



**Richard Barnes**  
Academy



**Richard Barnes Academy**

Application Information Pack

**Pastoral and Nurture Assistant**



## Principal's Welcome



Dear Applicant,

We are delighted that you are considering joining our team at Richard Barnes Academy. Our two-campus alternative provision helps young people change their lives through positive relationships and a focus on our pillars: Safe, Character, and Ambition. We support those who struggle with conventional education or need time in an alternative setting due to life events.

We are an inclusive school, dedicated to supporting and raising the aspirations of every young person. Our learners work towards meaningful qualifications to transition back to mainstream school or onto Post-16 courses. We believe in the potential of all young people to become successful adults, supported by strong relationships with our staff.

One of our greatest assets at Richard Barnes Academy is our staff, who go above and beyond to promote a love of learning which enhances pupils' achievement and supports their personal, social and emotional development. We offer our staff a supportive and inclusive work environment where you can make a significant impact on students' lives, helping them achieve their full potential.

We are privileged to be part of the Thomas Deacon Education Trust, which shares our commitment to enhancing educational outcomes for all students across its diverse range of primary and secondary academies. As a staff member here, you will benefit from exceptional professional development and support, both within our school and through a variety of exciting development and training opportunities offered by our locally based trust. By collaborating with a network of like-minded schools, we ensure that our staff have access to the best possible opportunities for growth and development, no matter where they are in their career journey.

I am pleased that you are interested in finding out more about our Academy. We would warmly welcome visits from prospective candidates interested in being part of our team.

Warm regards,

Claire Everton | Principal



## Job Description

<b>Job Title</b>	Pastoral and Nurture Assistant
<b>Reports to</b>	SENDCo
<b>Salary/Grade</b>	Pathway 5
<b>Date Last Evaluated</b>	January 2026
<b>Core Purpose</b>	<p>To support children and young people (KS1 to KS2) with emotional and behavioural difficulties, fostering a supportive and encouraging learning environment to enable them to succeed.</p> <p>To plan and deliver personalised intervention programmes to develop and enhance emotional literacy.</p>

## Key Responsibilities

### Operational Responsibilities

- The PNA will be expected to work with individual children/ young people either 1:1 or in small groups who are experiencing difficulties with emotional literacy or other aspects of school or home life.
- To establish, develop and maintain a calm and welcoming space within the Academy for PNA/intervention work to be carried out.
- To establish supportive, caring and secure relationships with children and young people, and be available to offer individual support and someone for a child/ young person to talk to.
- To develop knowledge of a range of learning and behavioural support needs and to plan, devise and implement personalised programmes to support the young people including;
  - o awareness of own and other people's emotions
  - o development of an increased range of emotional vocabulary
  - o management of stress, anger and conflict
  - o development of social interaction skills
  - o development of the ability to initiate and maintain friendships
  - o promotion of a realistic self-concept and good self-esteem
- To create, develop and produce resources for use with intervention programmes, as appropriate and may include social skills, emotional skills, friendship and emotional regulation.



- To continually review and evaluate the effectiveness of intervention programmes and the support offered, providing regular information to your line manager.
- To ensure that all records are kept up to date, distributed and filed in accordance with the Academy's procedures, and that appropriate levels of confidentiality are maintained.
- To liaise, and maintain good working relationships with other staff, parents and outside agencies as required.
- To cascade effective and useful strategies to teaching staff in order to support identified students in accessing classroom environments.
- To contribute to monitoring and recording pupils' progress and providing relevant feedback to teachers.
- To liaise with the class teacher and SENCO in the identification and targeting of children and young people with emotional and behavioural difficulties.
- To liaise with teachers in the preparation of individual learning plans and profiles and subsequent reviews (emotional and behavioural) for identified children and young people.
- To have knowledge of the Mental Health provision locally and nationally and to be responsible for their own Professional Development maintenance, updating knowledge and awareness through Continuing Professional Development.
- To be aware of, and comply with, policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- To attend regular supervision meetings.

