



Job Description & Person Specification

for

SENIOR THERAPEUTIC TEACHING ASSISTANT (THERAPEUTIC BEHAVIOUR SUPPORT PRACTITIONER)

Accountable To:

Head Teacher & SEN Class Teacher

Line Manager:

SEN Class Teacher

Hours of Work:

40 Hours per Week, Term Time Only

Salary: £17,267

ORGANISATIONAL PRIMARY TASK

“We work with children who have been seriously disturbed by early environmental failure to such an extent that their corresponding behaviour is unmanageable in ordinary homes and schools. The task is to provide a highly supervised and planned environment that integrates residential care and education and is underpinned by a rigorous therapeutic model and understanding. The aim is to help children understand the impact of their pasts and corresponding behaviours and feelings. Enabling them to manage healthy relationships, through which they can achieve the trust and self-esteem essential for their eventual reintegration into the community.”

MAIN DUTIES AND RESPONSIBILITIES

- Assist in the educational, social and emotional development of students under the direction and guidance of the Head Teacher.
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress
- Plan and teach PPA lessons, under guidance from class teachers
- Mark and assess student work, under guidance from class teachers
- Teach cover lessons using pre-prepared planning materials
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities
- Work with other professionals, such as Management Team within The Amicus Community, Therapeutic Childcare Practitioners, Local Authorities and CAMHS Teams
- Support students with emotional or behavioural problems and help develop their social skills
- To assist in facilitating an environment in the classroom that provides a feeling of safety, security, belonging and emotional containment and holding for all the children.
- To actively participate in the staff training and development programme and to demonstrate a commitment to personal and professional development through training and learning.
- To attend and actively contribute to a range of community staff operational and clinical meetings
- To offer the children a positive, mature, trusted adult role model.
- To be interested, responsive and understanding to the children's behaviours and feelings and work on the basis that behaviour is a communication and will often stem from their previous traumatic experiences. To be inquisitive and reflective around behaviours and where this comes from and be sensitive and supportive to the children in helping them to manage these.
- As a last resort, to safely physically manage children who's behaviours put themselves, others or the environment at risk of harm

- To be aware and able to acknowledge and reflect on one's own feelings and responses evoked by the children and accept support and guidance in relation to this.
- To interact, play with and understand the importance of play to the children.
- To attend and actively contribute to Line Management Supervision and also individual and group clinical supervision and process meetings.
- Contribute to a high standard of internal staff communications
- To be aware that it is through the children's direct experiences of relationships with caring consistent and thoughtful adults that they will be able to both change, develop and grow. The task is therefore, as adults, is to actively provide the children with this type of relationship. (Therefore we ask for a commitment of at least 2 years for this role)
- Maintain student records, under guidance from teachers
- Prepare and present displays of students' work
- Support class teacher in photocopying and other tasks in order to support teaching and learning
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Attend teachers' meetings, team meetings and staff meetings
- Undertake professional duties that may be reasonably assigned by the Head Teacher
- Be proactive in matters relating to health and safety
- To ensure the children are appropriately safeguarded, and reporting and recording policies and procedures are fully adhered to.
- To engage in reflective practice and work in accordance with our psychoanalytic and group relations model and support the aims and ethos of the organisation and school.
- To Work in accordance with Amicus Policies and Procedures, the Independent School Standards, Therapeutic Community Standards and also the Therapeutic Placement Plans for the children.
- Attend relevant training in order to carry out the role and progress professional development
- Undertake other duties from time to time as the Head Teacher requires

Specific Focus – Behaviour Support:

- Advise and lead on small group and one-to-one behaviour support interventions across the school.
- In collaboration with others, develop and review Positive Handling plans for all children.
- As part of a team, be involved in the monitoring and signing off of physical intervention records across the organisation.

- Collate, input and analyse data to understand and report on patterns of behaviour to inform the individual needs of the children and therapeutic interventions / input required.
- Availability to support and be 'on-call' to the school in terms of behaviour support.
- To train as a Team Teach Tutor - undertaking a 5 day intensive course in Positive Behaviour Management and following this, attending 2 day annual refreshers.
- To deliver level one and two Positive Behaviour Management Training to employees at Amicus which includes twilight and out of term time sessions (paid as overtime).
- To work as part of a team of three with colleagues who are also trained in the Team Teach Tutor role.
- To book the venue for training (if required) and ensure you have the necessary resources to deliver the training
- To maintain excellent training records and organisation with regards to training delivered and ensure this is clearly evidenced and certificate to staff are distributed once training completed.
- To ensure staff receive Team Teach training and refreshers in a timely manner and within set timescales
- Be confident in delivering training, supporting and upskilling employees in de-escalation and behaviour management strategies and techniques.
- To be part of our restraint reduction initiative, developing your skills and knowledge in terms of strategies aimed at reducing physical interventions across the community.
- attendance at conferences and external and internal training that share such strategies and learnings from other organisations and communities.
- Attendance at the relevant training sessions and forums delivered internally and also through our network organisations such as The Consortium of Therapeutic Communities and Community of Communities (The Royal College of Psychiatrists).
- Integrate the training and behaviour management in line also with our therapeutic model and ethos, working on the belief and theory that behaviour has meaning and often stems from the children's previous traumatic experiences
- To develop and improve our Team Teach training package and presentation to reflect Amicus therapeutic ethos and model
- To undertake risk assessments where necessary
- Feed into monthly meetings aimed at developing strategies to support individual children in terms of behaviour management and consider any revisions needed in terms of the Amicus Behaviour Management Policies and Procedures

