



# **Laycock Primary School**

**Part of Pennine Academies Yorkshire**

## **Recruitment Pack**

### **Nurture Lead**

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**Headteacher: Mrs J Nove**



**OUR SCHOOL IS PART OF THE PENNINE ACADEMIES YORKSHIRE**

## **Nurture Lead**

**Permanent – 26.75 hours per week. Term Time Only**

**Salary: Band 7 SCP 11-17 (Actual £14,573 - £16,264)**



**Do you like to make a difference?**

**Would you like to be part of our small, caring Laycock family?**

**We are looking for a Nurture Lead who has experience in a similar role and can take on safeguarding responsibilities.**

**There is also the potential for additional hours as a Lunchtime Supervisor.**

Laycock Primary School is a half-form entry primary school on the outskirts of Keighley.

**The main objectives of the post are:**

- To use a nurture approach to ensure all children can access their learning;
- To champion the principle of nurture provision and practice throughout school;
- To develop strong working partnerships with parents;
- To run the School Council and an After School Club;
- To provide 1:1 and small group support to ensure pupil needs are met;
- To be the school's named Mental Health Champion and to be a Designated Safeguarding Lead for the School.

**We are looking for candidates who have:**

- A passion for working with children and can demonstrate an awareness of emotional well-being and empathy for children with barriers to learning;
- A nurturing approach and at least 2 years experience in a similar role;
- Enthusiasm, patience and strong communication skills – GCSE Grade C or above in English and Mathematics essential;
- Designated Safeguarding Lead training (or prepared to undertake this training and role)

**Visits to the school are welcome and encouraged. Applications can be made via Prospects Online.**

For further information please contact Kimberley Dunn - School Operations Manager at [k.dunn@lps.paymat.org](mailto:k.dunn@lps.paymat.org) or call 01535 605916

**Closing date: 8<sup>th</sup> June 2023 @ 9am**

# **JOB DESCRIPTION – NURTURE LEAD**

**Job Title/Post:** Nurture Lead

**Date:** June 2023

**Salary:** Band 7 SCP 11-17

**Responsible to:** SLT

## **GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **PRIME OBJECTIVES OF THE POST:**

- To develop and maintain effective and supportive relationships with pupils and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to pupils both within and outside of school.

## **SUPPORT FOR PUPILS:**

- Demonstrate nurturing principles towards all pupils.
- Provide pastoral support to pupils.
- Receive and supervise pupils not working to a normal timetable.
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist the teacher with the development and implementation of individual Education / Behaviour / Support / Mentoring plans.
- Support provision for pupils with additional needs.
- Establish productive working relationships with pupils, acting as a positive role model.
- Develop 1:1 group work and mentoring arrangements with pupils and provide support as appropriate.
- To carry out interventions as appropriate.

- Provide age appropriate support to enable pupils to make choices about their own learning/behaviours/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- To manage the School Council and run after school clubs as appropriate.
- Liaison with outside agencies to support pupils and families as required.

#### **SUPPORT FOR TEACHERS:**

- Ensure the safety of all pupils is maintained, through the role of DDSL and appropriate liaison with outside agencies
- Support pupils' access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links. To act as Lead in Parental Engagement Meetings.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support, e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls, bid applications etc.
- To attend CAF meetings (or similar), linked to the role of DDSL.
- To have a lead responsibility for ensuring the continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools, ensuring the speedy and effective transfer of information within and across educational establishments and settings.
- Monitor and provide comprehensive evidence and reports for Headteacher, Trustees and Inspectors that demonstrates the impact the Nurture Lead has on pupil progress.

#### **SUPPORT FOR CURRICULUM:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

#### **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.
- To work alongside the Designated Safeguarding Lead, and in their absence, assume the role of Designated Safeguarding Lead.
- 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.
- To be the School's Mental Health Champion and undertake appropriate training for this role.
- 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, some of which may be after school.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Council's Equal Opportunities policies and practices in respect of both employment issues and the delivery of services to the community.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Engage in fundraising activities and events to raise funds for school activities.
- Develop and implement effective referral procedures and criteria for the Nurture Lead, which will deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours, ensuring that cases that require highest and or immediate support are a priority.
- To have lead responsibility for identifying those pupils who would benefit most from the support of a Nurture Lead and, working with others, draw up and implement a comprehensive assessment and action plan for each pupil who needs particular support covering their personal, social and emotional needs (except where the pupil is already subject to an individually tailored plan, e.g. when changing schools).
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Will appreciate and support the role of other professionals.
- Will have a willingness to train as a First Aider.
- Manage and organise Breakfast Club, including the monitoring and ordering of stock and equipment and raising funds as appropriate.

#### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Undertake planned supervision of pupils' during out of school hours learning activities, and supervise pupils on visits and trips as required.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals, e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

#### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

### Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

### **SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

### **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times, e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Pennine Academies Yorkshire are also recruiting a Lunchtime Supervisor for 6.25 hours per week and we would warmly welcome applicants who would like to apply for both roles. Please contact the school for further information.

**PERSONNEL SPECIFICATION:**

	<b>Essential (E) / Desirable (D)</b>
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"><li>● At least two years' experience as a Learning Mentor (or similar role). (E)</li><li>● Experience of running a successful School Council. (D)</li><li>● Experience of working with children of relevant age, assisting in their development. (E)</li><li>● Experience of working as part of a team. (E)</li><li>● Experience of working with pupils with additional needs. (E)</li><li>● Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. (E)</li><li>● Recent and appropriate experience of enabling families/carers to access support agencies. (D)</li></ul>
<b>QUALIFICATIONS / TRAINING:</b>	<ul style="list-style-type: none"><li>● Minimum of NVQ 3 for Teaching Assistants or equivalent qualification or experience. (E)</li><li>● Willingness to participate in development and training opportunities. (E)</li><li>● Willingness to undertake Designated Safeguarding Training (E)</li><li>● Safeguarding Training within last three years (D)</li><li>● Behaviour Management (E)</li><li>● Social work, youth work, counselling, teaching or mentoring qualification and / or experience (E)</li><li>● GCSE English and Maths Grade C or above, or equivalent, e.g. Adult Literacy/Numeracy at Level 2. (E)</li></ul>
<b>KNOWLEDGE / SKILLS:</b>	<ul style="list-style-type: none"><li>● Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. (D)</li><li>● Working knowledge of national curriculum and other relevant learning programmes. (E)</li><li>● Understanding the principles of child development and learning processes and in particular, barriers to learning. (E)</li><li>● Full understanding of the range of support services/providers (E)</li><li>● Knowledge of Health &amp; Safety requirements. (D)</li><li>● Knowledge of a range of Behaviour Management Strategies. (E)</li><li>● Ability to use relevant equipment/technology/resources. (E)</li><li>● Ability to use ICT effectively in relation to the post. (E)</li><li>● Good organisational skills. (E)</li><li>● Ability to identify existing and potential barriers to learning and engage in strategies to overcome these. (E)</li><li>● Ability to plan effective actions for pupils at risk of underachieving. (E)</li></ul>