

Summary of role: Teacher apprenticeship



The teacher apprenticeship pathway is designed to recruit and upskill quality staff who are seeking a further career in teaching and education.

All candidates require a degree to be considered for the position, as this is essential to be accepted onto the University Teacher Apprenticeship course.

Term 1-2 (tutor / TA & probation)

It is important first to work as a TA/Tutor and as part of the wider team when you first join us. We will find a suitable class and will have you working within that class as a key support worker and undertaking everything within that role. Often this will be taking the teacher's lead, but as you develop, this may include leading small sessions and joining teacher meetings.

You will be given a range of training from our specialist and from external providers and you will be required to meet all targets within your probation.

Term 2/3 (tutor / UQT)

Depending on readiness, course timings and available classes, you will begin to take on some teacher responsibilities in term 2 or 3. This and further CPD will prepare you for your teacher apprenticeship course.

Term 3/4 / Year 2 (UQT)

Depending on course timings you will start your QTS course during this time. You are expected to teach a class 12-20 hours per week, be observed each week, observe others, do an afternoon online studying, session write ups, and termly essays. All universities and professors are different slightly, so this may vary.

You will also be required to do a 6 or 12 week placement at another school. There is a further option to complete additional essays and receive a PGCE and credits towards a masters. The university course is fully funded by the school, as long as the course is seen through to completion.

Year 3-4 (Qualified teacher & induction years)

Once QTS is achieved you become a fully qualified teacher and are salaried at teacher 1. You must complete 2 induction years as an Early Careers Teacher (ECT), which can be done in any school. Our vision is from this point, we continue a deeper internal CPD program and which includes further support and training to raise staff to becoming a specialist SEN practitioner with knowledge in all different elements of SEN with QTS and a completed teacher induction.

Job descriptions

TA/Tutor, SEN

Summary

Tutors are key to the support and effective teaching of students with SEN needs. Where teachers lead the classes overall, tutors form the strong structure of the team that supports all aspects of the child's development. Working both in a team, leading small groups or 1:1 sessions under the guidance of the teacher.

Someone with SEN experience is ideally suited for the role and the nature of a small school calls for someone who is flexible, resilient and thrives in being able to lead a class with a high level of independence. It will require energy, outstanding communication skills and a willingness to develop their own abilities in line with the school's aims, values and ethos.

Responsibilities

You will:

- Facilitate effective, differentiated and pupil-centred learning one to one or in small groups.
- Support behaviour positively and in line with the school's ethos and procedures.
- Support on ensuring the learning environment is attractive, positive & uncluttered.
- Role-model the values the school stands for and to be a role-model of outstanding professionalism.
- Take a key role in the pastoral care of children in your class.
- Co-ordinate and oversee the organisation of educational visits for your class, including risk assessments as appropriate.
- Support the creation of a well-managed, secure and happy classroom where priority is given to the quality of the learning environment, maximising opportunities for children to learn.
- Encourage, develop and support relationships between families, staff and children.
- Report to and involve families in the development and achievement of children.
- Support good behaviour in the classroom in accordance with the schools' behaviour policy
- Participate and engage with the performance management process.
- Work as a member of the team to ensure consistency and continuity across the curriculum.
- Attend and participate in meetings and briefings as appropriate
- Take part in the school staff development programme by participating in opportunities for continuous professional development, including necessary training such as Team Teach, first-aid etc.
- Be knowledgeable and supportive of all school policies and procedures.
- Contribute to the school's self-evaluation and ongoing improvement.
- Oversee target setting for raising achievement of your children.
- Be aware of, and comply with, all policies and procedures related to child protection & safeguarding, bullying, data protection & confidentiality.
- Comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

This job description is not exhaustive, and the post holder may be required to undertake other duties as reasonably required by the leadership team. All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks. As a small school the expectation to work as a community and beyond the typical scope of a teaching role is more prevalent and is expected to be undertaken in the spirit of the organisation and what it is trying to achieve for its students.

Tutor, SEN

Essential Skills and Character

- Extremely strong ability to provide educational support and work successfully with children with SEN.
- Outstanding communication skills (with children, families & professionals).
- Outstanding organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively at all times as part or as the lead of a unified team.
- Strong academic skills to support teaching across the curriculum.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of children with challenging behaviour.
- Ability to cope in high pressure, highly stressful contexts.
- Creative and imaginative thinker in terms of children-centred teaching.
- A commitment to promoting and safeguarding the welfare of children.
- Able to prepare effective written and visual teaching materials including the effective use of ICT

Knowledge

- Clear understanding of child development, learning and children with SEN and associated special educational needs.
- Clear understanding of a range of teaching, assessment and behaviour management strategies that facilitate effective learning & progress.