The details contained in this Job Description is not an exhaustive list of duties and you will be expected to perform different duties commensurate with the level of the post as required by Amicus and the overall objectives of the organisation. The nature of the work and organisation means that tasks and responsibilities are sometimes unpredictable therefore employees are expected to work flexibly when the occasion arises. Travel is expected as part of this role including travel to other sites and head office within the Amicus Community.

PERSON SPECIFICATION

Specification	Essential	Desirable
Experience	<p>Experience working with or caring for children with Special Educational Needs and Challenging behaviour (3 years minimum).</p>	<p>Experience of working with challenging behaviour in a SEN School .</p> <p>Experience in leading.</p> <p>Experience of delivering training to a group of people.</p>
Qualifications	<p>Good standard of education to GCSE level or equivalent.</p> <p>Level 3 Diploma in Children & Young People or equivalent.</p> <p>Teaching Assistant Qualification, and / or experience of role related training</p> <p>Trained in level 1 & 2 (Intermediate Team Teach)</p> <p>To be able to commit to training as a Team Teach Tutor (5 day training) with a 2 day annual refresher.</p>	<p>Working towards/achieved the HLTA qualification or equivalent</p>
Knowledge	<p>Willingness to undertake training to expand knowledge in relevant areas (e.g. working to psychoanalytic principals).</p> <p>Able to demonstrate an understanding of equal opportunities and anti – discriminatory practice.</p> <p>Familiar with all aspects of confidentiality.</p> <p>Able to demonstrate knowledge of child development.</p> <p>Knowledge of Psychodynamic Theory and working techniques.</p> <p>Understanding of the concepts that behaviour has meaning and relates often to the children's previous traumas.</p> <p>Able to demonstrate knowledge of child protection and safeguarding.</p>	<p>Further study or development in an area of child development Psychodynamic Theory and working techniques.</p> <p>Further training and evidence of supporting staff development in child protection and safeguarding and/or education legislation</p> <p>Able to confidently demonstrate knowledge of therapeutic community/group work theory and practice and support others to develop their practice</p>

	<p>Able to demonstrate knowledge of education legislation</p> <p>Able to demonstrate knowledge of therapeutic community/group work theory and practice.</p>	
Skills	<p>Able to work within a team and on own initiative.</p> <p>Able to work effectively and calmly within stressful situations.</p> <p>Able to communicate effectively with young people and build and maintain positive relationships.</p> <p>Able to communicate effectively with colleagues and other professionals.</p> <p>Able to play and think creatively.</p> <p>Able to demonstrate ability for self-reflection and understanding.</p> <p>Able to maintain firm personnel and professional boundaries.</p> <p>Able to take the lead in sessions when the teacher is absent, supporting the delivery of teaching and learning</p> <p>Able to lead 1-1 and small group intervention programmes under guidance from teachers</p> <p>Able to confidently restrain children where necessary.</p> <p>Able to be creative and reflective with regard to de-escalation techniques and behaviour management acting as a Lead in this area.</p> <p>Able to negotiate and compromise.</p> <p>Able to demonstrate good written communication skills</p> <p>Able to collate and analyse data and spot trends and outcomes</p> <p>Confident in using computers and Word, Excel & e-mails</p>	<p>Able to demonstrate skills or an interest in activities relevant to post – e.g. arts and crafts, sporting and outdoor activities.</p> <p>Able to lead staff development activities within one of these core areas</p> <p>Able to support in the process of staff recruitment</p> <p>Able to support in the delivery of an area of the curriculum, under the guidance of class teachers</p> <p>Able to line manage new staff and support their ongoing professional development during induction</p>
Personal Characteristics	<p>To be able to demonstrate the ability to ‘cope’ with emotionally challenging situations and to act appropriately under pressure.</p>	

	<p>To be able to support staff within emotionally challenging situations and to act appropriately under pressure.</p> <p>Calm, confident resilient persona</p> <p>Caring, nurturing and sensitive approach towards people</p> <p>Enthusiastic, reliable and approachable</p>	
Other	<p>Full clean driving licence</p> <p>Commitment to the ethos and values of the organisation</p>	

All employees are also expected to follow and work towards the Therapeutic Practitioner Competencies Framework within their role. (A copy of this document is supplied within the application pack)

The Amicus Community provides excellent regular support and supervision as well as work related training and development opportunities.

The Amicus Community

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