessary to enable the responsibilities placed upon it under the Health and Safety at Work Act to be performed e.g. operate safe working practices
6. To be responsible for carrying out the appropriate duties set out in the Teachers’ Pay and Conditions Document and teacher’s Professional Standards as directed by the Head Teacher
7. You will be expected to carry out your duties in line with the Trust’s policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through Academy and Trust communications
8. As part of your wider duties and responsibilities you are required to promote and actively support the school’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

**RESPONSIBLE TO:** Head Teacher

**RESPONSIBLE FOR:** HLTAs / Inclusion Support Workers etc.

**Criteria**

In order to be shortlisted for this post, you will need to demonstrate, using examples in your application, that you meet the criteria listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate each area, describe what happened and what the outcome was.

**Employee Specification**

|  |  |  |
| --- | --- | --- |
| **CRITERIA** | **ESSENTIAL/****DESIRABLE** | **IDENTIFIED** |
| **GENERAL AND SPECIAL KNOWLEDGE AND SKILLS** |
| * Excellent classroom practitioner with a clear understanding of how children learn
 | E | APPLICATION FORM/SELECTION PROCESS |
| * Knowledge of effective curriculum development in a relevant key stage
 | E |
| * Ability to work and plan as part of a team
 | E |
| * Ability to use a range of classroom management and teaching strategies to engage pupils and promote progress
 | E |
| * Skilled in the use of nurture and outdoor learning or able and committed to developing these skills in a short amount of time
 | E |
| * Excellent understanding of assessment and target setting
 | E |
| * Ability to differentiate teaching to support all pupils and their SEN
 | E |
| * Knowledge of SEND
 | E |
| * Commitment to parental involvement
 | E |
| **RELEVANT EXPERIENCE** |
| * Recent experience of teaching children in a relevant phase
 | E | **APPLICATION FORM/SELECTION PROCESS** |
| * Experience of working with pupils who have social, emotional and mental health difficulties
 | D |
| * Experience of topic based planning and assessment
 | E |
| * Experience of nurture provision and outdoor learning
 | D |
| * Experience of planning and monitoring personal learning packages
 | E |
| * Experience of implementing intervention strategies to support pupils
 | E |
| * Experience of liaison and co-operation with other professional agencies
 | D |
| **EDUCATION AND TRAINING** |
| * Qualified Teacher (QTS or equivalent)
 | E | **APPLICATION FORM/SELECTION PROCESS** |
| * Commitment to continue professional development
 | E |
| * Evidence of recent INSET
 | D |
| **ADDITIONAL FACTORS** |
| * Ability to work flexibly and co-operatively as a member of the school team
 | E | **APPLICATION FORM/SELECTION PROCESS** |
| * Ability to be positive, sensitive, resilient, enthusiastic, trustworthy, respectful of confidentiality and promote a good image of the school in the wider community
 | E |
| * Willing to participate in additional school activity, and involvement in the wider life of the school
 | E |
| * Good organisational skills yet flexible and motivated in attitude to respond to the changing needs of the school
 | E |
| * A commitment to the whole school philosophy and a desire to continually strive for improvement
 | E |
| * Have a full driving license and a vehicle available for work purposes including the transportation of pupils
 | E |
| * Willingness to work across sites when required
 | E |
| * Willingness and ability to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds.
 | E |
| * Willingness to undertake an enhanced Disclosure & Barring Service check and an Asylum & Immigration check. **Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.**
 | E |

NOTE TO APPLICANTS: You will only be shortlisted from the details on your application form if you demonstrate that you meet all the essential criteria (marked E). If a large number of applications are received, only those who also meet the desirable criteria (marked D) will be shortlisted.