

ASPIRATIONS TEACHER APPRENTICESHIP

WOULD YOU LIKE TO BECOME AN INQUISITIVE EDUCATOR?

TRAIN TO TEACH THROUGH THE TEACHER APPRENTICESHIP PROGRAMME

THE ASPIRATIONS LEARNING INSTITUTE, THROUGH THE TEACHER APPRENTICESHIP PROGRAMME, AIMS TO DEVELOP HIGH QUALITY, REFLECTIVE TEACHERS COMMITTED TO THE USE OF TECHNOLOGY AND MODERN PEDAGOGIES TO GIVE CHILDREN FROM 2 TO 18 THE KNOWLEDGE, SKILLS AND MINDSETS TO ACHIEVE EXCELLENCE IN A FAST-CHANGING WORLD.

OUR TEACHER APPRENTICESHIP PROGRAMME TAKES PLACE PRIMARILY IN ASPIRATIONS ACADEMIES AND IS DELIVERED BY CURRENT ASPIRATIONS TEACHERS. ASPIRATIONS ACADEMIES ARE BASED IN WEST LONDON (HOUNSLOW AND HILLINGDON), BANBURY, BOURNEMOUTH, POOLE AND EAST DORSET (PORTLAND, WEYMOUTH AND BOVINGTON)

SUCCESSFUL COMPLETION OF THE PROGRAMME WILL LEAD TO THE AWARD OF QUALIFIED TEACHER STATUS (QTS).

OVERVIEW

Our Teacher Apprenticeship programme is school-based, enabling apprentices to experience all aspects of school life and learn from outstanding practising teachers. Trainees are provided with a diverse experience, developing a knowledge of a range of pedagogical styles and how and when to use them, with the opportunity to teach in two contrasting school settings. The programme content is based on the traditional approach to teacher training although it has been modernised significantly in order to develop teacher creativity, self-regulation and competence with a range of teaching styles. The programme is individually tailored to meet the specific learning needs of the apprentice.

The teacher apprenticeship programme is available to apprentices eager to work in Aspirations Academies although other schools may also sponsor an apprentice on this

programme. All apprentices sponsored on the programme by Aspirations Academies will be employed on a salary for the year of the apprenticeship programme. On successful completion of the programme, it is anticipated that the apprentice will be eligible for employment as a teacher in an Aspirations Academy in the same region in which their training.

We know that apprentices benefit from friendly and supportive environments and personalised programmes. We treat all of our learners as individuals, and we understand that the apprentices coming into teaching have different backgrounds and strengths. Potential apprentices will be assessed for eligibility against specific criteria and undergo an Initial Needs Assessment (INA) of their previous experience, according to the Teaching Standards and employer judgement, to inform an Individual Learning Plan.

KEY INFORMATION

TITLE: TEACHER

DURATION: Typically 12 months (excluding End Point Assessment). Running each year from September for a minimum of 12 months.

FUNDING: £9,000. This can be funded through the Apprenticeship Levy by the school sponsoring an apprentice.

SALARY: Teacher apprentices working in Aspirations Academies will be paid on the Unqualified Teacher pay scale. (Currently depending on experience between £18,419 and £32,151). (London)

QUALIFICATIONS: Apprentices will need a full honours degree at 2.2 or above, and GCSEs in

LEVEL: LEVEL 6

English and Maths at grade 4 or above (primary trainees will also need Science at grade 4 or above) or equivalent.

AIMS: Through this programme apprentices can:

- Achieve the Teaching Standards, the standards for initial teacher education (ITE), gain QTS
- Acquire relevant subject knowledge and appreciation of phase and subject distinctiveness
- Be aware of current and growing knowledge of how students learn and how to make use of this in their own teaching

BENEFITS FOR THE APPRENTICE

- Engage in professional and critical reflection on their own practice and provision, within the context of Aspirations schools, culture and ethos
- Become familiar with the organisation and management of effective schools within the Aspirations Academies Trust

OUTCOME: Teacher apprentices sponsored by Aspirations who successfully complete the programme and achieve QTS will be eligible for full-time, permanent teaching positions in an Aspirations academy within the region the apprentice trained in.

