

Job Description

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| Post Details | Last Updated: 10.01.24 |
| Job title | Teacher Apprentice (salaried teacher trainee) |
| Department | |
| Grade | Unqualified Grade |
| Place of work | <p>Secondary school within Learning Partners Academy Trust</p> <ul style="list-style-type: none"> • Fullbrook School • George Abbot School • Guildford County School • Glebelands School • King's College, Guildford |

A. Job Purpose Statement

As a secondary school teacher apprentice you will teach pupils aged 11 to 16 specialising in Maths, Physics, Chemistry, Computing or Languages. You will learn to plan, teach and assess lessons in line with curriculum objectives and reflect on your progress.

You will ensure a healthy culture of learning and will support, observe and record pupils' progress.

You will learn about developments in your subject area and theories of learning, new resources, methods and national objectives. The role involves liaising and networking with other professionals, parents and carers, both informally and formally.

Objectives

1. To aim to deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
2. To take responsibility for proactive personal professional development to build own capabilities continuously.
3. To constantly reflect on your practice and commit to the multiple layers of training and development available.
4. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
5. To epitomise the vision and values of your placement school and at all times adhere to the staff code of expectations.

B. Key Responsibility Areas:

A. PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality and challenging sequences of lessons.
2. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
3. Facilitate a learning environment that provides every student with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an

excellent standard of discipline at all times and a classroom atmosphere that is conducive to hard work.

4. Maintain high expectations of your students and set them challenging but achievable targets.
5. Understand your responsibilities for students with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school and external reporting.
6. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B. ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the school's approach to marking and feedback to inform planning, develop learning and evaluate students' progress.
2. Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
3. Set targets for raising student attainment in the context of whole school targets and work towards their achievement.
4. Maintain regular records of students' attainment and progress.
5. Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address student underachievement.

C. PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development by attending all Professional Studies.
2. Work with your mentor to analyse your performance, respond to feedback and identify next steps.
3. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum.
4. Ensure you understand your professional responsibilities in relation to school policies and practices.
5. Evaluate your own teaching critically and use this to improve your effectiveness.
6. Support colleagues when working in your teacher learning communities.

D. NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all students and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
2. Develop strong and positive relationships with students.
3. Implement all policies in your placement school.
4. Contribute to the school's enrichment curriculum in line with your timetable.
5. Establish and maintain effective working relationships with colleagues including support staff.
6. Be familiar with and comply with the Health and Safety policies
7. Adhere, at all times, to the expectations of teachers at your placement school, outlined on the final page of this document.

C. Expectations

The post holder is expected to take a leadership role in promoting the Learning Partners values:

Ambition for All – we will always strive for excellence – in every school, for every child.

Better Together – we will collaborate and work together in partnership with others to improve outcomes for all.

Learning that Inspires – We will enable everyone to access inspirational and thoughtful learning, stretching their horizons.

Brave Innovators – We will restlessly pursue creative and innovative ways of enriching the education of all children.

Guided by Integrity – We will be open, transparent and make decisions fairly.

All Learning Partners staff are expected to:

- Contribute effectively to raising student achievement and maintain a positive and supportive culture where all can fulfil their potential and be happy.
- Positively support equality of opportunity and equity of treatment to colleagues and students.
- Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
 - Following local codes of safe working practices and the School's Health and Safety Policy.

This post is classified as having substantial access to children and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Learning Partners Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment.

D. Summary

Every effort has been made to explain the main duties and responsibilities of this role, however, each individual task undertaken may not be explicitly identified. You will be expected to comply with any reasonable request from the CEO to undertake work of a similar level not specified in this job purpose.

As the trust and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The trust expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training if necessary.

Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

F. Person Specification

This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

| | | Essential/Desirable |
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| Education & qualifications | <ul style="list-style-type: none"> Qualified to at least degree level and willingness to undertake a SKE (subject enhancement course) if degree isn't closely matched to subject being taught. | Essential |
| | <ul style="list-style-type: none"> GCSE English and Maths grade C/4 or above. | Essential |
| | <ul style="list-style-type: none"> Degree subject related to the subject being taught. | Desirable |
| | <ul style="list-style-type: none"> Postgraduate qualifications. | Desirable |
| | <ul style="list-style-type: none"> Strong set of A Levels (especially in the subject being taught). | Desirable |
| | <ul style="list-style-type: none"> If you have overseas qualifications, you will need to provide a certificate of comparability from ENIC | Essential |
| Skills/abilities | <ul style="list-style-type: none"> Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. | Essential |
| | <ul style="list-style-type: none"> Experience of the role developed through school experience – such as working as a Teaching Assistant or Unqualified teacher | Desirable |
| | <ul style="list-style-type: none"> Understanding of the role of the teacher, and the willingness to learn and adapt teaching style as required. | Essential |
| | <ul style="list-style-type: none"> Engagement through your subject area, and willingness to become a subject expert. | Desirable |
| | <ul style="list-style-type: none"> Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents | Essential |
| | <ul style="list-style-type: none"> The ability to develop positive relationships with all young people. | Essential |
| | <ul style="list-style-type: none"> Well-developed planning & organising skills including time management, prioritisation, delegation and administration. Sound judgement and problem-solving skills | Essential |
| | <ul style="list-style-type: none"> A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. | Desirable |
| | <ul style="list-style-type: none"> Competent user of ICT. | Desirable |
| | Aptitudes/ personal qualities | <ul style="list-style-type: none"> Committed to team work and working collaboratively with colleagues. |
| <ul style="list-style-type: none"> A commitment to the safeguarding and welfare of all students. | | Essential |
| <ul style="list-style-type: none"> Passion for your subject. | | Essential |
| <ul style="list-style-type: none"> The ability to enthuse and inspire others. Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. | | Essential |

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| | <ul style="list-style-type: none">• Confidence and self-motivation to work well and be decisive under pressure. | Essential |
| | <ul style="list-style-type: none">• A high level of honesty and integrity. Personal stamina & energy including a good record of attendance and health. | Essential |

Signed (postholder): _____

Date: _____