Qualifications & Experience

- A degree in a core subject (ideal).
- A range of experience in supporting the primary curriculum or a secondary subject area to children with SEN (essential).
- Further training or qualifications related to SEN (desirable).

Teacher, SEN

Summary

Teachers are responsible for high standards of planning, teaching, assessment and behaviour management for our children who have SEN. Teachers coordinate and facilitate learning through engaging, differentiated, appropriately challenging learning sessions, which plan for maximum progression. Teachers produce detailed, clear differentiated planning for all subjects and this planning is linked to children's individual needs, progress plans and assessment of children's learning and achievement. Teachers write termly reports and engage in writing and reviewing annual reviews, risk assessments and IEP's.

Someone with SEN experience is ideally suited for the role and the nature of a small school calls for someone who is flexible, resilient and thrives in being able to lead a class with a high level of independence. It will require energy, outstanding communication skills and a willingness to develop their own abilities in line with the school's aims, values and ethos.

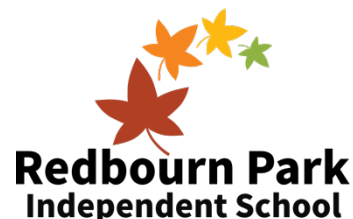
Responsibilities

- To facilitate effective, differentiated and pupil-centred learning.
- To support behaviour positively and in line with the school's ethos and procedures.
- To ensure planning is detailed, differentiated and meets the school's expectations.
- To lead on ensuring the learning environment is attractive, positive & uncluttered.
- To ensure assessment for learning/assessing progress is kept up to date, monitored and used effectively to support each child's learning.
- To role-model the values the school stands for and to be a role-model of outstanding professionalism.
- To take overall responsibility for the pastoral care of children in your class.
- To co-ordinate and oversee the organisation of educational visits for your class, including risk assessments as appropriate.
- To create a well-managed, secure and happy classroom where priority is given to the quality of the learning environment, maximising opportunities for children to learn.
- To provide challenging, realistic and achievable tasks resulting in maximum learning.
- To encourage, develop and support relationships between families, staff and children.
- To report to and involve families in the development and achievement of children.
- To maintain good order and discipline in the classroom in accordance with the schools' behaviour policy
- To maintain assessment, planning, recording and reporting as agreed by the school.
- To participate and engage with the performance management process.
- To work as a member of the team to ensure consistency and continuity across the curriculum.
- To attend and participate in meetings and briefings which relate to the school's curriculum, administration and organisation.
- To take part in the school staff development programme by participating in opportunities for continuous professional development, including necessary training such as Team Teach, first-aid etc.
- To be knowledgeable and supportive of all school policies and procedures.
- To contribute to the school's self-evaluation and ongoing improvement.
- To oversee target setting for raising achievement of your children.
- To be aware of, and comply with, all policies and procedures related to child protection & safeguarding, bullying, data protection & confidentiality.
- To comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

This job description is not exhaustive, and the post holder may be required to undertake other duties as reasonably required by the leadership team. All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks. As a small school the expectation to work as a community and beyond the typical scope of a teaching role is more prevalent and is expected to be undertaken in the spirit of the organisation and what it is trying to achieve for its students.

Person Specification

Teacher, SEN



Essential Skills and Character

- Extremely strong ability to teach and work successfully with children with SEN.
- Outstanding communication skills (with children, families & professionals).
- Outstanding organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively at all times as part or as the lead of a unified team.
- Strong academic skills to support teaching across the curriculum.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of children with challenging behaviour.
- Ability to cope in high pressure, highly stressful contexts.
- Creative and imaginative thinker in terms of children-centred teaching.
- A commitment to promoting and safeguarding the welfare of children.
- Able to prepare effective written and visual teaching materials including the effective use of ICT

Knowledge

- Clear and demonstrable understanding of the national curriculum, age related expectations and targets, the assessment process and school provision generally.
- Clear understanding of child development, learning and children with SEN and associated special educational needs.
- Clear understanding of independent special schools, local authority funding, SEND and the requirements of Ofsted.
- Clear understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Clear understanding of a range of teaching, assessment and behaviour management strategies that facilitate effective learning & progress.

Qualifications & Experience

- QTS
- At least a good degree in a core subject or applicable subject (essential).
- A range of experience in delivering the primary curriculum or a secondary subject area to children with SEN (essential).
- Further training or qualifications related to SEN (desirable).