



**The Greenfield &  
Hurst Drive Federation**  
www.GreenfieldandHurstdrive.co.uk



*A federation where every child is brave enough to be different, confident enough to shine, and supported to succeed.*

## Job Description & Person Specification

### Afternoon Nurture Room Support Worker

#### Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

#### Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

#### Title and Grade of Post

Post Title: Nurture Room Support Worker

Pay Scale: H2 pro-rata

Hours: 15 per week Monday-Friday

Contract: Fixed Term – Maternity Cover. Part-time- afternoons, term time only

#### Purpose of the Job

To provide a safe, supportive, and nurturing environment for children during afternoon sessions, helping them develop emotional awareness, social skills, and confidence through structured and informal activities. This role focuses on supporting students with their social, emotional, and behavioural needs, enabling them to thrive in the school environment.

## Key responsibilities

- Support children in understanding and expressing their emotions using a calm, low-level, and non-intrusive communication style.
- Engage children in a range of activities including crafts, games, group discussions, and life skills development.
- Build positive, trusting relationships by listening without judgement and offering appropriate guidance and support.
- Recognise and respond appropriately to safeguarding concerns, following school policies and reporting procedures.
- Manage and support children displaying challenging behaviour using consistent and supportive strategies.
- Adapt to the varying needs of individual children with flexibility and sensitivity.
- Set up and deliver activities tailored to the developmental and emotional needs of different groups, with clear intended outcomes.
- Maintain accurate records of children's progress, behaviour, and any concerns.
- Assist with and contribute to parent workshops, including after-school sessions (e.g. Thursdays).
- Work collaboratively with colleagues and external agencies to support children's needs effectively.
- Conduct basic research to better understand and respond to specific issues affecting individual children.
- Maintain strict confidentiality of all nurture room information, sharing only on a need-to-know basis.
- Work effectively both as part of a team and independently using own initiative.

## Skills and Qualities:

- Strong communication and interpersonal skills, particularly with children.
- Empathy, patience, and a non-judgemental approach.
- Ability to remain calm and consistent when managing behaviour.
- Good organisational and record-keeping skills.
- Flexibility and adaptability.
- Understanding of safeguarding responsibilities.
- Ability to collaborate with staff and external professionals.
- Initiative and problem-solving skills.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

## Knowledge, Skills & Abilities

- Carries out allocated tasks under the supervision of the Pastoral Lead.
- Communicates with pupils to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/ carers.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.

## Supervision

- The post holder will usually be managed by a member of the school's senior Pastoral Lead.
- The post holder will follow detailed instructions and/or is closely supervised with little scope for discretion; problems are generally referred.
- Responsible for the supervision of practical learning activities of individuals or small groups of pupils under the direction of the Pastoral Lead.
- The post holder will have no supervision responsibilities of other staff.
- The post holder may demonstrate own duties to new or less experienced staff.

## Problems, Demands & Decisions

- Follows detailed instructions and/ or is closely supervised with little scope for discretion; problems are generally referred.
- Working with individuals or small groups of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another.
- Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.

## Person Specification

	<b>Essential</b>	<b>Desirable</b>
Qualifications & Professional Development	<ul style="list-style-type: none"> <li>• GCSE or equivalent level C or above in English and Mathematics</li> <li>• Ability to effectively use ICT to support learning.</li> <li>• Level 1 Safeguarding</li> <li>• Willingness to undertake CPD</li> <li>• Current DBS</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of working with children</li> <li>• Experience of working as part of a team</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working in a school either in a paid or voluntary capacity.</li> <li>• Experience of adhering to school or work policies and procedures relating to health and safety, behaviour/conduct, attendance, equal opportunities and child protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience working with children with SEN and/or Speech and Language delay.</li> <li>• Experience of implementing a therapeutic or trauma-informed approach to behaviour</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• Knowledge of child development.</li> <li>• Understanding of health and wellbeing, safety and child protection</li> <li>• Awareness of data protection and confidentiality</li> <li>• Computer literate and proficient</li> <li>• Ability to effectively use ICT to support learning.</li> <li>• Understanding of the School ethos and values</li> <li>• Effective oral and written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• First aid skills</li> <li>• Working knowledge of social media</li> <li>• An understanding of how a pupil's learning develops</li> <li>• A passion for and understanding of the principles of nurture</li> <li>• Proficient with school online systems: ARBOR, CPOMS</li> </ul>
Professional Skills	<ul style="list-style-type: none"> <li>• Knowledge of legislation and guidance on safeguarding and working with young people</li> <li>• Knowledge of behaviour management strategies</li> <li>• Knowledge of strategies for supporting pupils with SEN</li> <li>• Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>• Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the responsibilities of schools and other agencies</li> <li>• Awareness of local and national agencies that provide support for</li> <li>• children and their families</li> </ul>

<p>Personal attributes &amp; aptitude</p>	<ul style="list-style-type: none"> <li>• Confidence, warmth, sensitivity, reliability, and enthusiasm.</li> <li>• Good interpersonal skills.</li> <li>• Dedicated and loyal.</li> <li>• High standards in attendance and punctuality</li> <li>• Ability to work in a team</li> <li>• A flexible approach</li> <li>• Problem Solving</li> <li>• Active Listening</li> <li>• Organised</li> <li>• Motivated to support children</li> <li>• Managing Relationships</li> <li>• Resilience</li> <li>• Possess high levels of emotional literacy</li> <li>• Approachable and nurturing personality</li> <li>• Enthusiastic and positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Ability to relate well to other professionals</li> <li>• Good sense of humour <ul style="list-style-type: none"> <li>• Community facing</li> </ul> </li> </ul>
<p>Safeguarding</p>	<ul style="list-style-type: none"> <li>• Secure knowledge of Part 1 of 'Keeping Children Safe in Education: for schools and colleges' including what staff should do to support the welfare of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using CPOMs</li> </ul>
<p>Equalities</p>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant professional development relating to equalities</li> </ul>