

**DEPARTMENT:** **TEACHING AND LEARNING**

**DESIGNATION:**  **ASSOCIATE TEACHER (SPECIALIST TEACHING ASSISTANT APPRENTICE)**

**RESPONSIBLE TO:**   **HEAD OF FACULTY / SLT LINK**

**POST GRADE:**  **LEVEL 6**

**NAME:**

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| **Main Purpose of the Post** |
| * As an Associate Teacher (Specialist Teaching Assistant Apprentice), you’ll benefit from on-the-job teaching with 20% of your working time to be dedicated to your own learning and development. * You will be placed on the Coventry University/Staffordshire University Level 5 Specialist Teaching Assistant Route/Apprenticeship Course which you will complete within 2 years. After completion of the course, you will have the opportunity to take the next steps onto a route to gain Qualified Teacher Status. * The Level 5 Teaching Assistant Apprentice course is designed for teaching assistants who are ready to move from supporting classroom learning to facilitating it. It provides advanced skills in planning lessons, leading small groups, and guiding diverse learners, enabling greater impact in schools. * Self-study modules will support you to engage with new professional and practice knowledge to inform their teaching Assistant development. Individuals will be supported by an academic mentor and work-based education officer to progress their application of new knowledge and skills in a teacher context. * Coventry University/Staffordshire University will give you personalised support, assign you an Academic Mentor and Work-based Education Officer, and welcome you to Coventry University/Staffordshire University’s wider community of trainees. * As an Associate Teacher (Specialist Teaching Assistant Apprentice), explore behaviour management techniques and discover how children develop and learn. By combining theory and practice, the apprenticeship will equip you to become a successful and confident Associate Teacher (Specialist Teaching Assistant Apprentice). * You’ll be expected to maintain and/or raise standards of student attainment and achievement within their taught classes and other learning activities and to monitor and support student progress. * You’ll be accountable for student progress and development within classes taught. * You’ll develop and enhance your own teaching practice to achieve high standards together with ensuring a high-quality delivery of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying in classes, in accordance with the aims of the Academy and the curricular policies. * You will support the education of students by providing specialist support. Specialists Teaching Assistants plan, implement and adapt activities to advance learning. You will develop an understanding and specialise in one of the following areas: SEND, social and emotional well-being, and curriculum provision. * You’ll monitor and support the overall progress and development of students as an academic progress tutor. * You’ll have responsibility for the provision of a full learning experience and support for students, liaising with the Principal, Senior Leadership Team, Head of Faculty and other Subject Leaders, Achievement Leaders, SENDCO, and relevant staff with Academy responsibilities, relevant support staff, LA representatives, link governor, external agencies and parents/carers. * On successful completion of the Level 5 course, you will have the opportunity to progress onto the Level 6 course to continue on the teaching pathway subject to criteria being met. This could be at your current school or at another school within the Trust. |
| **Core Responsibilities, Tasks and Duties** |
| 1. **Key Duties**  * Through effective teaching secure successful outcomes for learners such that they enjoy and achieve when compared to indicators used by the Academy and external bodies. * Use challenging targets to raise standards for all learners and eliminate low attainment among particular groups and individuals. * Support the drive to develop, implement, review and improve teaching and learning to ensure that each student thrives, exhibits outstanding learning behaviours and achieves positive progression. * To contribute to the delivery and adaptation of the curriculum for students with Special Educational, Physical, Emotional, Social and Developmental needs. * To implement the agreed passport for students and meet the needs of the Education, Health and Care plan (EHC). * To contribute to the creating of an attractive, differentiated, stimulating, safe environment, through display and classroom organisation and by raising aspirations and achievement levels. * To contribute to the assessment of students and drafting of student passports/IEP’s, particularly for those in your particular group/class through observations, records and discussions with other Special Needs Practitioners, Teachers, SENCO. * To support the maintenance of positive links between home and the Academy. * To maintain a safe environment for children, staff and visitors as far as it is possible and practicable and assist with integration arrangements as appropriate. * To promote the inclusion and acceptance of all children. * To set challenging and demanding expectations and promote self-esteem and independence. * To liaise with outside agencies as directed e.g., Welfare Officers, Psychologists, and Social Services. * To support the teacher in managing the behaviour of the students. * To deliver effective interventions to small groups of students. * This post is for one to one or for group support. * The post holder will not have any Supervisory responsibility for other staff.  1. **High Standards of Teaching and Learning**   Teachers are accountable for the setting of targets for improvement and delivering effective teaching and learning that secures high standards of students’ achievements. The following identify aspects and prompts that will enable teachers to carry out their role:   * Role model. * Implementation of national strategy (e.g. Pedagogy/methodology). * Self-evaluation. * Ambience/climate for learning. * High expectations. * Learning styles and thinking skills. * Use of data analysis. * Marking and assessment. * Reporting. * Planning, schemes of work. * Meet the needs of all students (including provision for special educational needs and disabilities, management of behaviour and its impact on learning). * Intervention strategies (e.g. booster classes, use of National Strategy resources) * Educational enhancement (e.g. trips/visits).  1. **Duties as an Academic Tutor**  * Maintain discipline and acceptable standards of conduct. * Establish a positive rapport with students to develop their social and academic potential and be a main source of reference for students. * Mark the Tutor Group register, ensuring absences and lateness are accounted for and appropriate actions taken to ensure high attendance and punctuality. * Compile reports, profiles and references on students as required. * Monitor students’ home study, the teaching of tutor group periods, escorting the tutor group to assemblies and attending tutor meetings called by the Team Leader. * Track students’ academic progress and maintain close contact with parents and other agencies.  1. **Other professional requirements**  * Establish and maintain effective working relationships within the team and also other colleagues and clients/ partners of the Academy. * Be responsible for own professional development and proactive in their own performance management. * Participate as required in meetings with colleagues in respect of their post, duties and responsibilities. * Any other duties and responsibilities within the range of the salary grade.  1. **General**  * The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers. * This job description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and may be subject to modification or amendment after consultation and agreement with the post holder. * Staffs’ individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy’s improvement plan. * Team priorities for each academic year will be identified through the Academy’s improvement plan. It is the responsibility of the Head of Faculty to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.  1. **Health and Safety**  * Ensure a work environment that protects people’s health and safety and that promotes welfare and which is in accordance with the Trust Health and Safety policy.  1. **Professional Accountability**  * The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school’s objectives.  1. **Safeguarding**  * Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.  1. **Equalities**  * Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation. |
| **Declaration** |
| **The Alpha Academies Trust is committed to safeguarding and promoting the welfare of children and young people.**  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Print name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**PERSON SPECIFICATION**