SUBJECT/PHASE SPECIALISMS: Aspirations will train teacher apprentices in the following subjects/phases:

- Primary Phase
- Secondary Subject Specialists:
 - Maths
 - Science
 - Computer Science
 - Design/Technology/Art

WHY CHOOSE THE ASPIRATIONS LEARNING INSTITUTE

- All apprentices will benefit from bespoke pre-course experiences prior to the September start of the programme. This will vary in time and nature as they are carefully tailored to each apprentice's prior experience.
- Apprentices will teach for 16 hours each week across the full 38 week school academic year. Dependent on prior experience this may sometimes initially be in the form of team teaching.
- Apprentices will have one day a week based in school where they will engage in the Teacher Apprenticeship learning and development programme (off the job training). This will involve:
 - A Core Knowledge and Skills programme of directed tasks and reflections, as required following the initial and ongoing needs assessments, driven by the employer.
 - Subject and phase specific training delivered

by expert practitioners. With sessions drawn from the ITE programme, in line with their Individual Learning Plan.

- Several taught day sessions along with other teacher apprentices at Aspirations HQ in West London.
- Remote learning sessions.
- Diagnostic mentor visits and feedback.
- **The content of these elements will cover the requirements of the Core Content Framework preparing apprentices for their Early Career Teacher year programme mandated for all Early Career Teachers.**
- Apprentices will undertake two placements, with the second taking place in a contrasting school and different key stage, where the apprentice can demonstrate their ability to meet the standards. Details of the second placement can be negotiated according to local circumstances.

BENEFITS FOR THE APPRENTICE

- Visiting tutors, specialists from within Aspirations, will observe apprentices and manage assessment, and a school-based mentor (SBM) with allocated time will observe the apprentice in practice, and provide support via a weekly meeting. Teacher apprentices are observed teaching at least once a week using the Teaching Standards.
- The Standards Lead will provide course design, core resources, tutor development, admissions and awards services, learner support services, and a quality assurance process. A Programme Lead within Aspirations will work collaboratively with The Learning Institute Standards Lead to manage all aspects of the programme.

COURSE CONTENT

Apprentices will engage with a variety of relevant training sessions, with content developed by the Aspirations Learning Institute to suit the general or specific needs of the apprentice. Topics covered can include:

Primary: English (phonics, speaking and listening, reading, writing and SPAG), Maths, Science, SEND, British Values, Diversity, Safeguarding and Prevent, Modern Foreign Languages, PE, pedagogical

styles (including teaching through Project Based learning).

Secondary: positive behaviour management, improving literacy across the curriculum, dyslexia and developmental cognitive disabilities, subject specific sessions according to apprentice's specialism, pedagogical styles (including teaching through Project Based learning).

ASSESSMENT

Interim assessments: On a termly basis, teaching apprentices' progress will benefit from formative 'in course' assessments that will judge whether apprentices are deemed to be 'on track' for Qualified Teacher Status (QTS). This is based on assessment against a list of formative assessment criteria that align with the content taught in the programme thus far. Apprentices not meeting the expectations will be provided with additional support. This would include a visit by the Standards Lead to include a joint observation with School Based Mentor for QA purposes plus discussions with SBM and apprentice.

Final assessment: During the Final Assessment, usually scheduled at the end of June for Teaching Apprentices starting in September, it will be adjudicated as to whether the Teaching Apprentice has consistently met all of the Teaching Standards, based on assessment of a range of evidence, including a presentation.

End Point Assessment: Following recommendation for QTS, apprentices go through 'gateway'. Employers must seek an End Point Assessment Organisation (EPAO) at least six months before End Point Assessment (EPA). Teaching apprentices will be awarded a grade of Distinction, Pass or Fail.

