



## **HORSFORTH SCHOOL**

### **JOB DESCRIPTION**

**Job Title:** SEND Nurture Lead

**Responsible to:** SENDCO

**Pay Band:** CI

**Hours:** Full time, Monday – Friday.  
8-4 Monday-Thursday  
8-3.30 Friday  
30 min break daily

**Term Time Only Plus 5 days**  
**Permanent**

#### **Main role:**

The SEND Nurture Lead will support the wellbeing and teaching and learning of children with Special Educational Needs and Disabilities across the Key Stages under the direction of the SENDCO.

Knowledge of, and experience in supporting young people with Autism, Social Emotional Mental Health, Cognition and Learning (SpLD), Speech Language and Communication (SLCN) or EAL needs would be advantageous.

They will work across all year groups and will support all students with SEND in all areas.

The nurture lead will be responsible for co-ordinating and working within our LINK nurture provision as well as the wider school; organising daily activities and liaising with other staff about their needs.

The role is a varied one and tasks can range from meeting students to set them up for the day, observing students in class, helping with academic support activities, devising individual learning/support/behavioural plans, to providing pastoral care and support to the student or parent. External agency liaison will also be a key part of the role.

The SEND Nurture Lead work closely with the SENDCO, SEND Practitioners, Teaching Assistants, the Pastoral/Behaviour Team and all teaching staff.

#### **Main duties will consist of:**

1. To provide nurture support first thing in the morning to our most vulnerable SEND students as a consistent figure of support
2. To complete check ins throughout the day with key students and liaise with staff over any arising concerns and needs

3. To have ownership over the LINK provision space and the provision put in place there including equipment and the use of the space under the direction of the SENDCo and SEND Lead
4. To support the implementation of bespoke plans for some students under the direction of the SENDCo and be involved in the review process
5. To co-ordinate the setting of work and tasks for students on bespoke plans, to include ESNA, ASC and SEMH students.
6. To provide transitional support into school from the nurture space and then into class
7. To support students in class as required
8. To assist in completing referrals and assessments
9. To regularly feedback to SEND leads regarding progress and developments of students
10. To support reintegration of SEND students with pastoral and behaviour team
11. To liaise with parents as required.
12. To work independently and within the SEND team on external agency referrals and collaboration.
13. To review learning passports of students as required.
14. To support in creating and maintaining a nurturing environment within the SEND provision.
15. To develop support for preparation for adulthood program.
16. To support students and staff with preparation for transitions to onward learning.
17. To promote the inclusion of all students across the school and raise awareness and acceptance of individual differences
18. To be aware of and support difference and ensure equal opportunities for all.
19. To support students on a one to one or group basis
20. To maintain open communication with students and school staff
21. To assist with integration of students with SEND needs within the school
22. To act as an advocate for the student and participate in working team meetings in regard to individual student needs
23. To provide feedback to students, parents and staff on their progress in all areas
24. To assist in the collection and sharing of data for the purpose of evaluating student progress.
25. To support teaching staff and other support staff in meeting the needs of the students
26. To plan and hold meetings or phone calls with all parties when planning or reviewing support
27. To supervise students before and after school and at social times
28. To maintain effective record keeping in line with the graduated approach cycle
29. To support and enforce the behaviour policy of the school and provide support as directed by the pastoral team.
30. To establish positive working relationships with students acting as a role model, coach and mentor.
31. To support the school's behaviour, attendance and punctuality policies; upholding values and high expectations in terms of these
32. To encourage Positive Attitude to Learning of all students
33. To support students in our intervention areas
34. To support the examinations process; including evidence gathering for access arrangements, the implementation of these arrangements and supervising students in these situations.
35. To attend in-service training and as required.
36. To attend relevant information evenings/drop ins for staff and parents
37. To assist individuals or groups of students with personal care if needed.
38. To assist, as required, in the movement of children who are physically challenged.
39. To supervise pupils on visits, trips and out of school activities as agreed.
40. To be aware of, and comply with, policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
41. To contribute to the overall ethos/work/aims of the school.

**Any Special Conditions of Service:**

There is a requirement to submit to an enhanced Disclosure and Barring Service background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

This job description is not necessarily a comprehensive definition of the post, you may be asked to additional duties not listed above but that are appropriate to the role. It will be reviewed from time to time and may be subject to modification or amendment at any time after consultation with the holder of the post.