



Job Title: Nurture and Behaviour Support Assistant

Grade: [Single Status 5](#)

Responsible to: Headteacher

Purpose of the Role:

To work with and supervise individuals and groups of children in a learning and pastoral role, and to support them with emotional and behavioural difficulties.

To supervise and develop good social skills with children at break and lunch times following the school's agreed policies. To support class teachers and teaching assistants with the creation and implementation of plans and strategies for the development and education of children with emotional, social, behavioural and special educational needs. To deal with conflict issues around the school.

Key tasks:

1. Build positive relationships with the children within the school.
2. Support children with emotional and behavioural needs.
3. Monitor children's learning and behaviour and including feedback to the teacher and SENDCo on the effectiveness of the behaviour strategies adopted.
4. Provide innovative support strategies appropriate to individual children and their parents/carers and to regularly review the impact of these strategies with teacher, school leaders and outside agencies.
5. Support children in developing social skills both in and out of the classroom by providing pastoral support and promoting independence.
6. Coach and mentor children to support them to improve their self-esteem, behaviour and engagement with education.

7. Establish supportive relationships with parents/carers by fostering links between home and school.
8. Encourage pupils to resolve minor conflicts amicably and safely.

All school-based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

PERSON SPECIFICATION

Education and qualifications

- Educated to GCSE (or equivalent) in English and Maths. Teaching Assistant qualification is desirable

Knowledge, experience and key skills

- Experience of establishing positive relationships with children
- Experience of working with, and supporting, pupils with learning, social, emotional and behaviour needs (which can lead to challenging behaviour)
- Experience of adapting/preparing appropriate resources for children with individual needs
- Experience of working with children with language communication difficulties
- Knowledge of the National Curriculum and an understanding of the entitlement for all children
- Knowledge and understanding of the SEN Code of Practice
- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students.
- Knowledge of the causes of challenging behaviour and different ways to support it
- Ability to deal with students who may be challenging and reluctant to engage.
- Communications skills; the ability to use language and other communication skills that children can understand and relate to
- Able to converse at ease with customer and provide advice in accurate spoken English
- Ability to help children express themselves appropriately
- Ability to undertake observations of individual pupils and complete assessments under the direction of the teacher and/or SENCO
- Ability to work as part of a team

- Organisational and time management skills
- Ability to liaise and communicate with parents or carers
- Ability to demonstrate active listening skills.
- Ability to offer constructive feedback to students to reinforce self-esteem.
- An understanding of the principles of child development and learning processes and in particular, barriers to learning
- Awareness of the organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- Patient and calm manner
- A positive role model for children

