

Job Description

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|----------------------|---------------------|---------------------------|---------------------------|
| Group Member: | | Leeds City College | |
| Job Title: | | Apprentice Teacher | |
| Reports to: | | Deputy Head of Department | |
| Job Grade | Teaching Apprentice | Department | School of Social Sciences |

ROLE SUMMARY:

Over a two-year apprenticeship, you will learn to become an outstanding teacher.

CORE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Deliver and assess essential knowledge and understanding to learners.
3. Create individual SMART learning targets linked to learner study programme/course and track and monitor progress against these.
4. Responsible for recording student progress and supporting students to achieve targets.
5. Delivery of a minimum of 100 teaching hours over the two-year period.

DEPARTMENTAL RESPONSIBILITIES:

1. Plan learning to meet programme requirements and deliver learning outcomes in a realistic context.
2. Ensure that learning activities are authentic in relation to workplace practice.
3. Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others and essential employability skills.
4. Develop and employ assessment activities for identified modules.
5. Design and deliver learning sessions and activities that develop the mathematics and English skills necessary for vocational achievement.
6. Actively engage and inspire all learners and encourage them to set challenging goals.
7. Use digital and mobile technologies in ways that are safe and support effective learning.
8. Access to up-to-date information, advice and guidance to support individualised learning.
9. Refer to the initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey to enhance individualised learning.
10. Provide regular 360° feedback that empowers learners in their own development.

11. Use the outcomes of regular formative assessment to update individual learning plans.
12. Collaborate with relevant colleagues and professionals to support individual action plans and facilitate individualised learning.
13. Quality assure outcomes for learners through compliance with internal and external regulations.
14. Seek feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning.
15. Continually update own knowledge and skills as a teaching professional and a subject specialist.
16. Use aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners.
17. Support organisational development and quality improvement interventions.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

| | |
|-------------------|---------------------------|
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| Department | School of Social Sciences |

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

| Qualifications and Attainments | | |
|--------------------------------|---|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | Q1. Studying towards a higher level teaching apprenticeship (L5 Diploma in Education and Training) over a period of 24 months while in post | A |
| E | Q2. Acquire L2 Safeguarding qualification upon completion of the apprenticeship | A |
| E | Q3. Relevant highest level vocational qualification in teaching subject (at least at L3) | A / C |
| E | Q4. English, maths and ICT at Level 2 prior to commencing training or prior to completion of the apprenticeship | A / I / C |

| Experience and Knowledge | | |
|--------------------------------|--|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | EK1. Relevant up to date subject knowledge in specific subject area and up to date knowledge of workplace practice | A / I |

| Skills and Competencies | | |
|--------------------------------|--|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | SC1. Exceptional verbal /written communication and interpersonal skills | A / I / MT |
| D | SC2. Ability to be adaptable and flexible towards the requirements of different learner needs | A / I / MT |
| E | SC3. Ability to follow direction and constructive feedback, to help support development as a teaching practitioner, applying theory to practical application in an education setting | A / I |
| D | SC4. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms | A / I / T |
| E | SC5.Excellent organisational skills, to ensure deadlines are met | A / I / T |

| Behavioural, Values and Ethos | | |
|--------------------------------|--|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | B1. Support and promotion of equality, diversity and inclusion | A/I |
| E | B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in | I |
| E | B3. Commitment to the PREVENT agenda | I |
| E | B4. Commitment to professional standards | I |
| E | B5. Commitment to restorative practice approaches | I |