OUR VISION AND PURPOSE

ASPIRATIONS VISION IS:

'TO EMPOWER FUTURE GENERATIONS TO FOLLOW THEIR DREAMS AND TO BUILD A SOCIETY OF WHICH WE CAN ALL BE PROUD.'

ASPIRATIONS PURPOSE IS:

'TO REINVENT EDUCATION FOR THE 21ST CENTURY. TO USE TECHNOLOGY AND MODERN PEDAGOGIES TO GIVE CHILDREN FROM 2 TO 18 THE KNOWLEDGE, SKILLS AND MINDSETS TO ACHIEVE EXCELLENCE IN A FAST-CHANGING WORLD. AT ASPIRATIONS ACADEMIES, WE PROVIDE A CHALLENGING, ENGAGING AND SUPPORTIVE ENVIRONMENT TO BRING OUT THE BEST IN EVERY CHILD.'

DEEP LEARNING

How can we ask our students to take risks, be creative and make mistakes if we as educators are afraid to do the same? Our goal at Aspirations is to give educators the courage to think big, improvise and fail forward.

The Inquisitive Educator Initiative has grown out of the insights and practices we've developed through the progressive context of the Aspirations Academies Trust. We've been discovering how much educators and pupils are truly capable of when exploring the unknown together. When you give children real tools and tough problems, they

become highly invested and deep learning happens.

Aspirations endeavours to cultivate that authentic engagement and challenge in all phases of education from the age of 4 to 18. We expect our teachers to be subject specialists who are also capable of teaching across a range of disciplines in a wide range of pedagogical styles. One of these is through transdisciplinary project work which is structured by a cycle of exploration, expression, and exposition.

INQUISITIVE EMPLOYMENT

Aspirations seeks to be at the cutting edge of learner-driven education and we continue to push the envelope of what is possible in education. We trust that children are instinctual learners, and we value partnering with them on their educational path. That is why we are looking for teachers who are collaborators. To work in an Aspirations academy, is to work side by side with compassion and in full support of the children who populate

the place with their dreams, attempts and ideas. We ask teachers to think big, improvise, and learn alongside young people. By taking the best practices from early childhood education and emergent, project-based experiential learning, we strive to meet pupils' needs in a flexible environment that breaks the traditional walls between school and the community outside the classroom.

DEEP LEARNING

- **Fluency in the language of children.** You will develop a deep understanding of progressive, inquiry based education, alongside the desire to teach in a setting that honours the competence and independence of children.
- **A creative curriculum designer.** You will leverage student interests, real world problems and professional tools/experts to design engaging transdisciplinary projects that drive student learning.
- **A commitment to social justice and equity.** You see opportunities all around you to leverage conversations about identity and actively seek to create equitable learning spaces.
- **An excellent communicator.** You will communicate effectively with students, parents and co-workers. You will actively listen and ask probing questions. You will be able to communicate clearly through writing the story of your student's learning journey. You will be able to hold people to account and to be supportive at the same time.
- **A strong sense of empathy.** You will learn to put yourself in the shoes of students, and parents and communicate in a way that values their lived experience.
- **A project manager.** You have a strong work ethic and are able to help students pace out projects and create accountability structures that help them reach their goals.
- **Comfortable with ambiguity.** You are intellectually curious and have a strong sense of agency. You are comfortable not always having or knowing the answers.
- **Collaboration with both students and adults.** You will enlist your problem solving and communication skills to build strong relationships. You will know the importance of leveraging divergent viewpoints for the improvement of our collective work. You will hold your colleagues and students accountable, and you are receptive and humble when they hold you accountable.
- **Lifelong learner.** You have a growth mindset and you pick up new ideas quickly and think critically. You are intellectually curious and deeply committed to learning and growing.

APPLICATION PROCEDURE

IF YOU WOULD LIKE TO APPLY FOR A PLACE ON THE TEACHER
APPRENTICESHIP PROGRAMME PLEASE CONTACT AMY WILLSON AT
AWILLSON@HARRIERS-ASPIRATIONS.ORG