



# PROTOCOLS FOR TEAM-TEACH TUTORS

working together to safeguard people and services

## These Protocols Are Stated in Order to Ensure Quality Control and Clarity of Purpose.

So that tutors are supported and developed in the future, there is a need for the employer to decide on, and clarify their role and responsibilities.

### Tutors have a training function providing:

This should involve an agreed pattern of follow up training sessions for their colleagues in their own service settings.

In addition, re-accreditation training for colleagues within the 50% time allocation of the foundation / basic course provided.

Emphasising the preventative and de-escalation messages given to staff during, their initial Team-Teach Foundation / Basic training.

"Playing up" the distraction, de-escalation elements and "playing down" the emphasis on positive handling strategies.

Also clarifying the definition of and criteria for the use of restraint.

Supporting 50% re-accreditation training for other service setting staff, in conjunction with the service settings own Team-Teach tutor within 12-15 months of the original course.. Outside of their service setting, but within the limits of their certification, co-training the (12 hour) Basic Team-Teach course for new staff (On a rota basis).

Maintain an updated training register, in terms of names, content, duration/dates/venue, level of participation by individuals etc. Make the log records available for inspection at the 2-day re-accreditation course.

### The tutors should also have a useful monitoring/quality control function.

Supporting the listening and learning of service users and staff, analysing and monitoring incidents where Team-Teach techniques have been used.

- ! Monitoring the quality of recording of incidents involving Team-Teach techniques

### The tutors should also have a useful advisory function:

- ! Advising, on the appropriateness of particular Team teach techniques for use with specific service users.

- ! Advising, a named person about any concerns raised in relation to any Team-Teach techniques;
- ! Contributing to risk assessments in relation to both the training and the use of the Team teach techniques.

### Team-Teach Tutor's Responsibilities:

## ESSENTIAL

- ! Remain familiar with the content of the Team-Teach Tutor's manual and resources.
- ! Keep refreshed by accessing the website ([www.team-teach.co.uk](http://www.team-teach.co.uk)) at least once a month, viewing relevant video files.
- ! Remain familiar with the Statutory and non-statutory and Authority/employer guidance/policy pertinent to positive handling & their service setting.
- ! Attend their own refresher training; (tutors will be responsible for maintaining their accreditation. Details of re-accreditation courses can be found on the Team-Teach Web site: [www.team-teach.co.uk](http://www.team-teach.co.uk))
- ! Provide, within employer agreed time-scales desirably in conjunction with other Team-Teach Tutors, re-accreditation training for colleagues from their own service setting.
- ! Link with other Team-Teach tutors to deliver re-accreditation training for other service setting staff for whom their employer has legal health & Safety responsibility (when required and on a limited basis).
- ! Work with their service setting manager to identify a suitable space and obtain the necessary equipment required for the follow up training sessions.
- ! Work with their unit/in line manager to advise on a risk assessment in relation to the follow up training sessions.
- ! Ensure that during all training sessions sufficient emphasis is given by Team-Teach tutors to the importance of prevention and de-escalation and the criteria for the use of restraint.
- ! Advise (a named person) in the first instance of any concerns in relation to the use of any of the Team-Teach techniques.
- ! Contribute (as appropriate to their professional role) to follow up, analysing and monitoring the use of Team-Teach techniques.

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## Team-Teach Tutor's Responsibilities: (cont.)

### ESSENTIAL

! Advise and monitor the quality and format of the recording of Incidents in their service setting where Team-Teach techniques have been used.  
! Not to undertake the delivery of any form of Team-Teach training, either alone or in any context, other than verbal advice, outside of their current designated role as Team-Teach tutor for the Authorities/Employers children's homes/schools as identified and supported by the relevant department's Policy.  
! There must be Policy support, both Corporate and Local, that identifies Team-Teach as the / or one of the preferred methods of handling.

