



**JOB DESCRIPTION FOR APPRENTICE TEACHING STAFF**

**Title of Post:**                      **Apprentice Teacher**

**Subject to:**                         Annual Review

**Salary Arrangements:**        Starting at UQ1 with SEN allowance.

**Responsible to:**                 Headteacher

**General Provision:**

Schoolteachers may be required to carry out the duties set out in Schedule 3 of The Education (School Teacher's Pay and Conditions of Employment) order 1993.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

**Main Responsibilities**

1. To undertake a full time teaching commitment with pupils who have severe learning difficulties, profound/multiple learning difficulties, autism.
2. To provide an example of good teaching practice, including preparation, planning, classroom management and the maintenance of effective working relationships with pupils and colleagues.
3. To ensure that there are appropriate schemes of work and effective teaching strategies, which cater for pupils throughout the ability range.
4. To maintain records of achievement for each pupil, in consultation with colleagues where appropriate, and to provide a detailed report prior to the pupil's annual review.
5. To attend case conferences and prepare reports on the needs of individual pupils as requested.
6. To organise the effective deployment and direction of teaching assistants, students and volunteers within the classroom, where this is appropriate.
7. To acknowledge and respond appropriately to Health and Safety requirements (as detailed in the school's Health and Safety Policy) where both pupils and colleagues are concerned.
8. To liaise with parents/carers, Social, Psychological, Medical and Learning-Support Services, where appropriate, and in consultation with the Headteacher.
9. To participate in the school's "Outreach" programme, monitoring and evaluating its effectiveness for each pupil, in conjunction with the Headteacher.

10. To organise and participate in "out of school" activities, as appropriate.

### **Responsibilities as a Subject Leader:**

1. To co-ordinate throughout the school the work within the above curriculum area, providing advice, guidance, assistance and encouragement to colleagues, especially those of newly qualified status, and inducting newly appointed teachers into the school scheme.
2. To keep in touch with new initiatives within this curriculum area, attending meetings and relevant in-service courses where possible, reporting back to colleagues and considering implications for further curriculum development and resources.
3. To establish and maintain a resource bank of materials and equipment to meet the demands of this curriculum area, and to be responsible for organising their use.
4. To evaluate the effectiveness of the school within this area of responsibility, leading further curriculum development as appropriate. This work will include the monitoring of the subject (teaching, planning and achievement).
5. To keep in touch with general curriculum developments and research including reports and documents coming from DfE/HMI/Ofsted/LA considering implications for possible implementation.
6. To participate in school-based and National Curriculum developmental activities, and the evaluation, development of policy documents and curriculum statements.
7. To participate in the school's "Outreach" programme, monitoring and evaluating its effectiveness for each pupil, in conjunction with the programme co-ordinator and in consultation with the Headteacher.
8. To organise and participate in "out of school" activities, as appropriate.

### **General Responsibilities**

1. Apply all defined school policy and guidance to your work and behaviour.
2. To participate in the School's staff appraisal programme, and its review and further development.
3. Plan and participate in appropriate in-service training - in and out of school. Have a commitment to pursuing own ongoing individual professional development as well as attendance at staff development activities and meetings as requested by the school.
4. Adhere to the policies, practise and guidance contained in the Staff Handbook and especially the Health and Safety policy (particularly Manual Handling) and Behaviour and Physical Intervention policy.
5. Undertake the necessary and appropriate moving, handling and lifting procedures in relation to pupils and students in accordance with school policy and guidance (especially Health and Safety Policy).

6. Undertake the necessary and appropriate physical intervention procedures in relation to pupils and students in accordance with school policy and guidance (especially Health and Safety Policy, Behaviour/Physical Intervention Policy).
7. To present the school in a positive way in the community.
8. In consultation with the Headteacher, to inform parents, governors and advisors of work undertaken.
9. At all times to adhere to the principles described in the School Prospectus and Staff Handbook. Taking consideration of Equal Opportunities Policy.

This job description sets out the duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are the common occurrence and cannot of themselves justify a regrading of the post.



## **Apprentice Teacher Person Specification**

### **Education & Training**

1. Evidence of commitment to own personal development and training

### **Knowledge & Experience**

2. Demonstrate secure knowledge & understanding of the impact of a range of conditions on a child's learning – severe learning difficulties, autism, CVI
3. Experience of working with children/young people with SLD, PMLD & ASC
4. Have a knowledge of what constitutes effective teaching & learning, including different styles of learning in the SLD population
5. Show evidence of successful, well planned and stimulating lessons across the ability range
6. Understand & have good knowledge of recent curriculum issues
7. Have sound knowledge of strategies to support individual pupils within the classroom
8. Have a good understanding & experience of meeting the needs of pupils with complex needs, especially in the area of communication
9. Experience of using successful positive behaviour management strategies
10. Experience of working successfully & sensitively with parents as partners

### **Skills & Abilities**

11. The proven ability to sensitively but effectively lead, motivate & support the class teaching team, be an excellent member of both the class & whole school team (including other professionals & therapists)
12. Excellent organisational skills
13. Excellent interpersonal skills
14. Excellent personal communication skills; verbal, written & presentational
15. Have a high level of ICT skills & ability to use them in the classroom to motivate pupils
16. Be flexible & able to respond quickly to changing needs and environment
17. Be highly self-motivated and able to motivate others
18. Have energy, dynamism and a sense of humour
19. Be able to demonstrate emotional resilience in working with pupils exhibiting challenging behaviour
20. Being prepared to attend meetings & events associated with the life of school, which are outside the directed working hours (i.e. to play a full role in the life of the school)
21. DESIRABLE - A full driving licence

### **Equalities & Safer Recruitment**

22. To be able to demonstrate a commitment to the principles of equalities and to be able to carry out duties in accordance with the Council's Equalities Policy
23. Demonstrate an understanding of the importance of forming & maintaining appropriate relationships & personal boundaries with children, young people & their parents / carers
24. Have an empathy towards the needs & rights of children with severe learning difficulties