

Title Teaching Assistant	Department CFCS	Post Ref.
<p>Job Purpose</p> <p>To work in cooperation with the Subject Teachers and the Inclusion Co-ordinator to carry out the agreed educational programme for each young person under the general leadership and supervision of the Head Teacher</p> <p>32.5 hours per week term time only 08.45 to 16.00 Monday 08.45 to 16.30 Tuesday 08.45 to 17.00 Wednesday 08.45 to 16.15 Thursday 08.45 to 15.30 Friday</p> <p>School holidays apply but are taken at different intervals to mainstream schools according to the needs of the centre. Hours and holiday dates are non-negotiable due to the needs of the centre.</p>		
<p>Key Responsibilities</p> <ol style="list-style-type: none"> 1. Undertake the activities on educational programmes with either individuals or groups of young people to ensure their safety and facilitate their physical, emotional and educational development. 2. Undertake 1:1 literacy building sessions using defined multi-sensory programmes with young people following an individual education plan. This will include planning appropriate activities, setting session learning objectives, reviewing progress and maintaining a session running record. 3. Undertake 1:1 English language development lessons for young people whose first language is not English implementing sessions using defined programmes with young people following an individual language plan. This will include planning appropriate activities, setting session learning objectives, reviewing progress, maintaining a session running record and writing written progress reports for use in Individual Learning Plans and formal review meetings. 4. Carrying out pre-determined educational activities and work programmes in class under the supervision of the teacher across all curriculum areas whilst promoting independent learning. This includes taking the initiative in developing activities and varying approaches to provide appropriately differentiated activities. 	<p>Key Accountabilities</p> <ol style="list-style-type: none"> 24. Being aware of and implementing Youth Justice Board, Nottinghamshire County Council, Clayfields House policies and procedures in all areas. This will include high level security procedures and systems including the management of security keys for the unit, personal alarms, restricted items, high risk items e.g. scissors, cooking knives, pencil sharpeners, writing implements and the implementation of all security protocols within the unit. 25. Be aware of complex confidential issues linked to home / young person / teacher / school work and to keep confidences as appropriate. 26. Write reports, completing sanction books, incident reports, measures of control books and incident logs as required in line with agreed policies ready for unannounced inspection by Ofsted, Regulation 44 and other statutory agencies. 	

<ol style="list-style-type: none"> 5. Preparing and delivering learning activities that enrich the curriculum for groups of up to four young people for up to 4 lessons a day no more than 2 times per month in addition to providing activities during weekly optional choice periods. This will include setting learning activity objectives and monitoring young peoples' progress, assessing, recording and reporting on achievement, progress and development. 6. Working to establish a supportive relationship with the young people and parents/carers and other professionals concerned with the young people. 7. Encouraging acceptance and inclusion of the young people with special educational needs, mental health needs and additional needs including English as a second language. 8. Promoting, developing and reinforcing self-confidence and the raising of self-esteem with young people. 9. Assisting the young people in the smooth transition between educational phases, or integration into new education and/or care provision at any U.K. location. This includes attending post-discharge meetings for young people off-site to represent Clayfields House. 10. Supervising young people on medical appointments outside the centre in line with Youth Custody Service and Council health and safety regulations including the preparation of mobility plans. 11. Supervising young people on new school or college integration in line with Youth Custody Service and Council health and safety regulations including the preparation of mobility plans. 12. Arranging transport for mobility visits for young people in line with Youth Custody Service and Council health and safety regulations. 13. Driving the unit car or a hire car in order to facilitate the provision of mobilities for young people as required in line with Youth Custody Service and Council health and safety regulations. 14. Monitoring the individual young person's academic, social and emotional needs and behavioural progress and reporting these verbally and in writing as required to the multi-disciplinary team including external professionals. 15. Keeping records of the young person's development and progress as required by Clayfields House including; individual education plans, daily scores, lesson objective progress and behavioural progress. 16. Assisting teaching staff in the planning and delivery of work programmes for individuals and groups of children, including individual literacy sessions, speech and language therapy programmes, occupational therapy programmes, health and fitness programmes or 	
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<p>any other identified curriculum enhancement programme e.g. 1:1 or small group cooking activities.</p> <p>17. Working 1:1 with young people who have been removed from class due to being upset or exhibiting challenging behaviours. This includes working with the young people on a house unit, in corridors or an alternative room.</p> <p>18. Undertake training as required including six monthly refresher courses, qualifying as a MAPA Module 2 Advanced practitioner and implanting MAPA procedures and practise throughout the unit.</p> <p>19. Organising, conducting and reporting back from young people's interview panels in staff appointment process.</p> <p>20. Undertake external examination invigilation as required in line with examination board procedures.</p> <p>21. Carry out security searches as required within the centre including pat searches of young people and "wandering" young people for contraband and other restricted items.</p> <p>22. Transport young people and visitors' safety around the building in line with security and safety policies and procedures.</p> <p>23. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the Job Description in specific terms, following consultation with the Recognised Trade Unions.</p>	
<p>The post holder will perform any duty or task that is appropriate for the role described</p>	

Person Specification

<i>Education and Knowledge</i>	<i>Personal skills and general competencies</i>
<ol style="list-style-type: none"> 1. Excellent literacy and numeracy skills gained from general education to GCSE/O' level/ Grade A-C (Grades 4 – 9) in English and Mathematics and / or Functional Skills Level 2. 2. City & Guilds Supporting Teaching & Learning in Schools Level 3 or equivalent upon appointment or, within 1 year of taking up post. 3. MAPA Module 2 Advanced pass within 3 months of employment and pass at 6 monthly refresher thereafter. 4. Full clean UK driving licence. 5. Knowledge of safeguarding and child protection procedures. 	<ol style="list-style-type: none"> 9. Puts into practice the Council's commitment to excellent customer care. 10. Works efficiently and effectively and actively looks for ways of improving services and outcomes for customers. 11. Works well with colleagues but also able to work on their own initiative. 12. Shares the Council's commitment to providing a safe environment for customers and staff and also treating all with respect and consideration.

