



Bankside Primary School

Job Title **Nurture Lead and Learning Mentor**

Start Date **As soon as possible**

Salary **PO1- PO2 (£31,297- £35,216 actual salary)**

Hours **Term- time only 37.5hrs a week**

Contract Type **Permanent**

Closes **Midday Friday 27th September 2024**

This is an exciting opportunity to join us in developing our targeted and specialist provision for children who may have been affected by Adverse Childhood Experiences, as well as those who require targeted or personalised support to develop their ability to learn within the classroom.

Job Description

Purpose and Scope

- To support the Social, Emotional and Mental Health progress of identified pupils in the School through delivering emotional literacy programmes and applying the recommendations of external agencies such as Educational Psychologists.
- To be accountable for assessing and reporting on the progress of individual pupils within your caseload.
- To be accountable for contributing to EHCP applications and supporting to fulfil the provision outlined within them for children with SEMH needs.

Skills and abilities

- An ability to engage with pupils in distress without confrontation.
- A commitment to inclusion, equal opportunities and fairness.
- An ability to relate well to children and adults and work as part of a team.
- Ability to self-evaluate own practice and learning needs.
- A calm, flexible, pleasant, and sympathetic manner.
- A willingness to undertake additional training, keep up to date with SEMH research and development.

Organisational Relationships

- Responsible to and line managed by the Assistant Head for Inclusion and Behaviour
- Works under the general direction of the Senior Leadership Team
- To work closely with the AHT Inclusion and Behaviour, Class Teachers and Teaching Assistants

Main Duties and Responsibilities

- Plan and deliver personalised emotional literacy support sessions including Emotion Coaching and Play Therapy.
- To work alongside teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential.
- To be accountable for reporting on the SEMH progress and impact made by identified pupils.
- To communicate with all stake holders including parents, pupils, school staff and external agencies about support within school and regarding specific pupils where necessary.
- Maintain pupil evidence to highlight the support on offer and the SEMH development of pupils.
- To address identified pupils' SEMH needs.
- To support class-teachers in providing personalised adjustments and delivering the provision outlined within EHCPs and Positive Behaviour Plans
- Provide progress data for all pupils receiving support as part of the whole school reporting system
- Establish positive working relationships with pupils, including providing empathy and building a trusting relationship.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour and attendance and consequences of their actions.
- Maintain the learning/nurture environment to provide safe, quality provision for pupils.
- Challenge and motivate pupils, promote, and reinforce self-esteem and confidence.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the appropriate school staff, to support the achievement and progress of pupils.
- Confidently work with children and provide support for distressed pupils individually or in small groups.
- To plan and deliver support programmes (1:1, group work) depending on the needs of individual pupils or groups using evidence-based techniques. This includes arranging, assessing, and delivering 1:1 and group screening/action plans.
- Promote the reintegration of those who have been absent from the classroom where appropriate.
- To maintain positive professional relationships with all members of staff.
- To input confidential data, using electronic systems, to individual support plans and pupil records. Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's learning, behaviour, and attendance.
- To observe and assess a child's emotional state and put correct support in place including liaising with the AHT for Inclusion in signposting for relevant external support.
- To assist with pupil transition, liaising with other schools where necessary.
- To help to ensure that there are appropriate resources to support sessions, including responsibility for the Nurture Room.
- To take an active role in personal performance development and to participate in training.
- It is an aspiration for the post-holder to have or to be supported to achieve Thrive Licensed Practitioner Status.
- To attend review meetings as requested.
- To undertake Safer Handling (Team Teach) training to be able to perform physical intervention, when necessary, ensuring that it is appropriate, proportionate and required.
- To liaise with the appropriate designated member of staff where child protection issues are concerned

- To play an appropriate part in child protection procedures, such as relating relevant information and recording/reporting disclosures to the designated teacher/relevant professional

Person Specification

Experience	Experience of working in an SEMH provision or SEMH support role in a school/organisation	Highly desirable	Application form/interview
Qualifications and Training	Good Literacy and Numeracy skills.	Essential	<i>Application form</i>
	A higher level of education at degree level.		
	A high level of ICT skills including but not exclusive to Excel, Word, PowerPoint	Essential	<i>Application form</i>
	A high level of written communication skills	Essential	<i>Application form</i>
	A commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	Essential	<i>Application form</i>
Knowledge and Skills	An understanding of relevant behaviour policies and procedures	Essential	<i>Interview and application form for all.</i>
	The ability to apply behaviour management policies and strategies so as to contribute to a purposeful learning environment	Essential	
	An understanding of educational policy and procedures	Essential	
	Confident knowledge and skills in ICT	Essential	
	The ability to undertake various duties	Essential	
	Good communication skills at all levels	Essential	
	The ability to gain respect of pupils through manner of confidence	Essential	
	The ability to organise your own workload	Essential	
	Effective time-management strategies	Essential	
	Experience of CPOMS, SIMS and Google Drive	Desirable	
	Experience of using various emotional support strategies such as The Zones of Regulation, Emotion	Essential	

	Coaching and wider restorative practices.		
Personal Qualities	<p>The ability to work calmly under pressure</p> <p>The ability to critically evaluate your own practice and make necessary changes to be more effective</p> <p>Honest, reliable and trustworthy</p> <p>The ability to work in a team</p> <p>An attention to detail</p> <p>The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for the post.</p>	All Essential	

At Bankside, we are passionate about celebrating the diversity of our children, families and staff community. We value the experience and contributions of people from all walks of life.

If you are interested in finding out more, we welcome visits to come and meet our lovely children and colleagues. Contact the office (0113 336 8383) to arrange a suitable slot.

Please download the application/information pack from our website <https://www.banksideprimary.org/vacancies>

Submitting your application form – please read carefully:

- Closing date – 12 noon, on Friday 27th September 2024.
- All completed applications must be submitted electronically to: recruitment@banksideprimary.org
- We can only accept Leeds City Council school support staff or teacher application forms and are unable to accept CV's
- Any queries relating to this role should also be sent to recruitment@banksideprimary.org
- Please clearly indicate on your application form and accompanying email which role you are applying for. If your application is not labelled clearly we may not consider your application as we will not know which role you are applying for.
- Attachments should be saved with your name and which role you are applying for.
- Please ensure you provide current and correct email addresses for all your referees.

Please note only short listed candidates will be contacted for interview / observations.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check.

We promote diversity and want a workforce which reflects the population of Leeds.