

Caterham High School Job Description

Access and Inclusion Department: Youth Work Degree Apprentice & Teaching Instructor (IAP)

Job Title: Access and Inclusion Teaching Instructor & Youth Work Degree Apprentice (IAP)

Grade: LBR 5 Scale Points 12-15 (Apprenticeship linked)

Responsible to: SLT Line Managers (Inclusion / Alternative Provision)

Hours: 52 weeks, full time (including directed off-the-job learning time for apprenticeship)

Core Purpose

- To provide a safe, inclusive and supportive learning and developmental environment for students participating in the Internal Alternative Provision Pathway (IAP).
- To work flexibly, proactively and reactively within the ethos and values of Caterham High School, supporting young people with diverse and complex needs to achieve positive educational, personal and wellbeing outcomes.
- To operate as a Teaching Instructor and Youth Work Degree Apprentice, integrating youth work principles with educational practice to promote engagement, inclusion and progression.
- To provide enrichment activities and Youth Club provision for young people at the school
- To work as part of the school's Behaviour Teams
- To liaise with teachers, families, external agencies and other professionals to deliver proactively and positively for students

Key Accountabilities

Teaching, Learning and IAP Provision

- Provide direct teaching and learning support to students in the IAP and school Behaviour Teams, working with individuals and small groups across Key Stages.
- Contribute to the planning, delivery and evaluation of personalised learning programmes, supporting reintegration into mainstream education or progression to appropriate next steps.
- Take responsibility for teaching resources, learning environments and ICT packages within the IAP.
- Maintain accurate records of learning, progress, attendance, engagement and behaviour, reporting to teachers, Curriculum Leaders and SLT as appropriate.
- Use assessment, monitoring, and review systems to inform planning and practice.
- Liaise with mainstream teachers to promote high-quality inclusive teaching approaches for students transitioning into or out of the IAP.
- Promote independence, self-regulation and positive learning behaviours through consistent application of behaviour policies.

- Participate in personalised and whole school training to support teaching skills and development

Youth Work and Personal Development

- Deliver youth work interventions that support personal, social and emotional development, resilience, aspiration and positive decision-making.
- Build trusted, purposeful relationships with young people, acting as a consistent mentor and positive role model.
- Support students to develop voice, agency and participation, enabling meaningful contribution to learning, school life and the wider community.
- Plan and deliver group work, mentoring and targeted interventions, including social skills, emotional regulation, life skills and preparation for adulthood.
- Contribute to extra-curricular, enrichment and out-of-school learning opportunities, including Youth Club provision, trips and extended provision where appropriate.

Pastoral, Safeguarding and Multi-Agency Working

- Provide pastoral, mentoring, welfare and wellbeing support to enable student engagement and development.
- Respond proactively to SEND, SEMH, EAL and mental health and wellbeing needs
- Work sensitively with parents and carers to support shared approaches to student development.
- Liaise with internal and external professionals (ie safeguarding, SEND, youth services, social care, police) as required.
- Ensure safeguarding and child protection are central to all aspects of the role, in line with statutory guidance and school policy.

Degree Apprenticeship Responsibilities

- Actively undertake and successfully complete the Youth Work Degree Apprenticeship (Level 6) with independence, resilience and commitment demonstrated through course engagement.
- Apply theoretical learning directly to practice within the IAP and wider school context.
- Maintain required portfolios, reflective accounts and assessments in line with apprenticeship standards.
- Participate in regular reviews with apprenticeship providers, line managers and mentors.
- Engage fully in protected off-the-job learning time in accordance with apprenticeship regulations.

Student Outcomes

- Improved engagement, attendance and participation in learning.
- Enhanced emotional regulation, resilience and wellbeing.
- Increased independence, confidence and positive behaviour.

- Strengthened relationships with adults and peers.
- Meaningful student voice, agency and inclusion in school life.
- Successful reintegration into mainstream education or progression to appropriate next steps and/or destinations.
- Improved life skills, aspiration, and preparation for adulthood.
- Avoidance of NEET

Other Duties, Systems and Processes

- Maintain high professional standards, including confidentiality, safeguarding, and ethical practice.
- Engage actively in performance management, supervision, and continuous professional development.
- Contribute to Ofsted, Local Authority and external reviews as required.
- Use ICT systems effectively for planning, communication and record-keeping.
- Undertake required training, including for Fire Marshal and First Aid duties.
- Contribute to the promotion of the school

Special Conditions of Employment

Training and Development

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Note: this role is offered in line with the school's Financial Policy with regard to staff training and completion of courses. The Finance Policy is available on request.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

Equality and Diversity

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect and are entitled to expect this in return.

Safeguarding

Staff will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every teacher is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

The role comes with a specific arrangement for hours. Hours: 52.14 weeks per annum - arrangement - flexibility of hours to meet the needs of the scope of the role:

- This is a full-time, year-round contract of 52.14 weeks per annum, with normal working hours of equivalence 36 hours per week, operated on an annualised hours basis. Therefore, weekly working hours may vary in line with the operational requirements of the role and may include early starts, evening work, longer working days, and attendance at half-term school-holiday activities. Working hours will be agreed in advance with the line manager.
- All hours worked, including any “additional” hours, will be recorded and monitored on a shared spreadsheet, enabling hours worked at busier times to be balanced across the year. This spreadsheet is managed by your line manager who will provide support with planning and monitoring hours to ensure the total annual contractual hours are completed.
- The annual leave entitlement is 23 days annual leave per annum, plus statutory bank holidays, taken during school closure periods. (Long service days are not applicable until five years of continuous service.)

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. Employees will be expected to comply with any reasonable request from a manager or Senior Leader or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Last review date: May 2026

Next review date: May 2027

Headteacher’s signature:

Date:

Postholder’s signature:

Date:

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

	Essential	Desirable
Experience & Qualification	Essential	Desirable
Experience of working successfully in a secondary setting, supporting students with diverse needs, and in particular SEMH needs		X
Experience of building and maintaining positive, professional relationships with young people	X	
Willingness and commitment to undertake and successfully complete a Youth Work Degree Apprenticeship (Level 6)	X	
Evidence of ability to support learning, engagement, wellbeing and personal development	X	
GCSE English and Mathematics (Grade C/4 or above) or equivalent, with Level 3 Qualifications	X	
Experience of delivering group work, mentoring or targeted interventions		X
Experience of working with adolescents displaying challenging and/or dysregulated behaviours		X
Experience of partnership or multi-agency working		x
Knowledge and Skills	Essential	Desirable
Commitment to working positively with children and young people and improving life chances	X	
Ability to remain calm and reflective under pressure	X	
Strong interpersonal and communication skills, including listening skills	X	
Ability to establish appropriate professional boundaries	X	
Ability to work both independently and as part of a team with enthusiasm and motivation	X	
Ability to study independently, with commitment and in an organised manner	X	
Personal Attributes	Essential	Desirable
Ability to deal with sensitive issues in a confidential manner	X	
Have high levels of empathy, flexibility, resilience and creativity, with a well-developed sense of proportion and humour when working in demanding contexts	X	
Belief in the responsibility of a school to include students with a diverse range of educational needs	X	
Ability to establish positive relationships and good rapport including with adults and Sixth Form students	X	
An understanding of and commitment to Equal Opportunities and diversity, and the issues affecting social, cultural, linguistic, religious and ethnic backgrounds Commitment to equal opportunities and upholding all school policies.	X	
Good administrative skills, with an eye to detail and accuracy.	X	
Confidence in working with standard computer packages (word processing, email and spreadsheets) and supporting students in the use of ICT	X	
Efficient and effective organisational skills and an ability to prioritise and manage own workload to meet appropriate deadlines	X	
ADDITIONAL FACTORS	ESSENTIAL	DESIRABLE

Willingness to participate fully in training, supervision, appraisal and apprenticeship reviews	X	
Confidence in using ICT to support learning, communication and administration	X	
Understanding of Health and Safety responsibilities in relation to young people	X	
Willingness to work flexibly to meet the needs of the provision	X	
Commitment to the ethos, values and wider life of Caterham High School	X	