



SPENCER
APPRENTICESHIPS



2024 - 2025

**EARLY INTERVENTION
PRACTITIONER
APPRENTICESHIP**

PROSPECTUS



SPENCER APPRENTICESHIPS

WELCOME MESSAGE



Sarah Kelly
Apprenticeships Operations Manager

As a family of schools, we became an apprenticeship provider because we saw how important it is to have **employment-based training opportunities**. It's brilliant to be able to use apprenticeship funding to build bespoke training plans to help our apprentices and employees grow and learn while they work. We believe strongly in what this offers to anyone looking to step into a new area of work.

We also know that **excellent professional development** can have an impact on what happens in our schools, and ultimately make the **biggest difference for pupils**. This brings us back to our core purpose - helping learners become their best, whether they are pupils who walk through our gates or learners on our apprenticeship programmes.

We hope that as you read through this booklet, you pick up on our passion and commitment to the apprenticeships - our belief that these professional development routes are essential for us to help **all our employees to reach their potential** and become the best they can for the pupils we support and their families.

Sarah Kelly, Apprenticeships Operations Manager





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MEET THE TEAM



Shea Tipping
Programme Lead



Megan Gardner
Apprenticeships Administrator



Laura Harris
Apprenticeships Tutor



Helen Froome
Apprenticeships Coordinator

OUR VALUES



IS THE EIP APPRENTICESHIP THE RIGHT ROUTE FOR YOU?

Early Intervention Practitioners work across a range of settings and offer **practical help** and **emotional support** to individuals experiencing a range of problems to help them overcome concerns or barriers impacting their daily lives. They provide **impartial information, advice, support and guidance** to individuals and others impacted by their circumstances, such as their family and friends. An Early Intervention Practitioner is responsible for **identifying and sourcing the right intervention at the right time** in an individual's life in order to achieve mutually agreed outcomes. The broad purpose of the occupation is to provide intervention services early in identified cases to help prevent a more complex, statutory-driven solution needed later.

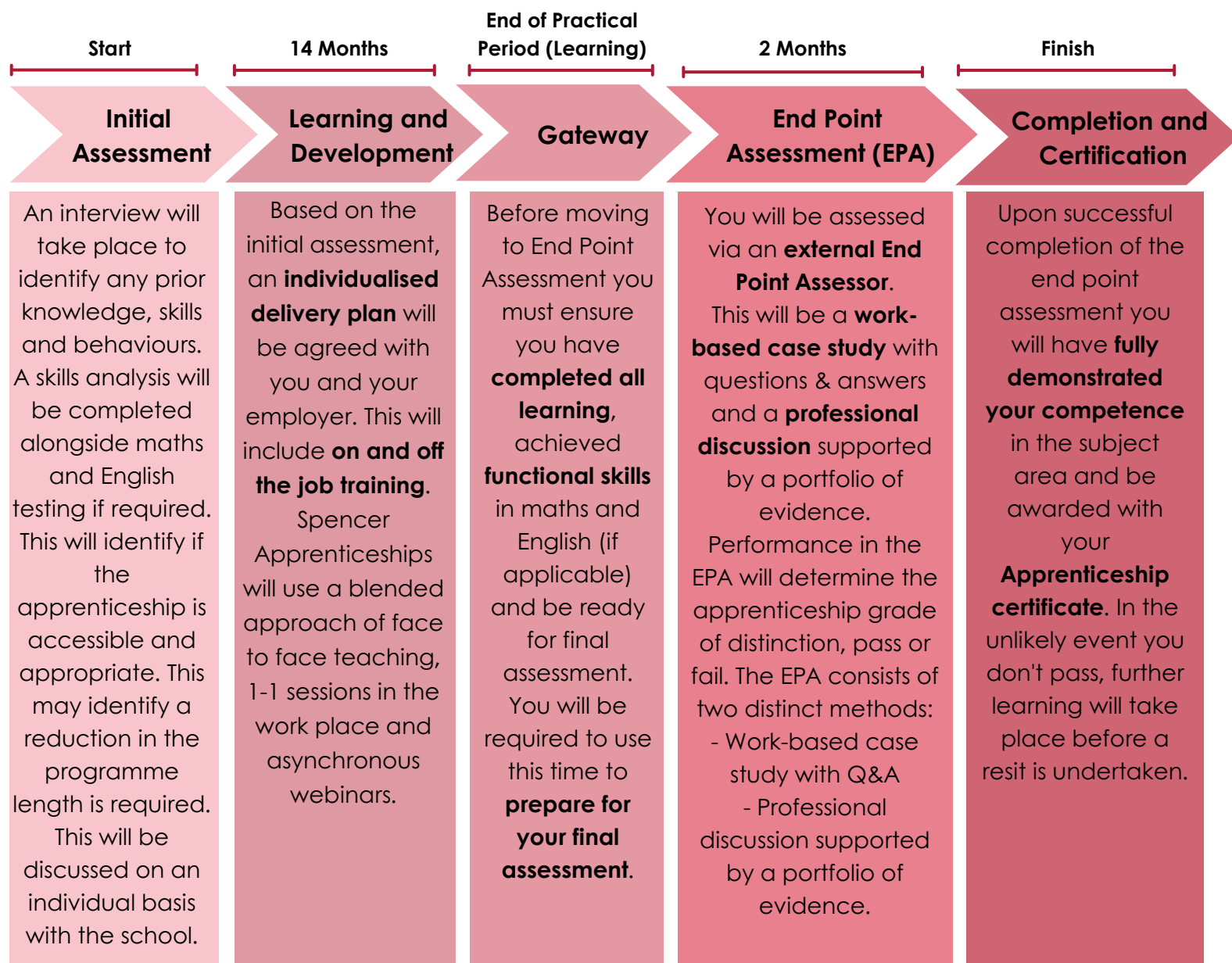
ARE YOU...

- ☒ In a role supporting families and have than 2 years experience? (Roles such as family support worker, wellbeing officer, Head of Year, pastoral lead.)
- ☒ Looking for an opportunity to learn and develop?
- ☒ Passionate about working to promote the wellbeing of children and young people?

If any of the above apply to you, the EIP apprenticeship might be your next step!



OVERVIEW OF APPRENTICESHIPS



You can access the Apprenticeship Standard for the EIP [here](https://www.instituteofapprenticeships.org/) or by visiting

<https://www.instituteofapprenticeships.org/>



WHY CHOOSE SPENCER APPRENTICESHIPS?

The EIP Apprenticeships team strive to provide an **exceptional programme of learning** through a blend of taught sessions with experienced facilitators, asynchronous materials and one to one tutor reviews. We are dedicated to bringing out the best in our apprentices so that they can gain the **confidence to explore future opportunities** for their own development, but also ensure they **make a positive impact for the pupils and families** they work with.



The **wellbeing** and **safety** of our apprentices are paramount.

Our TA Apprenticeship team are all on hand should you have any concerns or worries and we also have a dedicated safeguarding team.



Caroline Arnold
Designated
Safeguarding
Lead



Vicki Ilic
Mental Health
and Wellbeing
First Aider



Tammy Elward
Prevent Lead
and LGBTQ+
Trusted Link

The feedback from our learners and employers is valuable to us we are proud of the comments we have had. We work hard to drive improvement in everything we do, and feedback is at the heart of this.

"I am enjoying being an apprentice as it gives me both time to learn on the job but also allows me a chance to back up my practical knowledge with a more holistic understanding of children's learning."

- Teaching Assistant, December 2022

"Excellent creation and implementation of programmes of learning that lead to strong progress and outcomes.

Personalisation for each person attending a programme ensures all individual needs are met and enhances the service given."

- Primary School, January 2023



OUR CURRICULUM

LEAD

Shea Tipping
EIP Curriculum Lead



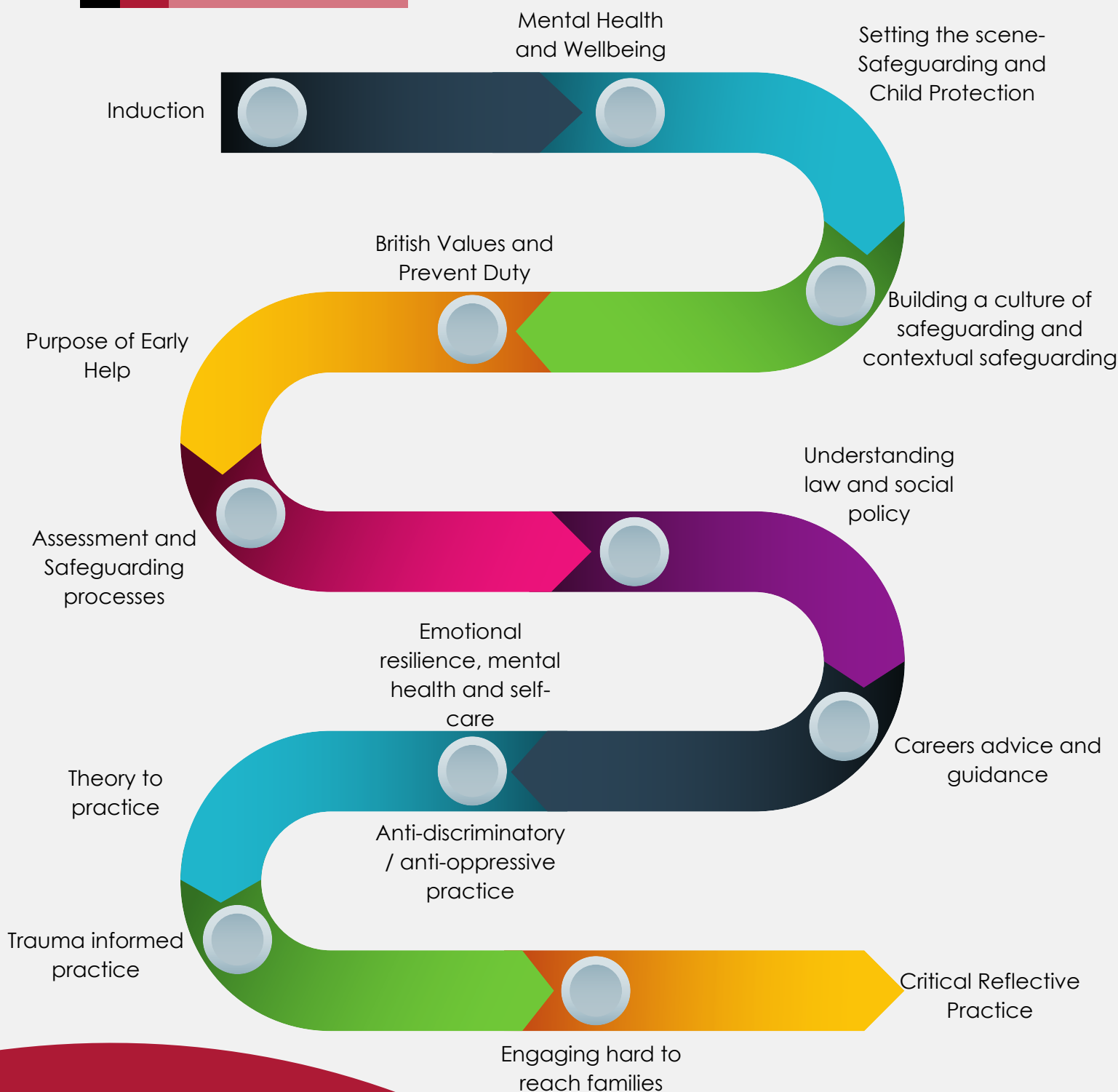
I look forward to leading on the Early Intervention Practitioner (EIP) programme as the course will allow our participating schools to develop their own effective Early Intervention Practitioners as well as an early help provision to **ensure more children and families are able to access support in a timely and effectively way.** Having worked in safeguarding, education and as a qualified social worker, I have seen the positive impact a successful early help provision can offer where less families are hitting crisis point by engaging more vulnerable families. **This programme will build on practitioners' key skills to promote the safeguarding and wellbeing of the children and families we serve within our communities.**

The course will cover a variety of topics such as contextual safeguarding, theory to practice, social policy and legislation, mental health and wellbeing and of course early help! Early Intervention Practitioners will support individuals to enable them to overcome barriers impacting on their life from substance misuse to mental health. EIPs are able to identify risks early on and implement interventions at the right time in order to prevent escalation. **EIPs foster a collaborative evidence-based approach to empower children and parents / carers and promote self-determination and autonomy whilst also considering a holistic perspective of the family.**

This is a **unique opportunity** to enhance your personal development by gaining the knowledge and skills to actually put into practice alongside learning on the course.



EIP LEARNING CURRICULUM



ADDED EXTRAS

Newsletters

We send out monthly and termly newsletters, these include a wide range of topics. We recognise and celebrate the achievements of our learners and share helpful information and advice.

SPENCER APPRENTICESHIPS

TRAINING PATHWAYS

WE ARE CURRENTLY ABLE TO OFFER THREE TRAINING PATHWAYS:

1. TEACHER APPRENTICESHIPS
2. TA APPRENTICESHIPS
3. BUSINESS ADMINISTRATION APPRENTICESHIPS

WHAT HAVE WE COVERED SO FAR WITH OUR TEACHING ASSISTANT APPRENTICES?

Reflections on school and personal development

Understanding how pupils learn and develop (IT)

Classroom management

Classroom challenges to support and encourage pupils to meet their individual learning needs

TA APPRENTICE OF THE TERM

Congratulations to Hina Kaur, TA Apprentice at Wyndham Spencer Academy

WHAT HAVE WE BEEN UP TO?

Our TA Apprentice has been busy over the past few weeks, doing some of our teaching assistant experience. Hina has recently visited Wyndham Spencer Academy during a school placement and has a great day!

JOIN US ON FOR OUR UPCOMING EVENTS

Role of a Mentor, TA Cohort, Business Admin etc. 13th Sept 2022 4-5pm

Apprenticeship Levy and how this can support schools (includes Apprenticeship funding guidance) 11th Oct 2022 4-5pm

Thinking of a Teacher Apprenticeship 29th Nov 2022 4-5pm

please contact Sarah Kelly if you have any questions sarahkelly@spatrust.com

SpApp News

Issue May 2021

Safeguarding Spotlight

In this issue, we thought it would be helpful to think about online safety of our pupils in our safeguarding spotlight. In February, the NSPCC released a research brief: 'Children's experiences of harmful and harmful content online, how they access it and how it affects their mental health. We recommend you read the article and reflect on what this might mean for you and the pupils you work with.'

The implications of children accessing harmful content are wide-ranging and this article identifies how different content can affect children's mental health and wellbeing, including...

- Anxiety
- Intrusive thoughts
- Trouble sleeping
- Screen/content addiction
- Dangerous challenges

Let's talk about mental health

We do so much work in schools to look after the wellbeing of our children and offer nurture and support, but how often do you take time to look after your own mental wellbeing? The NHS website has lots of information to help us look after our mental health, including feelings and symptoms we may get or behaviours we may see if we are experiencing mental health problems. They also have some self-help tips to help us look after our mental health, including 5 steps to mental wellbeing.

- Connect with other people
- Be physically active
- Learn new skills
- Be of kindness
- Mindfulness to prevent and take notice

If you need any help or support, please remember that we are here to safeguard you too. You can get in touch with our IOP, Caroline Arnold, or our Mental Health First Aider, Vicki Bly.

Below are some websites that you might also find useful - you can click on the image for a direct link.

NHS Mind Hub of Hope Emotional Health & Wellbeing

Careers in Focus

What do you love about your job? I absolutely love having my own class - no day is ever the same! I have enjoyed all of the new learning I have encountered this year and have thoroughly enjoyed applying everything into my classroom. I have loved being in control of the children's learning. Every day I feel like I learn something new or find a different way to approach a problem or solve an issue that may arise. The relationships that I have built with my children, their parents and my colleagues this year have been truly wonderful.

How did you get to where you are now? I have always been interested in becoming a teacher. Having worked as a teaching assistant for 9 years at Portland, primarily covering PPA across the school, I felt I had learnt many valuable skills and acquired knowledge that I could apply in the classroom in the role of a class teacher effectively. When I noticed the apprenticeship route into teaching I thought it would be a perfect solution to being able to earn money whilst training! I was pre-active and took the initiative to speak to my headteacher about the possibility of completing my apprenticeship at Portland.

What made you decide to move to your current role and how did you go about it? I decided that I would like to progress in my career as I felt much more confident in my own abilities and felt I would really thrive of being a class teacher. I saw an advertisement for the apprenticeship route and decided it would be a great way to get into teaching whilst still earning a salary at the school I loved working in. I spoke to my headteacher to see if it would be a possibility and then had an interview, which included an observation and formal conversation with the SCITT team and my head teacher.

If you had one piece of advice about professional development or career progression, what would it be? Be brave, have confidence in your self and embrace the opportunities that may come your way!

Meet Roxanne, who is currently completing a teaching apprenticeship after 9 years as a TA at Portland Spencer Academy.

Tell us about your role! My role is an Apprentice Teacher. I have had my own year one class that I have been solely responsible for since September. As part of my role, once a week, I have attended SCITT sessions at George Spencer and other primary schools in the trust alongside trainees undertaking the SCITT route into teacher training. During these sessions I have been provided with invaluable subject knowledge from a range of professionals. My course has also involved me going on different placements which have included a secondary school, diverse school, another school in the trust for two weeks to experience a different key stage and a special school! I have also been guided along the way with a mentor and school based tutor who have provided invaluable support and encouragement.

Here to see throughout your working life

Confidence, respect and professional

Easy to Contact

Get help With Your Next Steps

Range of Career Tools

IT'S FREE!

The National Careers Service provides high quality, free and impartial careers advice, information and guidance. The service is available to anyone aged 16 or over, no matter what stage of the career journey they're at. Click here to find out more.

NUS Apprentice Card

If you decide you would like to proceed with the Apprenticeship route, you will be eligible for an NUS apprentice card which can save you discounts in selected retailers, restaurants and more.

SPENCER APPRENTICESHIPS

NUS APPRENTICE CARD

TOTUM Treats Giveaway!

WIN YOUR RENT!

THE ONLY DISCOUNT CARD FOR APPRENTICES

HERE ARE THE BENEFITS THAT COMES WITH HAVING A TOTUM CARD:

- 10% DISCOUNT AT THE CO-OP
- OFFERS ON TRAVEL SUCH AS 33% OFF ALL RAILCARDS AT TRAINLINE
- DISCOUNTS ON CLOTHING BRANDS SUCH AS NEW LOOK AND FAT FACE
- EATING OUT OFFERS FOR STUDENTS WITH PIZZA HUT AND FRANKIE & BENNY'S

HOW TO APPLY:

- YOU NEED TO BE AN APPRENTICE
- YOU WILL NEED A UNIQUE EMAIL ADDRESS
- YOU WILL NEED A WEBCAM OR RECENT PHOTO OF YOURSELF
- YOU WILL NEED TO HAVE YOUR PAYMENT READY

WIN BIG PRIZES WITH TOTUM GIVEAWAYS
(THIS MAY INCLUDE APPLE PRODUCTS AND RENT FREE PERIODS)

please contact Sarah Kelly if you have any questions sarahkelly@spatrust.com



FUNCTIONAL SKILLS

Functional Skills Maths and English are an **essential part** of every apprenticeship course. If you haven't already achieved GCSE Grade 4/C (or other equivalent Maths/English qualification) you will need to achieve Functional Skills **Level 2** Maths and Functional Skills English qualifications.



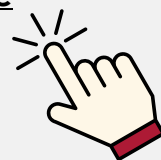
With the **support and guidance** of your tutor, you will work through a Maths and English learning plan, created following the completion of a diagnostic assessment at the start of the course. There are final assessments for these which will be agreed with your employer and trainer in advance.

INTERESTED? HERE'S WHAT TO DO NEXT!

1

Find out more by [clicking here to register for our information event](https://forms.gle/1KFjRzZjhvGEsAsQA). There are **two dates to choose from: 5th June at 3.30pm or 7th June at 2pm.**

<https://forms.gle/1KFjRzZjhvGEsAsQA>



2

Speak to your line manager in school. All training for qualifications need to be undertaken with the support of your school. If they have any questions, they are also welcome to come to our information event or get in touch with the team.

3

Complete our application form. This allows us to collect all your information, complete eligibility checks and start the onboarding process.
<https://forms.gle/SybeXgtwYqzr1Was8>



IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT US AT
SPENCERAPPRENTICESHIPS@SPENCERTRUST.ORG.UK

FREQUENTLY ASKED QUESTIONS

How long is the apprenticeship?

It is a **14 month** training programme with an additional **2 months** for End Point Assessment preparation.

I have a degree, can I still apply?

Yes, unless your degree overlaps the content of this apprenticeship.

How much time will this take me out of school?

There will be monthly training sessions at the Portland Conference Centre and in addition to this you will be entitled to half a day for independent study each week.

I am not in this role, can I still access this training?

Unfortunately, for this programme, you must be already employed in a relevant role to be eligible. Please get in touch with us if you are unsure if your role is appropriate.

I work part time, can I still apply?

This will depend on how many hours you are contracted to work each week. Please contact us to discuss your individual circumstances.





THANK YOU



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