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|   **Employee Specification Form** | | Post Number | |  | |
| Job Title | | **Nurture Teacher** | |
| Prepared by and date | | Kate Ball (Oct 2025) | |
| ***Important - Study “Explanatory Notes” printed overleaf before completing form*** | | | | | |
| **Essential Personal Attributes** | Stage Identified | | **Desirable Personal Attributes** | | Stage Identified |
| * Qualified Teacher Status (QTS) with evidence of ongoing professional development in SEND * Willingness to undertake further specialist SEND or leadership training | Application  . | | * NASENCo Award or similar postgraduate SEND qualification * Additional qualification in SEN, SEMH, or Nurture (e.g. Nurture Group Network Certificate, Thrive, ELSA) * Team Teach or equivalent training in positive behaviour support | | Application  . |
| **Experience**   * Proven successful experience teaching children with social, emotional or mental health needs, preferably within a resourced provision or specialist setting * Proven experience teaching primary-aged pupils (KS2) * Experience leading a team or coordinating support staff (e.g., TAs, therapists) * Experience using differentiated, trauma-informed approaches * Experience of working in partnership with families and external agencies * Skilled in developing and evaluating personalised learning plans and provision maps | Application,  Interview & Reference | | * Experience leading or working within a nurture group or SEMH provision * Involvement in strategic planning or school improvement in SEND provision | | Application,  Interview & Reference |
| **Knowledge and skills**   * Understanding of child development, attachment theory, and the impact of trauma on learning * Strong classroom management and de-escalation skills; Skilled in promoting emotional literacy and wellbeing * Ability to assess and track progress (Boxall or similar) * Empathetic, reflective, and emotionally resilient * Calm and consistent in approach * Excellent communication and teamwork skills | Application,  Interview & Reference | | * Understanding of current research in best practice, e.g.Zones of Regulation * Knowledge of restorative practice * Experience designing and evaluating targeted interventions | | Application,  Interview & Reference |
| **Special Requirements**   * Commitment to inclusion and safeguarding * Creativity and adaptability in meeting diverse needs * A commitment to the provision of an organised, calm, professional and inspiring learning environment * Ability to form positive relationships with pupils, parents and professionals * Commitment to safeguarding, inclusion and wellbeing of all pupils * Good organisational skills and ability to meet deadlines * Warmth, flexibility and a sense of humour * Ability to work as part of an effective team | Application,  Interview & Reference | | * Willingness to promote after school provision/clubs * Willingness to contribute fully to the wider life of the school. * Sense of humour and optimism | | Application,  Interview & Reference |

Employee Specification Form

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| These notes should be studied carefully before completing the form overleaf.  List the personal attributes required to fulfil the duties listed in the job description.  They must be:   1. set at a level appropriate to the work to be done and *not* higher than necessary 2. stated clearly and specifically 3. entirely job related   **Essential or Desirable**   1. Essential   Those requirements without which a candidate would be simply unable to do the job.  *Any candidate who does not meet the essential requirements must be rejected.*  Examples could be the possession of current driving licence or relevant qualification.   1. Desirable   Those requirements which are desirable, but not essential.  A candidate should not be rejected for failing to meet any single desirable requirement.  Examples for certain jobs could be local government experience or knowledge of new technology. | **Personal Attributes**   1. Qualifications   What qualifications, if any, should the postholder possess?  To what level   1. Experience   What experience, if any, is relevant?   1. Knowledge and Skills   Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?  Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).  Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.   1. Special Requirements   Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.  **Stage Identified**  Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc |