GRADUATE PROGRAMME

Oakwood High School
'Inspired to Achieve'

Aim of the programme

To secure and support the recruitment of high quality core subject specialists for advancement to Graduate Teacher status within the Trust. The programme is an opportunity for potential teachers to gain experience and develop the skills and personal qualities to work in the Children's Workforce and achieve the professional status of teacher.   The route provides a unique opportunity for candidates to gain invaluable paid, work experience and access to aspects of the ITT CPD programme in the first year and if successful access to a funded ITT post in year 2 subject to CPD funding agreement. The school will continue to advertise all NQT posts in line with our recruitment policy.

The programme in both years will focus on the development of skills and characteristics required to become a successful teacher; this is delivered via a mix of timetabled work activities and CPD activities and in year two Sheffield Hallam funded university place (subject to successful application by the Graduate for a place).

Unlike a traditional unpaid 1 year ITT route, our graduate programme provides paid employment over two years and enables candidates to progress through advanced learning support, pre teaching and teaching activities to embed excellent practice and establish skills and resilience on route to commencement of full professional status.

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Oakwood High School is an over-subscribed 11-16 High School. The school is part of Inspire Trust, which also includes Sitwell Junior School and Thomas Rotherham College.

With a strong emphasis on respect for all, we forge effective and supportive relationships with both pupils and adults in our learning community and beyond. Together we maximise every opportunity to achieve success for all, inspiring pupils to achieve excellent academic progress. We are a **Good** school with '**Outstanding** Leadership and Management' at all levels.

We are looking for Graduates to join our 2 year trainee programme; this is a fully funded, salaried route that leads to qualified teacher status. **Oakwood High School is a Leadership School for ITT Provision and recognised by Sheffield Hallam University as "a school of excellent practice" for NQTs. In addition the school offers CPD routes through the Learners First Schools Partnership.**

This is a unique and dynamic opportunity for Graduates of **English, Maths or Science**, to gain the required work experience in a secondary school blended with subject specialist mentoring, access to ITT preparatory training and whole school CPD. Following completion of the first year successful candidates can progress to a salaried ITT year within the school (subject to application for the Sponsored Schools Direct Training Programme).

During the initial year, the candidates will develop skills that will underpin their professional development while working for the equivalent of 3 days per week within our ARC team providing advanced learning support for pupils with additional educational needs. Candidates will spend the equivalent of 2 days per week working alongside a subject specialist teacher, who will provide mentorship and support through to the first year assessments.

It is essential that candidates evidence and share with us their educational ethos and personal characteristics that demonstrate their potential to support, teach and command respect of the pupils and colleagues. Applicants will be truly committed to supporting all pupils to make progress, have high aspirations for all pupils success and will contribute to ongoing planning with imaginative and innovative ideas.

We offer a positive working environment, we care about our pupils and we care about our staff, all of whom know that and appreciate that. The successful candidate will have the opportunity to be part of this, contribute to this culture and develop it further.

Closing date for receipt of applications is Wednesday 18 September 2019 at 12 noon. Interviews will be held w/c 30 September 2019. Application forms are available via the school website at https://www.oakwood.ac/Vacancies and should be returned via e-mail to hr@inspiretrust.uk

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its work places. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Oakwood High School is part of the Inspire Trust (Multi Academy Trust),
Registered Company Number 8775996

Graduate Programme Advanced Support/ITT

Job Description: Graduate Advanced Learning Support

All elements of this role should be considered within the training framework; this will include two days per week (equivalent) working alongside and in support of a subject specialist teacher and in support of pupils. The subject specialist teacher will act as a mentor through the first year. Candidates will also be given access to a range of CPD events (as part of the ongoing ITT training programme) and other in house CPD and INSET.

During the first year assessment will be against job role and suitability for the teaching profession. Candidates will be support with their application for the Sponsored Schools Direct Training Programme.

On the remaining 3 days (equivalent) of the contract you will work as an Advanced Learning Support Assistant with our Integrate Learning Zone experiencing a wide range of additional needs and developing your skills with pupils and in the classroom.

1. Support for pupils
   i. Attend to the pupils' personal needs and implement related personal programmes including social, health, physical, hygiene, first aid and welfare matters.
   ii. Supervise and support pupils, ensuring their safety and access to learning.
   iii. Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs.
   iv. Promote the inclusion and acceptance of all pupils.
   v. Encourage pupils to interact with others and engage in activities led by the teacher.
   vi. Encourage pupils to act independently as appropriate.
      Deliver individualised Pupil Support Plans (PSPs) via 1:1 and group interventions

2. Support for the Teacher
   i. Prepare the classroom, as directed, for lessons and clear afterwards and assist with the display of pupils' work.
   ii. Be aware of pupil problems/progress/achievements and report to the Teacher as agreed.
   iii. Undertake pupil record keeping as requested.
   iv. Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate.
   v. Gather/report information from/to Parents/Carers as directed.
   vi. Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

3. Support for the Curriculum
   i. Support pupils to understand instructions.
   ii. Support pupils in respect of local and national learning strategies, e.g. literacy, numeracy etc. as directed by the Teacher.
   iii. Support pupils in using basic ICT as directed.
   iv. Prepare and maintain equipment/ resources as directed by the Teacher and assist pupils in their use.

4. General
   i. All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.
   ii. Break-time, dinner and after school duties (on a rota basis).
   iii. All employees will be asked to work at their level on pupil interventions to meet pupil needs and school targets.

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iv. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
v. Appraisal and Continuing Professional Development (including attendance and contributions to School INSET and Planning events and Learning Zone meetings). Recognise own strengths and areas of expertise and use these to achieve and support others.
vi. 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 accordance with policy.
vii. Contribute to the overall ethos / aims of the school.
viii. Establish constructive relationships and communicate with others in liaison with the Teacher to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
ix. Deliver out of school learning activities within the guidelines established by the school, you may be required to adjust your working day to support this.
x. Supervise pupils on visits, trips and out of school activities as required.
xi. Support for school wide events.
xii. Support the role of other professionals.

Graduate Programme Advanced Support/ITT

Job Description: Graduate Advanced Support / ITT

All elements of this role should be considered within the training framework; this will include study days at university, 2nd placement, attendance at ITT CPD events, the equivalent of one day per week providing advance support, formal assessment.

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. Candidates will be expected to undertake duties in line with the professional standards for ITT/qualified teachers.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all trainees are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

1. Planning, Development and Co-ordination (both advanced support and IIT practice)

i   to set challenging teaching and learning objectives which are relevant to all pupils in their classes using the 6 part lesson approach adopted by the school;

ii   to use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils' learning;

iii   to select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate;

iv   to contribute to teaching teams, meetings and events;

v   to plan for the deployment of any support staff who are contributing to pupils' learning;

vi   to plan opportunities for pupils to learn in and out of school contexts (including development of resources for the school (including Inspired and other resource banks) ;

vii   to produce long and short term planning in accordance with school policy and procedures and within required deadlines;

viii   to implement and review subject development plans in conjunction with the Senior Leadership Team and/or line manager;

ix   to develop and audit schemes of work and other documentation related to the use of the subject specialism within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met;

x   to develop strategies for the use of subject specialism to promote new teaching methods

and   improve learning throughout the Learning Zone and the school and monitor their effectiveness in raising standards of teaching and learning;

xi   to lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching;

xii   to manage the resources available for subject specialism and make recommendations in order to maintain and develop curriculum provision;

xiii   to maintain a Professional Development portfolio;

2. Monitoring and Assessment (both advanced support and IIT practice)

i   to make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives;

ii   to use monitoring and assessment information to improve planning and teaching;

iii   to monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn;

iv   to involve pupils in reflecting on, evaluating and improving their own performance and progress;

v   to assess pupils' progress accurately against appropriate standards;

vi	to identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties;
vii	to identify the levels of attainment for pupils learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support;
viii	to record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning;
ix	to report on pupils' attainment to parents, carers, other professionals and pupils under the agreed reporting system, including attendance and participation in Tutor Review days and parents evenings.

3. Teaching and Class Management (both advanced support and IIT practice)

i	To have high expectations of pupils and build successful relationships centred on teaching and learning;
ii	to establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident;
iii	to teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in their age range using the 6 part lesson approach adopted by the school;
iv	to teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work;
v	to promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning;
vi	to differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress;
vii	to organise and manage teaching and learning time effectively;
viii	to organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate;
ix	to set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy and to anticipate and manage pupils' behaviour constructively and promote self-control and independence;
x	to use ICT effectively in delivery of teaching and learning;
xi	to take responsibility for teaching a class or classes over a sustained and substantial period of time;
xii	to provide homework and other out of class work which consolidates and extends work carried out in the class and encourages pupils to learn independently;
xiii	to work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning;
xiv	to recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures;
xv	to be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
xvi	to attend and participate in regular meetings;
xvii	to participate in training, continuous professional development and other learning activities as required including participation in the school's Performance Management arrangements.

4. Tutorship

i. To ensure that the quality of personal interactions is supportive and designed to promote personal self esteem;

ii. to contribute to the school's system of recording achievement and reporting to parents through negotiating with pupils appropriate goals and reviewing their progress;

iii. to take responsibility for the oversight of the welfare and progress of a specific group of pupils as negotiated with the school leaders;

iv. to positively monitor the progress of a group of pupils and form the primary communications link with pupils' families.

5. Specific duties relating to this post

To be determined in relation to criteria stated in the advertised post, these will include duties and assembly.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team and the leadership structure.

This Job Description will be kept under review and may be amended via consultation with the individual, governing body and/or Senior Leadership Team as required. Trade Union representation will be welcomed in any such discussions.

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Person Specification
Post: Graduate Programme (both years)

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Shortlisting Criteria
1	**Qualifications and Experience**				
1.1	Appropriate degree at 2:1 or above.	✓		**AF**	✓
1.2	Evidence of qualities that would suggest suitability for the teaching profession.	✓		**AF**	✓
1.3	A commitment to future training and development including completion of QTS.	✓		**AF**	✓
1.4	Self motivated, enthusiastic and able to work on own initiative.	✓		**AF, I, R**	✓
2	**Teaching and Learning**				
2.1	Interest in practical/creative teaching.	✓		**I, R**	
2.2	Knowledge of educational developments.		✓	**I**	
2.3	Evidence that suggest commitment to pupil success and achievement.		✓	**AF, I, R**	
2.4	Evidence that suggests a commitment to classroom management.	✓		**AF, I, R**	✓
2.5	Experience of using IT in the classroom.	✓		**AF, I**	✓
2.6	Ability to use SIMs.		✓	**AF, I**	
3	**Personal Qualities**				
3.1	Conscientious, honest and reliable.	✓		**I, R**	
3.2	Able to make carefully considered decisions.	✓		**I, R**	
3.3	Ability to work on own initiative.	✓		**R**	
3.4	Ability to communicate with a range of adults and pupils.	✓		**I, R**	
3.5	A commitment to self improvement.	✓		**AF, I**	
3.6	Capacity to motivate, inspire and challenge young people.	✓		**I, R**	
3.7	Ability to establish and maintain good relationships with a range of adults and pupils.	✓		**I, R**	
3.8	Inclusive.	✓		**AF, I, R**	

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		Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Shortlisting Criteria
3.9		An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓		**I**	
3.10		ability to identify risks within personal objectives.	✓		**AF, I**	
3.11		a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓		**I**	
4		**Personal Circumstances**				
4.1		A criminal records check at the enhanced level.	✓		**C**	
4.2		Exempt from the Rehabilitation of Offenders Act, 1974 (All spent convictions to be declared).	✓		**AF**	
5		**Physical Requirements**				
5.1		No problem that is likely to impact upon job performance (that is, one which cannot be accommodated by reasonable adjustments).	✓		**I, R**	
5.2		A good attendance record in current employment, (not including absences resulting from disability).	✓		**I, R**	

Key to abbreviations:
AF   Application Form
R   References
I   Interview
CQ   Certificate of Qualification
OT   Occupational Testing (This method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed)
C   Criminal Records Check

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.

Graduate Programme Advanced Support/ITT

Support for the Graduate Programme Advanced Support / ITT

Role of the Subject Mentor
- Compile a timetable for the 'day' in the subject that covers a range of abilities and ages.
- Regularly meet with the graduate.
- In your meeting, focus on teaching and learning and encourage your graduate to reflect on good practice.
- Start to give small tasks, e.g., planning and delivering starters, making resources.
- Inform the graduate of subject and whole school policies and procedures.
- Train graduates in the use of assessment and giving high-quality feedback. Allow him/her to have a go under close supervision.
- Train your graduate on the importance of planning in reflection time for pupils and acting on feedback through 'Closing the Gap'.
- Emphasise the need for high expectations of progress and behaviour.
- Share resources with the graduate for the day spent in the subject and when the graduate is supporting as Advance Support.
- Make it clear that for three days the graduate is providing Advance Support who to the pupils under the direction of the teachers;
- Communicate the need for teachers within the subject to purposefully direct the graduate.

Role of the Advanced Support Mentor
- The Advance Support timetable is compiled by the Head of Learning Zone / SENCO in support of pupil need and statutory provision. Where possible the timetable will be constructed to allow for a full day in the subject area (however, this is pupil driven and may not always be possible). Where possible the SENCO will timetable the graduate into support for their subject specialism.
- The Advance Support Mentor provides support similar to the support outlined above but focused on supporting the pupils individual needs.
- The Advance Support Mentor will work through all aspects of the induction plan with the graduate, directing to specialist input where appropriate.
- The Advance Support Mentor Network will provide a training programme for the graduates.
- Emphasise the importance of effective utilisation of support staff within the teaching environment and the impact on progress and achievement this has both as support and later in effectively utilising support in the classroom;
- Develop the practice of Advanced Support in preparation for the ITT stage of the Graduate Programme.

Role of the Graduate
- listen to the advice of the mentor;
- The 'day' in the specialist subject is the graduates opportunity to start to prepare to teach; the graduates should;
- listen to the advice of the mentor;
- use this time to prepare for and develop their practice and resources
- ask questions about the teaching and learning;
- discuss good practice;
- respect and act on feedback given on teaching activities;
- keep up-to-date with policies and procedures;
- follow the policies and procedures;
- be proactive and work on own initiative;
- use the mentor as the first port of call for support;
- discuss how experience can be arranged to enhance the preparation for teacher training (subject to the graduate having a successful Year 1).

In the role of Advance Support (first year):
- support pupils who need help;
- be directed by the teacher in the classroom;
- expect resources to be shared;
- discuss the progress of the pupils with the teacher;
- never expect to have a teaching role at these times;
- support with behaviour;
- never undermine the teacher;
- follow procedures set out by the SENCO and other appropriate ARC staff;
- use the Advanced Support mentor as the first port of call for support with these duties;
- complete induction paperwork with a member of Integrate staff who will share the outcome of this with the subject mentor;
- deliver individualised Pupil Support Plans (PSPs) via 1:1 and group interventions

In the role of Advanced Support (second year);
- develop practices to support pupils who need help;
- be directed by the teacher in the classroom, whilst also learning how to direct classroom support;
- develop and embed differentiation techniques as a basis for own classroom practice
- with the classroom teacher develop shared resources to support the needs of pupils (HAPs, MAPs and LAPs);
- discuss the progress of the pupils with the teacher;
- be prepared to take on teaching tasks, however, the responsibility and accountability for the lesson will remain with the class teacher;
- support with behaviour;
- never undermine the teacher;
- follow school policies and procedures;
- use the ARC team as the first port of call for Advanced Support duties;
- complete induction paperwork with a member of ARC staff who will share the outcome of this with the subject mentor.

Other Expectations

The graduate could be:
- directed to CPD in the subject specialism, e.g., training by exam boards;
- requested to attend zone meetings in their specialist subject;
- encouraged to run a club or extra-curricular activity.
- completing assessment activities for their role.

Monitoring and Review
  - ➢ There will be a review of the progress made by the graduate as Advanced Support through the school's Induction Programme and through a Formal Assessment Meeting with the subject mentor. Both monitoring documents will be shared with the SENCO, the subject mentor, and the Assistant Headteacher for Teaching and Learning with a copy for the HR file.
  - ➢ There will also be observations of teaching activities by the subject mentor and observations performing learning support.
  - ➢ In addition, there will be reviews of the timetable and informal conversations with colleagues and with the graduate conducted by the SENCO, the subject mentor, and the Assistant Headteacher for Teaching and Learning (or other appropriate staff).

> ➤ The evidence collected will help to form a decision on whether the graduate will proceed on to the Sponsored Salaried Schools Direct place.

Timetable Commitment

First year, Advanced Support timetable equivalent to 3 days and the equivalent of 2 days in the subject specialism area, preparing for teaching. During the first year graduates are expected to develop their teaching and classroom skills with the expectation that they will teach lessons from the end of the first year.

If the graduate completes the first year at a standard that is acceptable they will be offered an ITT year subject to them successfully accessing a university place. In the second year the ITT will have a teaching timetable the equivalent of 2 days, 1 day at university and up to 6 periods Advanced Support, the Trust reserves the right to vary the timetable during this year.   The remaining time will be dedicated to the ITT's learning.

The ITT will be required to do a placement in another school as part of the ITT programme, this will be arranged via the Trust and the training provider.

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'Inspired to Achieve'

EXAMPLE
ROLE SPECIFIC INDUCTION, REVIEW AND ASSESSMENT FOR: (INSERT NAME), GRADUATE PROGRAMME (Advanced Support and ITT)

	Brief Description of Task / Priority (taken from Job Description)	Assessed by	Evidence	Assessment	Outcome
1.	**Support for pupils**				
a	Attend to the pupils' personal needs and implement related personal programmes including social, health, physical, hygiene, first aid and welfare matters.				
b	Supervise and support pupils, ensuring their safety and access to learning.				
c	Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs.				
d	Promote the inclusion and acceptance of all pupils.				
e	Encourage pupils to interact with others and engage in activities led by the teacher.				

2	**Support for the Teacher**				
a	Prepare the classroom, as directed, for lessons and clear afterwards and assist with the display of pupils' work.				
b	Be aware of pupil problems / progress / achievements and report to the Teacher as agreed.				
c	Undertake pupil record keeping as				

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	requested.				
d	Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate.				
e	Gather/report information from/to Parents/Carers as directed.				
f	Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.				

3	**Support for the Curriculum**	Assessed by	Evidence	Assessment	Outcome
a	Support pupils to understand instructions.				
b	Support pupils in respect of local and national learning strategies, e.g. literacy, numeracy etc. as directed by the Teacher.				
c	Support pupils in using basic ICT as directed.				
d	Prepare and maintain equipment/ resources as directed by the Teacher and assist pupils in their use.				

4	**Teaching Potential / Ability**	Assessed by	Evidence	Assessment	Outcome
a	Plan and deliver a starter.				
b	Plan a deliver a plenary/ progress check.				
c	Teach small groups of pupils.				
d	Plan half a lesson and teach with host teacher present in a supporting role.				
e	Plan and teach a whole lesson with host teacher present in a supporting role.				
f	Successfully assess and give feedback in four books/ pieces of works.				
g	Accurately assess two pieces of work using LEAP.				
h	Observe reward/ behaviour policies in use and implement.				
i	Take a register using SIMs.				

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j	Log behaviour/ rewards / homework/ data appropriately on SIMs.				
k	Attend ITT meetings.				
l	Attend relevant Learning Zone meeting (s).				
m	Prepare resources and review impact.				
n	Partake in CPD as directed by subject mentor.				
o	Personal Learning Tutor role will be taken up from June of the second year.				

5	General	Assessed by	Evidence	Assessment	Outcome
a	All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.				
b	Break-time, dinner and after school duties (on a rota basis).				
d	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.				
e	Contribute to the overall ethos / aims of the school.				
f	Establish constructive relationships and communicate with others in liaison with the Teacher to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.				
g	Supervise pupils on visits, trips and out of school activities as required.				
h	Support for school wide events.				
i	Support the role of other professionals.				

6	Personal Skills Characteristics Assessment	Assessed by	Evidence	Assessment	Outcome
a	Evidence of qualities that would suggest suitability for the teaching profession.				
b	Self motivated, enthusiastic and able to work on own initiative				
c	Evidence that suggest commitment to pupil success and achievement.				
d	Evidence that suggests a commitment to classroom management				
e	Evidence of effective use of IT in the classroom				
f	Evidence of effective use of data to improve impact and performance				
g	Able to make carefully considered decisions				
h	Capacity to motivate, inspire and challenge young people				
i	Ability to establish and maintain good relationships with a range of adults and pupils				
j	Commitment to Self Development and effective use of CPD				
k	Support for others				
l	An understanding of and commitment to equal opportunities and safeguarding				
m	Physical and mental resilience				
n	A good attendance record				

7	FORMAL ASSESSMENT	Assessed by	Evidence	Judgement	Recommendation
a	Term 1 Observation 1 Advance Support				
b	Term 2 Observation 2 Advance Support				
c	Term 3 Observation 3 Advance Support				
d	Plan, deliver and assess the impact of a lesson in the specialist subject under direction from the mentor.				

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e	Complete MRE Activities as directed by the subject specialist mentor				
f	Term 3 Observation 1 Teaching Term 3 Observation 2 Teaching				
g	Graduate Project				
h	Reflective Journal				
i	Complete Graduate Advance Support / ITT programme				

Recommended for appointment to ITT_____ Date_____
(HoLZ/SENCO and Assistant Headteacher)

*University offer of place secured _____ Date _____
(Employee to provide confirmation letter)

Headteacher approval to appointment to ITT year _____ Date_____

THE ITT Year will be formally assessed via the ITT programme, the Advanced Support will continue to be assessed and will inform the Graduates reference.

* **Application to University - details to be provided subject to year of intact and training provider procedures.**

Example Advance Support Training Programme (2015-16 Programme)

Term	Week	Focus	Induction review / Observation
Autumn	1	Settling in.	Whole School generic induction.
	2	Introduction to the role of an Advance Support.	Initial induction.
	3	SIMS training.	
	4		Observation.
	5	SISRA training.	One month induction review.
	6		
	7	Behaviour Policy	
	8		
	9	Exams – Invigilating and access arrangements.	
	10		
	11	KS3 and Marking Policy.	Observation
	12		Three month induction review.
	13	KS4 – Assessments, revision, college applications.	
	14		
Spring	15	AIT – internal exclusions, statements, punishments.	
	16		
	17	EAL	
	18		
	19		Observation
	20		6 month induction review.

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Example ITT Training Programme (January 2016 Programme)

27th Jan 2015. Provide IT with trainee names and confirm handing out date.	Trainees issued with iPad, login for emails etc. Inducted by ICT Staff on school IT policies.
3rd	iPad Training
10th	Child Protection Training JB
	<mark>HALF TERM</mark>
24th Feb	EAL – LN
3rd March	SEN – LG
10th March	Preparing for Review Day and Parents Evening. SW
17th March	Review Day
24th March	How to be an outstanding tutor. SW
Easter	
14th April	Life as an NQT – LI and DL
21st	Data analysis & tracking progress NM
28th	T&L Pupil Premium -
5th May	T&L School council/prefects – RD
12th May	T&L effective differentiation – BC
19th May	T&L outstanding teaching – SH

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Example of a Graduate Subject Specialism Day

Day/Period	Class/Group	Staff Involved
Monday p5	11Y applied- Support with students taking OCR additional Applied Science. Help with controlled assessment and teaching the specification	VXS
Monday p6	11Y applied- as above	VXS
Wednesday p5	Meeting with Mentor (VXS) Opportunity to discuss the 11Y applied class and decide on the best way for Helen to support this group. Reflection on learning and teaching styles that Helen could use. Guided opportunity to mark books and the different strategies used for closing the gap.	VXS
Wednesday p6	Planning time for 11Yapplied. Helen is to team teach with VXS where appropriate. Also there is a chance for Helen to do a learning walk and observe good practice. Y8 and Y11 Triple	VXS, FSO
Friday p1	Support with 9Y4. Focus on differentiating for Lower ability pupils.	VXS
Friday p6	As above	VXS

After school- the graduate supports mentoring and revision for targeted y10 and y11 pupils

Graduate Programme Advanced Support/ITT

DRAFT EXAMPLE

INSERT DATE

INSERT NAME
INSERT ADDRESS

Dear INSERT NAME

CPD Funding Agreement

In addition to providing you with a salaried one year ITT contract of employment at the school, I can confirm that the Trust will fund the cost of your tuition fees for the agreed Graduate Teacher Training programme at university to the value of £5,000. This funding is subject to you successfully completing the first year of the Graduate Programme and securing via application a place on the agreed university programme. The fees paid are subject to the following repayment conditions should you:

1. leave employment during the course of study you will be required to repay all of the fees paid/owed
2. fail to complete all elements of the course and or pass the course you will be required to repay all of the fees paid/owed
3. fail to apply for an available vacancy or decline an employment offer with the Trust should this be made, at the end of the ITT year you will be required to repay all of the fees paid/owed
4. leave employment with the Trust within one year of completion of the course you will be required to repay 75 % of fees paid
5. leave employment with the Trust within two years of completion of the course you will be required to repay 50 % of the fees paid.

Please consider this agreement carefully before signing, once you have signed the agreement please return it to the Trusts HR Department. Fees will not be paid until a signed agreement has been returned.

Yours sincerely

David Naisbitt
Headteacher

Repayment of CPD Funding Agreement - Oakwood Learning Community Trust (OLCT)

I agree to repay the Trust CPD funding in support of my attendance at University on the Graduate Teacher Training programme as follows should I:

1. leave employment during my course of study I will repay all of the fees paid/owed
2. fail to complete and or pass the course I will repay all of the fees paid/owed
3. fail to apply for an available vacancy or decline an employment offer with the Trust should this be made, at the end of the ITT year you will be required to repay all of the fees paid/owed
4. leave employment with the Trust within one year of completion of the course I will repay 75 % of fees paid
5. leave employment with the Trust within two years of completion of the course I will repay 50 % of the fees paid.

Signature……………………………………………………… Date………………………..

Name………………………………………………………………