**APPOINTMENT OF: ASSOCIATE TEACHER**

**DEPARTMENT:**  **TEACHING AND LEARNING**

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| **Minimum Requirements** | **Measured by:**  **A) Application**  **B) Test/Exercise**  **C) Interview** |
| **QUALIFICATIONS/TRAINING:**  **It is essential that the post holder has:**   * GCSE Maths, English and Science (if Primary role) Grade 4 or above, or Functional Skills Level 2 Pass. * A Level/T Level pass or a Level 3 Teaching Assistant Qualification or significant experience. * A Level in subject of choice (if teaching one subject at Secondary level). * A good standard of education / relevant experience. | **A** |
| **EXPERIENCE/KNOWLEDGE:**   * Experience of working in a school or educational setting. * Experience working with students / groups. | **A & C** |
| **STANDARD APPRENTICESHIP ELIGIBILITY:**   * Must have the right to live and work in the UK. * Must not be on any other government funded training i.e. studying at university, Apprenticeship, Access to HE etc. | **A** |
| **SKILLS AND ABILITIES:**  **It is essential that the post holder has/is:**   * Ability to support teaching across the Academy. * To learn the understanding of good assessment and its implications for planning and teaching. * A passion for teaching and inspiring young minds. * Ability to communicate effectively both orally and in writing.   **It is desirable that the post holder is/has:**   * A self-starter with vision and imagination. * Ability to take risks. * Strong awareness of Health and Safety issues. | **A & C** |
| **ADDITIONAL FACTORS:**  **It is essential that the post holder has:**   * Ability to lead and motivate students. * High expectations personally for students and staff. * Commitment to equal opportunities policies. * Good organisational skills. * Ability to work to agreed targets and deadlines. * Ability to work under pressure and be flexible. * A willingness to undertake appropriate training for ongoing CPD. * Completion of the apprenticeship, full participation in all learning activities and adherence to expectations of the course is expected. | **C** |