



Specialist Nurture and SEND Practitioner

St. John's CE Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Specialist Nurture and SEND Practitioner

Salary: KSE (£29,167 to £30,934 FTE, pro rata)

Hours: 27.5 hours per week, Monday to Friday, 8.00am to 1.30pm, 38 weeks per year

Contract type: permanent, term time only

Reporting to: SENCo

Responsible for: leading the morning operation of The Nest, including Calm Club, and providing specialist nurture and SEND support to pupils

Main purpose

The Specialist Nurture and SEND Practitioner will:

- Lead the day-to-day morning operation of our nurture provision, *The Nest*, providing a consistent, safe and nurturing environment for pupils with SEND and social, emotional and mental health needs
- Lead a lunchtime *Calm Club* each day and provide consistent support through lunchtime regulation and transition
- Work closely with the SENCo and class teams to implement, monitor and adapt agreed SEND provision, personalised plans and risk assessments

Duties and responsibilities

Nurture and SEND support

- Establish predictable routines and strong, trusting relationships so that pupils feel safe, understood and ready to engage
- Provide a calm and consistent start to the school day, including supporting agreed arrival routines for pupils who need a soft start
- Plan and deliver structured nurture, regulation and social and emotional activities in response to identified needs and agreed outcomes
- Promote pupils' independence, self-esteem, communication and social inclusion while avoiding unnecessary dependence on adult support

- Use appropriate strategies to support pupils who are anxious, distressed or dysregulated, remaining calm and following the school's behaviour and regulation procedures
- Adapt tasks, communication and the environment using approaches such as visual support, clear routines, reduced language, sensory strategies and manageable steps
- Support pupils to access learning and, where appropriate, make successful transitions back into class in partnership with class teams
- Implement agreed provision within Personalised Provision Plans and education, health and care plans, under the direction of the SENCo and class teacher
- Follow individual behaviour, regulation and risk assessment plans consistently and seek additional or senior support when required
- Organise and manage The Nest environment and resources so that the provision remains calm, purposeful, welcoming and safe
- Lead *Calm Club* each day from 12.30pm to 1.30pm, maintaining a safe and inclusive space for identified pupils

Planning, monitoring and record keeping

- Contribute to effective assessment and planning by monitoring, recording and reporting pupils' engagement, regulation, progress and barriers to learning
- Maintain clear and accurate records of attendance, interventions, significant incidents and other agreed information relating to *The Nest* and *Calm Club*
- Contribute factual evidence to Personalised Provision Plan reviews, EHC plan reviews and statutory SEND processes as directed by the SENCo
- Review the impact of nurture and SEND support with the SENCo and class teams and contribute to agreed adjustments in provision
- Provide agreed practical and administrative support to the SENCo, including collating records and evidence and updating working documents

Working with staff, parents/carers and relevant professionals

- Communicate effectively with pupils and staff, and with parents and carers when directed by the SENCo or class teacher
- Share relevant knowledge and observations with class teams so that approaches remain consistent between *The Nest* and the classroom
- Contribute to meetings with parents and carers by providing factual information about pupil engagement, progress and barriers to learning when requested
- Keep the SENCo and relevant staff accurately informed of progress, emerging concerns and changes in need for the pupils they support
- Work collaboratively with teachers, teaching assistants and other school staff to support inclusion and successful transitions
- Work with relevant education, health and social care professionals by implementing agreed advice and providing appropriate feedback under the direction of the SENCo
- Develop effective professional relationships while maintaining appropriate confidentiality and information sharing boundaries

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Follow agreed risk assessments and safety procedures, respond promptly where behaviour presents a risk of harm, and seek additional or senior support when required

Professional development

- Keep their knowledge and understanding of nurture, SEND and inclusive practice up to date by reflecting on their practice, liaising with school leaders and undertaking relevant professional development
- Take opportunities to build the appropriate skills, qualifications and experience needed for the role, with support from the school

- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The Specialist Nurture and SEND Practitioner will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Specialist Nurture and SEND Practitioner will carry out. The postholder may be required to undertake other duties appropriate to the level of the role, as directed by the headteacher or line manager.

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and mathematics • A relevant Level 3 qualification or equivalent relevant experience; HLTA status or a Level 4 qualification would be desirable • First aid and safeguarding training, or willingness to complete training required by the school
Experience	• Substantial experience working with children in a school environment or other educational setting • Previous practical experience of nurture provision and/or targeted social, emotional and mental health support • Experience supporting pupils with SEND and/or social, emotional and mental health needs, including pupils who may become anxious or dysregulated • Experience planning, delivering and reviewing targeted individual or small group support. This may include ELSA, Thrive, Nurture UK nurture principles or nurture groups, the Boxall Profile, Zones of Regulation, Emotion Coaching, LEGO based approaches, Social Stories, Trauma Informed Schools UK, Intensive Interaction or similar recognised approaches • Experience recording pupil progress and contributing to support plans, reviews or other SEND documentation

Skills and knowledge	• Good literacy, numeracy and ICT skills • Strong organisational skills and the ability to manage a busy nurture provision confidently • Ability to build effective, trusting relationships with pupils and adults • A secure understanding of nurture principles, child development and the relationship between emotional regulation, behaviour and learning • An understanding that behaviour can be a form of communication, together with the ability to look beyond presenting behaviour and consider the needs which may be driving it • Knowledge of how to adapt communication, tasks and environments to meet individual needs • Ability to use positive, preventative and de-escalation approaches and remain calm when pupils are distressed or dysregulated • Ability to make appropriate day to day decisions within agreed plans, risk assessments, policies and procedures • Ability to observe pupils carefully, maintain accurate records and contribute factual evidence to reviews • Excellent communication and collaborative working skills with the SENCo, school staff, parents and relevant professionals • Knowledge of safeguarding requirements, confidentiality, information sharing and the SEND Code of Practice
Personal qualities	• Able to demonstrate unconditional positive regard for ALL children, including when behaviour is challenging, while maintaining clear, consistent and appropriate boundaries • A genuine enjoyment of working with children, including those who may find school, relationships or learning particularly challenging • Warm, patient and emotionally available, with the ability to develop secure and respectful relationships with children • Curious rather than judgemental about children's behaviour and able to respond to difficulties with empathy, consistency and reflection • Resilient and able to remain calm, regulated and dependable when children are distressed or dysregulated • Able to combine nurture and compassion with appropriately high expectations for children's safety, independence, engagement and progress • A commitment to getting the best outcomes for all pupils and promoting the Christian ethos and values of the school • Commitment to maintaining confidentiality, safeguarding pupils' wellbeing and promoting equality and inclusion • Reliable, flexible, reflective and able to work confidently both independently and as part of the wider school team

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: September 2026

Next review date: September 2027

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