### DESIRABLE

- ! Provide short follow up training sessions for colleagues in their own service settings approximately every six to twelve weeks.
- ! Attend any one off meetings that may become necessary in relation to the Team-Teach tutors role.
- ! Provide short follow up training sessions for colleagues in their own service settings approximately every six - twelve weeks.
- ! Provide monthly workshops for staff development opportunities.
- ! Carry out monthly random support spot checks of staff basic Team-Teach knowledge, skills & understanding. Provide monthly support workshops for staff development. Tied into 6 weekly Team-Teach topic displayed in staff room.
- ! Advise, in conjunction with colleagues, on the appropriateness of particular Team-Teach techniques for use with specific children or young people/adults (for inclusion in individual Care & Education / Support & Intervention Plans (SIP's).
- ! To enhance and continue their professional development within the Team-Teach Approach by assisting the Principal, Senior or experienced Employer's Lead Team-Teach tutors on courses when invited and available.

## DEPARTMENT/ AUTHORITY/ EMPLOYER Responsible for:

### ESSENTIAL

- Selecting and generally supporting Team-Teach tutors especially by recognising the strategic importance of their role by:
- ! Notifying and releasing all staff to attend their required re-accreditation training. For original courses of 2 days and beyond this should be a minimum of 6 hours which can be accounted for cumulatively. For original courses of 6 hours duration the re-accreditation time should be no less than 3 hours. These hours can be accounted for cumulatively and the focus of them should be targeted on service setting need within an holistic whole staff approach to behaviour supports & intervention.
  - ! Allowing Team-Teach tutors sufficient work-time to adequately prepare -. For the delivery of the one day basic re-accreditation training, (including pre & post delivery briefing with the other Team-Teach tutors involved.
  - ! Allowing time in staff meetings (or at other specified times/ twilight sessions) every six-twelve weeks (minimum) to enable Team-Teach tutors to deliver the required follow up training sessions to colleagues in their service settings.
  - ! In conjunction with the units/schools Team-Teach tutors, identify a suitable space and obtain the necessary equipment for the follow up training sessions.
  - ! Carry out a risk assessment in relation to the follow up training sessions, drawing on the experience of the unit's/schools Team-Teach tutors.
  - ! Carry out a risk assessment in relation to the use of Team-Teach techniques by individual members of staff.
  - ! Carry out a risk assessment in relation to the use of Team-Teach techniques on the service

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DEPARTMENT/ AUTHORITY/ EMPLOYER  
Responsible for: (cont.)

## ESSENTIAL

- ! Releasing Team-Teach tutors to allow them to co-train the two day (12 hour basic) Team-Teach course for new staff. Note that this is expected to happen no more than once in any calendar year per tutor.

## DESIRABLE

- ! Permit and encourage Team-Teach tutors to attend the Support Days and any one off meeting that may become necessary in relation to the instructor's role.
- ! Release Team-Teach tutors to attend the equivalent minimum of two support days.  
With this level of expectation in relation to the extra responsibilities Team-Teach tutors are likely to be asked to take on there are clear implications, both for the individuals in this role and their managers as well as for the employer/department as a whole.

**If the training programme is going to be maintained and quality monitored, then the Local Authority/Employer has an essential role in the support of Team-Teach tutors. As Team-Teach tutors will become increasingly central to the process, investment in them and their role is crucial.**

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cont.

In relation to the broader implications of the role it would appear necessary to clarify the position of the tutors with:

- ! Personnel: Specifically concerning the extra responsibilities of staffing the role of Team-Teach tutor is it significant enough to suggest that they would be experiencing a change of role or additional substantial responsibilities?
- ! Union: as above
- ! Legal Dept.: With regard to the legal liability of Team-Teach tutors and the department/authority/employer in terms of appointing them to such a role.

**It is crucial that the value and strategic importance of the role is demonstrated in practical and real ways to the Team-Teach tutors. This will also play a part in their retention.**

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[www.team-teach.co.uk](http://www.team-teach.co.uk)