



WHAT IS MY ROLE?

To be familiar with the principles and parameters of Nurture Assistant intervention

To provide regular line management supervision (more frequent meetings will be required for new Nurture Assistants initially)

To understand and communicate the Nurture Assistant role to other members of staff and external agencies, supporting them with realistic expectations for change

To oversee workload and prioritisation of cases

To support with identification of pupils, setting outcomes and evaluation

To support Nurture Assistant welfare and working conditions, including protection of planning time, ensuring there is an appropriate space to work and gaining access to resources



The sessions are not a reward for 'bad behaviour,' and line managers may sometimes need to help others understand this. Nurture Assistants build positive, trusting relationships with children who may express distress through their behaviour. Through this connection, they can support children in understanding and managing their emotions in a way that feels safe for them.



NURTURE ASSISTANTS ARE MOST EFFECTIVE WHEN THEY HAVE:

★ Support and Collaboration

Staff understand and support their role, provide relevant background information and regularly liaise about pupils' progress against their targets.

★ Dedicated Time and Space

There is regular, uninterrupted time and a consistent, private space to plan and deliver sessions.

★ Appropriate Workload

There are not too many pupils on their workload and they are not diverted from their role for other tasks e.g., managing behaviour incidents.

★ The Ability to Empower Pupils

Sessions are focused on helping pupils to find their own solutions rather than telling them what to do.

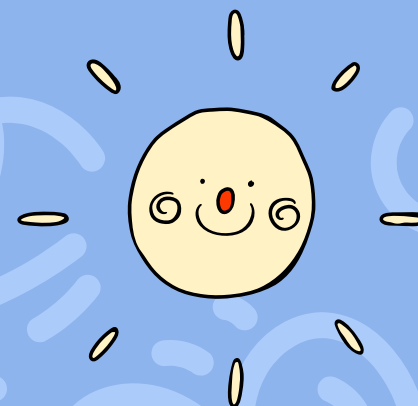


WOKINGHAM
BOROUGH COUNCIL

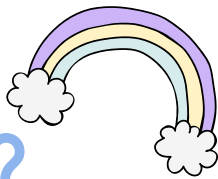
What you need to know about

BEING A LINE MANAGER

for Nurture Assistants



WHAT IS A NURTURE ASSISTANT?



Nurture Assistants are teaching or learning support assistants who have had special training from educational psychologists (EPs) to support the emotional development of children and young people in school. They also receive regular professional supervision from EPs to support their work and have CPD.

Nurture Assistants support children and young people to understand and accept their own emotions, and the emotions of other. They create a safe, non-judgmental space where pupils can explore their personal experiences and develop individualised strategies that work for them.

HOW DO NURTURE ASSISTANT SESSIONS WORK?



Most programmes will last for half a term to a term (depending upon the pupil and nature of their needs), helping the pupil to learn some specific new skills or coping strategies. Clear outcomes (SMART targets) need to be set early on and each session has an objective, which is something the Nurture Assistant wants to help the pupil understand or achieve.

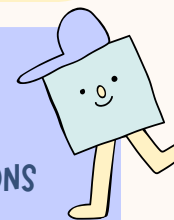
A reminder that the Nurture Assistant isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect Nurture Assistant support to resolve all their difficulties. Change is a long-term process that needs everyone's help.

COURSE OUTLINE

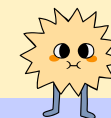
INTRODUCTION TO THE NURTURE ASSISTANT ROLE, EMOTIONAL LITERACY AND SELF-ESTEEM



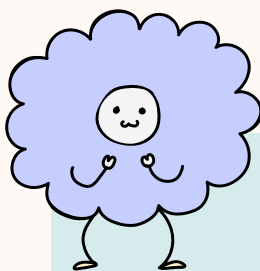
SOLUTION-FOCUSED APPROACHES AND FACILITATING CONVERSATIONS WITH CHILDREN



EMOTIONAL REGULATION, ANGER, ANXIETY AND SELF-HARM



Please keep in mind that things may change from year to year, so it's important to attend the line manager session again if you have future Nurture Assistants.



SOCIAL COMMUNICATION AND THE LINE MANAGER SESSION



BEREAVEMENT, SEPARATION AND LOSS, EMOTIONALLY BASED SCHOOL AVOIDANCE



UNDERSTANDING AUTISM AND GENDER IDENTITY