



Imberhorne School

Role Profile

Job Details

Job Title:	Apprentice Youth Worker
Salary/ Grade:	NJC Grade 3-5 depending on experience
Hours:	Full time - 37, TTO + inset days
Contract Type:	Fixed term for the duration of the degree apprenticeship (approx. 3 years)
Reporting to:	Bridge Manager

Job Summary

This is a dynamic role based across our dual-site setting, offering a unique opportunity to gain valuable on-the-job experience while working towards a Level 6 (degree-level) qualification.

The apprentice will focus on providing targeted intervention and therapeutic support to vulnerable students with a core mission to help students in disadvantaged, SEND, and targeted inclusion groups in particular to reflect on their challenges, improve their well-being, to be able successfully access the full curriculum in school, and to be ready for their next steps beyond Imberhorne School.

Apprenticeship, Training & Project Work

The successful candidate will be enrolled in a Level 6 Degree Apprenticeship. This is a rigorous qualification that combines practical work with academic study. The course delivery is designed to fit around the school year (**Term Time Only**).

We are committed to your professional growth. You will be allocated 3.5 hours of paid, protected time per week to focus on your qualification. The breakdown of this time is as follows:

- **Online Lectures (2 Hours):** Scheduled specifically on **Tuesday afternoons**. You will be released from school operations to attend these live virtual sessions.
- **Online Tutoring (1.5 Hours):** Interactive support sessions. There is flexibility here, with options available on several different days to fit the school timetable.
- **You will additionally be required to complete 2.5 hours of Independent Study per week**, which will need to be done in your own time. This will be time for reading,

research, and assignment writing. It may be possible to periodically provide some time in the working week to support this study time, especially in periods leading up to assignment deadlines.

Mentorship & Support

- You will be assigned a dedicated mentor from the school's behaviour team/leadership or pastoral team. They will hold regular line management meetings with you to discuss your studies, caseload, well-being, and ongoing support and development.
- Your mentor will help you apply what you learn in your degree directly to your work with students, supporting you to implement your projects, complete targeted work with students and reflect on your practice.

Context-Driven Project Work

In addition to daily duties, your academic work will be integrated into the school's strategic direction and wider student provision.

- All coursework and major projects will focus on the specific needs and context of our school environment and will be co-constructed with your mentor.
- You will design and implement these projects in direct agreement with your in-school line manager. This ensures that your academic research (e.g., "The impact of therapeutic horticulture on regulation") has a tangible, positive impact on our current student cohort, is driven by our vision, values and strategic plan, and informs future school policy.

Duties and responsibilities

Therapeutic Intervention & Curriculum Access

- Planning and delivering distinct therapeutic sessions outside of the traditional classroom. This specifically includes utilising the school allotment and other site spaces to deliver an "accessible curriculum" that builds life skills, resilience, and emotional regulation alongside academic progress.
- Your voice will be sought in the development of the school's alternative provisions, including the design and delivery of new planned spaces.
- Delivering one-to-one and small-group interventions for students identified as disadvantaged, SEND, with social, emotional or mental health (SEMH) needs, or those who are exhibiting challenging behaviour.
- Offering operational and strategic support in the school's behaviour response systems and provisions.
- You will be involved in supporting students as they re-integrate from suspension in being proactive to avoid further suspensions.
- In time, using activity-based sessions (e.g., during allotment work, within provisions) to help students process their problems metacognitively. The goal is to teach students how to think and reflect on their needs, behaviours and barriers, ensuring they are ready to learn.

Cross-Site & Provision Working

- Working proactively across both school sites, ensuring consistent support is available to students regardless of the site they attend. The successful candidate will be required to travel between sites as required by the timetable.

- Adapting support styles to fit different school provisions (e.g., mainstream classes, inclusion spaces, and alternative learning environments).

Case Management & Safeguarding

- Maintaining accurate records of interventions to support effective tracking and evaluation under assess/plan/do/review cycle and to support student progress towards their eventual destinations (post-16 education or employment).
- Adhering strictly to the school's safeguarding and child protection policies, as well as the Code of Conduct, and all statutory duties at all times.
- Liaising with SLT, teaching staff, pastoral teams, and parents to ensure a holistic support system around the child.

General

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- At all times act in accordance with the schools Health and Safety policies, procedures and good practice guidance, following clear reporting lines and instructions.

Professional development

- Take personal responsibility to update knowledge and understanding by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Other areas of responsibility

- The post holder may be required to work outside of normal working hours to support school events, meetings and emergencies

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 the individual will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification

Criteria	Qualities
Essential Criteria	<p>Education: 5 GCSEs (or equivalent) at grade 4 (C) or above, including both English and Mathematics.</p> <p>Self-Motivation: The discipline to manage independent study (min 2.5 hours/week), attend fixed online lectures (Tuesday afternoons) and tutor seminar sessions (1.5 hours/week)</p> <p>Adaptability: The ability and willingness to work flexibly across two different school sites and within various provisions and different student needs.</p> <p>Resilience & Empathy: A passion for working with young people and families who may have complex behavioural and social needs in order to make a difference in non-judgmental and solution-focused way.</p>
Desirable Criteria	<p>Outdoor Skills: An interest in horticulture, outdoor education, or using nature as a therapeutic tool.</p> <p>Creativity: The ability to think creatively to engage students through practical activities.</p> <p>Driving Licence: A full driving licence and access to a vehicle (to facilitate easy movement between the dual sites).</p>