## General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.



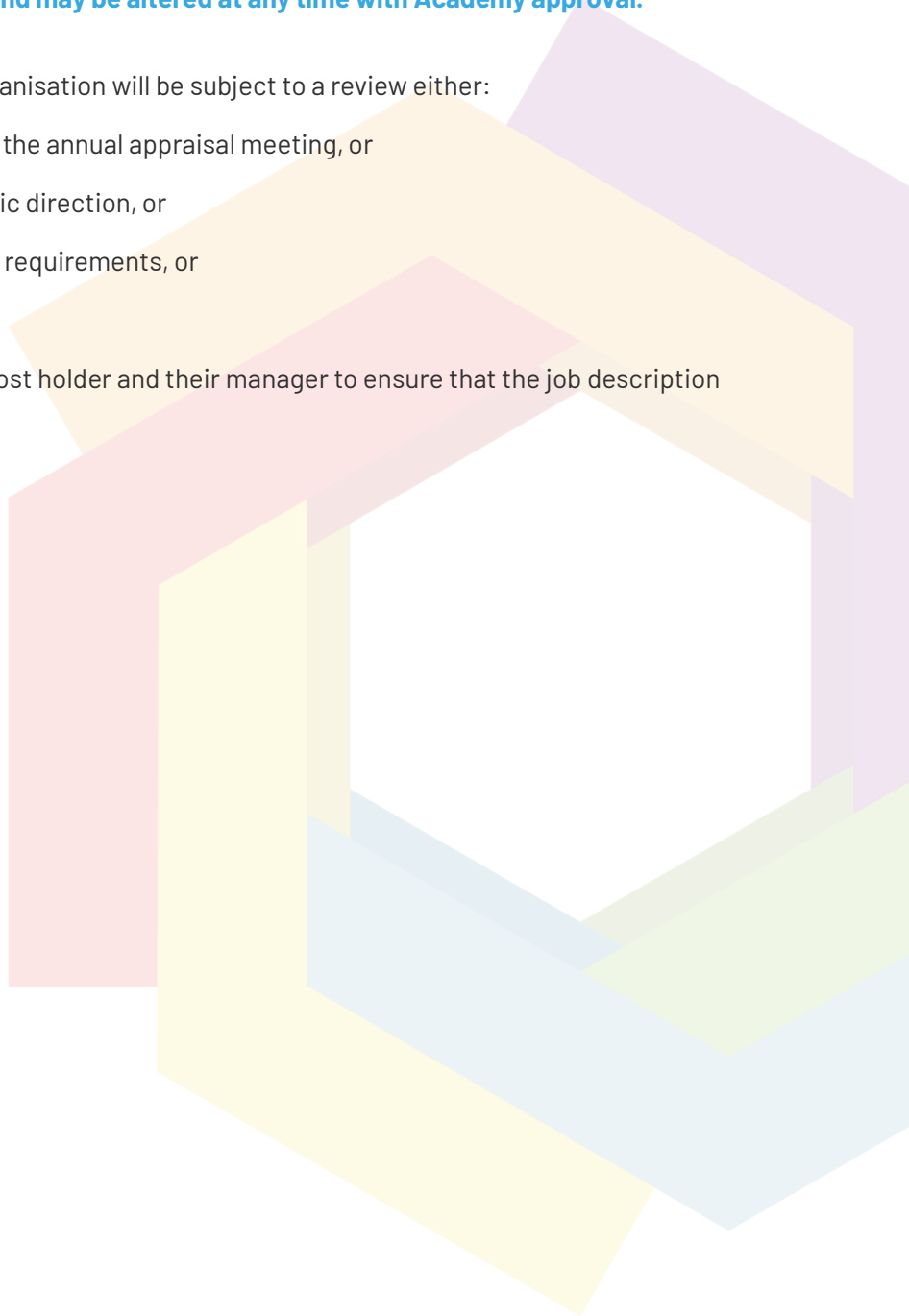
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.





## Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
English & Maths GCSE Grade C or above, or equivalent	E	A
NVQ Level 2 in Supporting Teaching & Learning in Schools, or other relevant qualification(s)	D	A
Further training or qualification in working with children and young people with additional needs	D	A
<b>Knowledge &amp; Understanding</b>		
An understanding of the developmental, emotional, social and educational issues of children and young people	E	A/I
Professional knowledge and experiences of working with Students with Medical/Clinically Diagnosed Needs i.e. ASD, ADHD, Attachment Disorder, FAS etc	D	A/I
Knowledge of local mental health and CAMHS Service	D	A/I
Understands the importance of assessment, reporting and recording of student progress	E	A/I
<b>Skills &amp; Abilities</b>		
Able to demonstrate strategies for improving behaviour and sustaining high standards of learning and achievement for children and young people	E	A/I
Good written and verbal communication skills	E	A/I/T
Ability to take the initiative and work independently	E	A/I
Self motivated, well organised with a positive attitude	E	A/I
Positive communication and listening skills	E	A/I/T
Patience, tolerance and sensitivity	E	A/I
A mature and non-judgemental outlook	E	A/I
<b>Experience</b>		
Minimum of 1 years' experience of working with children and young people who have behavioural and social, emotion and mental health needs	E	A/I/R
<b>Personal Commitment</b>		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A



Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

### Assessment methods

A – Application  
R – References

I – Interview

T – Task/Activity

L – Lesson Observation







# Richard Barnes

## Academy