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| **Job Description** | |
| **Post title** | Instructor of Horticulture |
| **Grade** | Instructor Scale B |
| **Service** | Children and Young People’s Services |
| **Service Area** | Early Help Inc & Vnble Children, Secure Services |
| **Reporting to** | The post holder will report to the Head Teacher under the supervision of the Deputy Head |
| **Location** | Your normal place of work will be Aycliffe Secure Services, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an Enhanced Disclosure |
| **Flexitime** | This post is not eligible for flexitime |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State |

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| **Description of role** |

To provide high standards of tuition and pastoral care and reporting in order to enable young people to achieve their educational potential.

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| **Duties and responsibilities** |

**Assessment:** To undertake the initial and ongoing assessment of young people’s knowledge, skills and social performance as an instructor and a Tutor.

* To produce an initial assessment of individual performance in area of subject specialism.
* To contribute to the assessment of personal, and social skills.

**Planning and Preparation:** To plan programmes of study and prepare relevant materials and resources for individuals and groups.

* + Using assessment information, to plan appropriate programmes of study for individual pupils.
  + To prepare materials and resources and required to the delivery of programmes.
  + To plan lessons as part of programmes of study.
  + To maintain and update realistic attainment of targets as part of individual education programmes.

**Teaching:** To deliver planned programmes of study to individuals and groups to a high professional standard.

* To deliver instruction/facilitate learning of individuals and groups.
* To teach agreed programmes of study designed to maximize the achievement of pupils within the National Curriculum whenever possible.

**Recording and Reporting:** To record young people’s progress on an ongoing basis and to produce regular reports as required.

* To maintain records of pupil’s performance and attainment against agreed individual attainment targets.
* To produce regular reports to a professional standard within agreed deadlines.

**Curriculum Development:** To continue to curriculum development in relevant areas.

* To contribute to the ongoing development of relevant areas of the Secure curriculum.

**Pastoral Care:** To provide pastoral care and support to named young people in the role of Tutor.

* To act as group tutor to named group of young people.
* To provide support to individual pupils as required.
* To work in partnership with parents in providing pastoral care to pupils.

**Partnership:** To liaise and communicate with parents, carers, colleagues and other professionals as appropriate

* To work in partnership with parents, carers, colleagues and other professionals as appropriate by engaging in regular face to face, telephone and written communication.
* To establish shared ways of working to common goals.

**Supervision:** To supervise individuals and groups in the school premises and on trips as are required.

* To undertake break time supervision duties.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * Vocational Qualification C & G 706/1 & 706/2 or equivalent e.g. NVQ | * Teaching certificate |
| Experience | * Experience of teaching Minimum 12 months experience of working with young people 11 – 18 years old * Experience of working with young people with emotional and behavioural difficulties | * Experience of working with young people with offending behaviour * Experience of working in a secure environment * Experience of using PRICE or similar behaviour management and intervention strategy |
| Skills & Knowledge | * Understanding of child development including emotional behaviour development. * Ability to build positive and respectful relationships with learners who have complex social, emotional and mental health needs * Ability to plan individual learning programmes * Able to manage challenging behaviour * Accurate recording and report writing skills | * Knowledge of Child Protection procedures * Able to offer a range of “extra-curricular activities” * Knowledge of, and ability to work within, risk assessment processes |
| Personal Qualities | * Resilient/able to cope well with the demands of the role * Well organised * Flexible attitude to work * Tolerant * Team Player * Ability to undertake PRICE training in physical intervention * Passionate for the wellbeing of young people |  |