

**Job Title:** EY/KS1 Nurture Group Class Teacher

**Grade**: Band 2-3 (SP 4-9) (Outer London)

**Contract type:** Full-time - Permanent

**School:** Elm Park Primary School/RJ Mitchell Primary School

**Reports To**: Assistant Headteacher (Inclusion)

**Responsible for:** Leading the teaching and learning of a group of pupils who

experience a range of needs and challenges (primarily social, emotional and behavioural).

**Staff Managed:** Teaching support staff within the phase

## **Job Purpose**

To meet the requirements of:

• A teacher as set out in the School Teachers Pay and Conditions Document.

• The Teaching Standards (Career Expectations at appropriate level M4-UPS3).

• Subject/Aspect leader.

## 

## **Principal responsibilities**

• To lead the learning of a group of pupils who experience a range of needs and challenges (primarily social, emotional and behavioural).

• To play a lead role in the development of the nurture group in accordance with nurture group principles to ensure that barriers to learning are reduced and to support students to achieve their full potential.

• To take a supporting role in monitoring to ensure that the school’s systems for promoting positive behaviour and attitudes to learning are effective.

• To plan and deliver engaging and motivating experiences relevant to the nurture group principles (children’s learning is understood developmentally; the classroom offers a safe base; nurture is important for the development of self-esteem; language is understood as a vital means of communication; all behaviour is communication; transitions are significant in the lives of children).

• To develop an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs.

• To provide support for a named group of children through a carefully structured timetable that balances learning, affection and structure within a caring home-like atmosphere.

• To work with the Assistant Headteacher/Inclusion Lead to monitor the progress of pupils ensuring the reduction in barriers to learning, increase in inclusion into their mainstream classroom and secure excellent progress for all pupils.

• Where appropriate ensure all objectives on each individual child’s Educational Health Care Plan or SEN support plan are addressed continually enabling at least good progress.

• To manage the work of the member of support staff, including timetables and assessments.

• In line with school policy, mark and provide feedback on pupils’ work set in school and for homework so that they understand how to improve.

• To regularly review progress and monitor the integration of all nurture group pupils within the mainstream classrooms.

• To work in partnership with classroom teachers to provide a personalised learning and behaviour plan for pupils experiencing social, emotional and behaviour difficulties.

• Whilst maintaining appropriate professional boundaries between adults and children, establish secure and trusting relationships with pupils to facilitate their learning and development.

• Work positively in partnership with the child’s parents/carers and external agencies as appropriate to support named children’s social, emotional and academic development.

• To support class teachers to include children with emotional and behavioural issues.

• To ensure a consistent approach to managing behaviour and promoting positive attitudes to learning.

• To attend and contribute appropriately to Educational Health Care Plan Reviews, SEN reviews, pupil progress meetings and parent’s meetings.

• To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies.

• To contribute to whole school planning activities.

**UPS teachers play a critical role in the life of the school via:**

• Being a role model for teaching and learning within school and, if appropriate, for teachers in other schools.

• Making a distinctive contribution to the raising of pupil standards throughout school.

• Taking advantage of CPD opportunities, designing and refining approaches to teaching and using the outcomes to effectively support colleagues to improve pupils’ learning.

• Support the Senior Leadership Team (SLT) in monitoring standards.

• Contributing effectively to the work of the wider school team and to the professional development of colleagues throughout school, including mentoring, leading staff meetings, demonstrating effective practice and providing advice and feedback.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the council. They must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Council records and information.

The post holder must carry out their duties with full regard to the Council’s Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Council Policies. They must comply with the Councils Health and safety rules and regulations and with Health and Safety legislation.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers’ terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

Signed …………………………….. Date ………………………………..

****

**Nurture Group Class Teacher Person Specification**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** | Qualified Teacher Status  Evidence of continuing professional development related to the post. | Level 2 Safeguarding training  Relevant yearly multi-agency training |
| **Experience** | Successful teaching experience across the primary age range, including successful support of children with a range of SEND.  Leading workshops and meetings for staff and parents.  Experience of working with parents to ensure best possible outcomes for pupils.  Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND.  Experience of writing IEPS and provision maps. | Experience of being a Nurture Group Teacher. |
| **Knowledge, skills and understanding** | A thorough knowledge and understanding of the SEND Code of Practice.  Knowledge of the National Curriculum, EYFS curriculum and Engagement model.  Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND.  Knowledge of how ICT can be used to support children with SEND.  Ability to teach good or better lessons consistently, over time. | Knowledge of how to interpret and track pupil progress to accelerate progress and raise pupil attainment across the curriculum. |
| **Leadership** | Ability to provide a clear vision for the development of inclusive practice.  Commitment to promoting an environment where all children will maximise and achieve their potential.  Ability to liaise with all stakeholders, including education and medical professionals, governors and parents.  Ability to evidence impact of interventions and strategies used to support pupils. | Experience of middle leadership role. |
| **Personal attributes** | Ability to maintain high levels of confidentiality.  Approachable, accessible and flexible.  Ability to remain calm and focused under pressure.  Ability to prioritise and work well using your initiative.  Excellent communication skills.  Ability to listen and be present for children and colleagues. |  |