<ul style="list-style-type: none"> 6. Knowledge of a wide range of special educational needs and additional needs including complex challenging behaviour, social emotional and behavioural difficulties, propensity for physical and verbal aggression, young people who sexually offend, self harming and special educational needs including specific learning difficulties, dyspraxia, autism, ADHD, physical disabilities, conduct disorders, attachment difficulties, trauma and a wide variety of mental illnesses. 7. First Aid at Work 3 Day court (or willingness to qualify) 8. Knowledge of multi-disciplinary working practices. 	
<p>Experience</p> <ul style="list-style-type: none"> 38. Experience of working within the secondary phase environment at Key Stage 3 and 4 supporting young people who present social, emotional and behavioural difficulties across the curriculum. 39. Knowledge and experience of teaching techniques for pupils experiencing severe literacy deficits including dyslexia and pupils requiring to be taught English as a second language. 40. Ability to and experience of dealing with unanticipated problems displaying high levels of initiative in an environment prone to rapid and frequent change, complex challenging behaviours and potentially dangerous situations. 41. Experience of supervising individuals or small groups of up to 4 pupils during high level situations in order to manage risk. 42. Experience of regularly leading activities for groups of up to 4 young people that are self planned and prepared independently of teachers. 	<ul style="list-style-type: none"> 13. Ability to communicate clearly and work as part of a team with teachers and a wide range of colleagues from a multi-disciplinary team both verbally and in writing regarding complex, confidential and sensitive issues during stressful situations. 14. Ability to use a wide range of behaviour management skills and negotiation and persuasive skills to motivate pupils with complex behavioural needs, encourage learning and maintain a safe environment. 15. Ability to demonstrate significant analysis and judgement skills fundamental to achieve short, medium and long term goals. 16. Ability to demonstrate innovative solution focused approach to develop new practices together with related planning for implementation in order to address complex behaviours. 17. Ability to provide a rapid response to complex and potentially dangerous situations. 18. Ability to communicate clearly and work as part of a team with teachers and a wide range of colleagues from a multi-disciplinary team both verbally and in writing regarding complex, confidential and sensitive issues during stressful situations. 19. Ability to use a wide range of behaviour management skills and negotiation and persuasive skills to motivate pupils with complex behavioural needs, encourage learning and maintain a safe environment. 20. Ability to use a computer keyboard to input, save and organise a wide variety of alpha/numeric information using a wide range of software in the classroom and for reporting purposes. 21. Physical skills and ability to use MAPA restraint as required throughout the day once trained, this could be for long periods of time during long restraint situations. 22. Physical skills and ability to participate in a wide variety of sports during PE lessons. This will involve active participation in sports during PE lessons of 50 minute duration, this could be consecutive lessons. 23. Physical ability to use security keys and personal alarms in line with secure unit security and health and safety protocols. 24. Physical ability to use hand tools and craft equipment in examination subjects such as light boxes, design technology equipment, media equipment, sports equipment and cookery equipment in line with secure unit security and health and safety protocols once trained.

25. Ability to sustain long periods of standing, sitting, engaging in sporting activities, moving and handling specialist equipment, carrying resources.
26. Ability to participate in intense periods of high level restraint without notice during a MAPA restraint of a young person.
27. Ability to stretch and bend safely whilst carrying out pat security searches and metal “wanding” of pupils.
28. Ability to work in a secure, restrictive and enclosed environment.
29. Ability to supervise individuals or small groups of up to 4 pupils during high level situations in order to manage risk.
30. Ability to lead activities for groups of up to 4 young people that are self planned and prepared independently of teachers for up to 2 days per month.
31. Ability and willingness to consistently upgrade knowledge of curriculum subject areas across the curriculum in order to provide effective educational support for young people.
32. Ability to work over extended periods in a complex high security environment requiring high level concentration, including observing reactions and behaviours with individuals and groups of pupils.
33. Ability to deal with actual and potential conflict taking pre-emptive and remedial action.
34. Ability to manage reactions and behaviour in class groups containing pupils with widely varying complex needs who are engaging in individual programmes of study.
35. Ability to be resilient, to stay calm, focused and function at a high level whilst working on an ongoing basis with young people who represent the most vulnerable and challenging young people within their age group nationally.
36. Ability to work flexibly and to multi-task within different environments around the centre often in stressful situations.
37. Ability to maintain high level alertness for the observation of young persons’ behaviour at all times all around the unit. Ability to retain the high level concentration consistently required in order to implement complex centre wide security procedures.

Role Dimensions

43. No financial responsibility
44. No direct staff reporting

Please attach a structure chart

Date

Tier 7 - Frontline Roles