



**EAST PARK ACADEMY**

**JOB DESCRIPTION**

**SCHOOL SEND/NURTURE SUPPORT WORKER**

**LEVEL 3**

**Job description:**

**Main responsibilities:**

- Being a member of the school's SEND/Nurture facility.
- Work under supervision of qualified educational staff enabling access to learning with small groups of pupils or individual children. This will include children with special needs.
- Develop and contribute to standard and pre-approved learning plans for individuals and groups of children.
- To be able to plan and deliver appropriate interventions.
- Assist with supervision and social needs of children at playtimes/ lunchtimes and on school visits where necessary.
- To undertake such duties which may be reasonably regarded as within the nature of the duties/responsibilities for the grade of the post.
- Applicants should be able to demonstrate high levels of initiative, be able to display sensitivity to children's needs and to be able to stay calm under pressure.
- Good communication skills that will encourage and foster positive relationships with parents, children, agencies and with staff across the school.
- Experience of a nurture setting is desirable but not essential.

## Support for the Curriculum

- Implement agreed learning activities/teaching programmes, making appropriate adjustments according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Prepare and maintain general and specialist equipment and resources in line with agreed plans and strategies.

## Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

## Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

**Signature of Manager:**

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**Date:**

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**Signature of post holder:**

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**Date:**

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## PERSON SPECIFICATION

	Essential	Desirable	Method of Assessment
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• NVQ Level 3 or equivalent in a related area</li> <li>• Excellent Numeracy and Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability and willingness to participate in training</li> <li>• First Aid</li> </ul>	Application Form Certificate
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with relevant age groups within a learning environment, including knowledge of behavioral and learning difficulties.</li> <li>• Understanding of Classroom roles and responsibilities</li> <li>• Knowledge of school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of completing Early years observations.</li> </ul>	Application Form Selection Process References
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to understand policy, procedures and legislation relevant to the areas of work</li> <li>• Ability to encourage pupils to participate in or complete tasks</li> <li>• Ability to work as part of a team</li> <li>• Ability to resolve problems understanding when referral is required</li> <li>• Ability to relate well to children</li> <li>• Able to use ICT including computer, audio, video equipment and photocopier</li> <li>• Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable ability to develop and plan activities under the direction of the class teacher</li> <li>• Experience of using online software to support EYFS observations, e.g. Evidence me, 2 Simple</li> </ul>	Application Form Selection Process References
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Displays sensitivity to pupils needs</li> <li>• Ability to provide necessary personal care to children</li> <li>• Ability to maintain confidentiality</li> </ul>		Selection Process References
<b>Other</b>	<ul style="list-style-type: none"> <li>• To be responsible for promoting and safeguarding the welfare of children and young people</li> </ul>		Selection Process References



