

**Specialist SEND TA: Nurture Intervention Lead**  
**Job description and Person Specification**  
**Grade 8**  
**Barton Park Primary School**

**Job Title: Nurture Intervention Lead (Preventative SEMH & Pedagogy)**

**Grade: Grade 8**

**Reports To: Assistant Head (Inclusion)**

**Key purpose of the job:**

The Nurture Intervention Lead holds a pivotal, specialist role within the school's inclusion team, taking ownership of our preventative work supporting Social, Emotional, and Mental Health (SEMH) framework. Operating at a Grade 8 level, the post-holder is responsible for delivering, and maintaining the fidelity of evidence-based SEMH curriculums (including *Zones of Regulation*, *Social Emotional Curriculum*, *Girls on Board*, and bespoke social-emotional programmes). You will work with teachers to support them in ensuring that their universal offer meets the needs of SEMH children in their class.

The role also includes identifying and supporting children who are young carers through a range of interventions and keeping up to date with training on supporting and safeguarding this group of children in our school

Alongside direct delivery, this role requires the rigorous tracking and analysis of pupil progress data, translating insights into actionable strategies for the wider school. The Nurture Intervention Lead ensures that all nurture environments are highly purposeful, trauma-informed, and impeccably resourced, acting as a bridge between specialized intervention and mainstream classroom practice to foster an inclusive learning culture.

***Note: This role is offered as an uplift for an existing TP within our school. The role is temporary in the first instance with the possibility of becoming permanent should funding allow. The post will run from 1 September 2026 to 31 December 2026 and will be reviewed in November 2026.***

**Main responsibilities:**

**Support for Pupils**

- **Curriculum Ownership:** Plan, adapt, and deliver high-quality preventative SEMH curriculums tailored to individual and small-group needs, ensuring a safe, structured, and predictable environment.
- **Fidelity of Interventions:** Lead and oversee the precise delivery of specialized evidence based interventions such as *Zones of Regulation*, *Social-Emotional Curriculum* modules, and *Girls on Board*, ensuring the core therapeutic principles of each programme are maintained.
- **Environment & Resources:** Establish and maintain the Nurture Room as a purposeful, welcoming, and communication-rich space; take responsibility for auditing,

maintaining, and replacing specialized resources to support sensory and emotional regulation.

- **Targeted Progression:** Help pupils develop self-regulation strategies, emotional literacy, and resilience, actively supporting them to generalize these skills back into their mainstream classrooms.
- **Work with outside agencies:** Collaborate with outside agencies to implement recommendations and strategies that support pupils' social and emotional health.
- **Modelling for others:** Collaborate with the Teachers and Teaching Assistants in the school to model appropriate support and interventions for pupils, particularly those with SEND
- **Maintaining Consistent Behaviour :** Promote good pupil behaviour in your sessions, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

## SUPPORT FOR TEACHERS & PARENTS/CARERS

- **Data-Driven Insight:** Manage the tracking of SEMH baseline and progress data, routinely analyzing outcomes alongside the Assistant Head (Inclusion) to demonstrate the impact of interventions.
  - Attending pupil progress meetings as required.
- **Collaborative Strategy Sharing:** Proactively share data, behavioral insights, and successful strategies with the Assistant Head (Inclusion) and class teachers to inform holistic, wrap-around support plans.
- **Pedagogical Modeling:** Act as a point of expertise within the school, modeling best practices in SEMH pedagogy and advising teaching staff on low-level preventative classroom adjustments.
- **Parental Engagement:** Where required: attend and contribute expert insights during parent-teacher meetings alongside the class teacher, providing families with clear progress updates and practical strategies to use at home.
- **Professional Development:** Proactively keep up-to-date with the latest SEMH research, trauma-informed practices, and nurture pedagogy, attending relevant training to continuously refine the school's provision.

## General responsibilities

- Taking appropriate responsibility for your own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with an appropriate manager. Identify own strengths and specialist fields and use these to advise and support
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- Undertake any other reasonable duty which corresponds to the salary level and responsibility level of the job.
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- Responsible for self-development.

This job description is not necessarily a comprehensive description of the post. It will be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the post-holder in order to ensure the smooth running of the school.