



Staffordshire University Academy

Postgraduate apprentice teacher

**Application Pack**

“There is a strong sense  
of community and  
togetherness.”

*Ofsted 2023*



# Principal's introduction

Thank you for showing an interest in joining Team SUA!

We are proud to be part of Staffordshire University Academies Trust (SUAT) whose family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

At SUA, we have transformed our culture and approaches to education resulting in our academy achieving a 'Good' grading in all areas in our last full Ofsted inspection in November 2023.

We are at a really exciting stage in our history, we have rapidly growing student numbers, a growing sixth form and staff who are completely aligned to our vision in being relentless in our mission to achieve the best outcomes for our students.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to take place. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with the skills necessary for use in today's modern world.

For many years we have built a strong partnership with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We offer our students a range of residential, both locally and internationally, and we are constantly exploring other opportunities to provide additional enrichment for the whole of Team SUA.

We are delighted that you are interested in joining the team, if you are able to, please come and see us in action!

Mrs. Rowena Hillier



# Reasons to join SUA



## Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving outcomes for all students'. Staff are friendly, positive and have brought around historical change at SUA through teamwork and innovation. We instill a sense of 'Belonging' in all of our students to support their journey whilst being part of Team SUA.



## Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staffroom, golden tickets, not meeting for meetings sake, wellbeing days...but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



## Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year-long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



## Wider Opportunities

Our sponsor, The University of Staffordshire, supports our staff in pursuing further qualifications, such as a Master's in Education. Staff are also encouraged to complete NPQs. We have proud links with The Birmingham Repertory Theatre as well as with many local businesses. As part of our sixth form, we also offer our own in-house football academy.



## Quality of Education

Our curriculum is carefully designed to ignite ambition, secure knowledge and develop lifelong learners. Knowledge and skills are sequenced logically and progressively, with concepts mapped horizontally and vertically to ensure depth and coherence. Core substantive, disciplinary and hinterland knowledge are all considered as well as a wealth of opportunities to enhance both cultural and social mobility.



## Coaching

We moved away from graded observations many years ago, which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

## Contact us

[info@suacademy.co.uk](mailto:info@suacademy.co.uk)

01543 224700

# Post: Postgraduate apprentice teacher

## Why here, why now?

Team SUA are looking to recruit a graduate seeking a postgraduate level 6 apprenticeship to gain qualified teacher status. You would join our experienced and supportive team and receive high quality tuition from the University of Staffordshire.

- **No fees:** During your apprenticeship there will be no cost to you and therefore, no student loan
- **Income:** From the start of your apprenticeship you will receive a salary
- **On-the-job training:** You will gain experience with on-the-job training making up 80% of your apprenticeship including a 6 week placement at another school/academy
- **Support:** Throughout your apprenticeship you will receive high-quality mentor support from SUA and the university
- **Formal tuition:** 20% of your apprenticeship is made up of formal tuition providing you with an opportunity to engage with educational theory and research under the guidance of expert university tutors every Thursday at the University of Staffordshire's Stoke-on-Trent campus
- **Qualified Teacher Status:** Your apprenticeship provides the opportunity to gain QTS quickly within a very supportive, challenging but rewarding environment

We are committed to continually improving the quality of our provision. We have access to high quality facilities and resources and work within a strong team structure that allows best practice to be shared. Staff benefit from a positive working environment, with strong support for professional development. The successful candidate will join a team of friendly and supportive colleagues who want to achieve the very best outcomes for our students.

Post: Postgraduate apprentice teacher

Start date: Thursday 3<sup>rd</sup> September 2026

Salary: Unqualified Teacher Pay Scale 1-6 (£22,600 - £35,258)

Deadline: Please send your completed application by 9am, Friday 15<sup>th</sup> May 2026 to [vacancies@suacademy.co.uk](mailto:vacancies@suacademy.co.uk)

## Job Description

<b>Job Title:</b>	Postgraduate apprentice teacher
<b>Pay Scale:</b>	UQPS
<b>Responsible to:</b>	Head of Faculty
<b>Purpose of the post:</b>	<ul style="list-style-type: none"> <li>• To raise standards and be accountable for student attainment and achievement within the curriculum area</li> <li>• To use assessment data to inform teaching and support student progress</li> <li>• To monitor and support student progress applying timely intervention where needed</li> <li>• To deliver high-quality teaching and learning that enables all students to achieve their full potential</li> <li>• To act as a positive role model and support the academy's culture of high expectations and aspirations for all students</li> </ul>
<b>Student Performance Standards</b>	<ul style="list-style-type: none"> <li>• To be focussed and driven to ensure students are given the opportunity to perform to the best of their ability</li> <li>• To ensure that provision is made for students who have individual learning needs</li> <li>• To establish effective classroom management in accordance with academy policy</li> <li>• To set independent study in accordance with academy policy</li> <li>• To ensure consistent student progress is maintained for all groups of students</li> </ul>
<b>Curriculum:</b>	<ul style="list-style-type: none"> <li>• To support the delivery of a high quality and engaging curriculum</li> <li>• To ensure that all lessons are planned and delivered in accordance with the academy's teaching and learning priorities</li> </ul>

	<ul style="list-style-type: none"> <li>• To consistently deliver lessons featuring clear learning intentions, explicit modelling of new content, and structured deliberate practice that empowers students to become successful, independent learners</li> <li>• To ensure that student feedback is in accordance with academy policy</li> <li>• To contribute in reviewing, writing and developing schemes of work and teaching materials</li> <li>• To share best practice in curriculum meetings to contribute to a strong team ethos</li> <li>• To keep up to date with and respond to national developments in the subject area and teaching practice and methodology</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To support and actively engage in quality assurance processes with the team such as coaching, book reviews and data analysis</li> <li>• To implement feedback from coaching visits and data meetings to show and secure improvement where required</li> <li>• To produce class data analysis, when needed, ensuring the accuracy of data used within the department</li> <li>• To contribute to moderation, assessment and standardisation activities</li> <li>• To use assessment data to inform teaching and support student progress</li> <li>• To contribute to discussions which develop the effectiveness of teaching and learning</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To actively engage with faculty aims and objectives for continued improvement</li> <li>• To communicate effectively with parents/carers regarding student progress</li> <li>• To work collaboratively with colleagues within the faculty and across the academy</li> <li>• To contribute to faculty meetings and professional discussions</li> <li>• To represent the faculty's views and interests, adhering to email etiquette</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To be familiar with the academy's Safeguarding Policy and to report concerns to the Designated Safeguarding Officer</li> <li>• To ensure the Behaviour for Learning system and rewards are implemented consistently so that effective learning can take place</li> <li>• To monitor student attendance and punctuality together with students' progress and performance</li> <li>• To support a form tutor to carry out the duties in accordance with academy expectations</li> </ul>
<b>Other responsibilities:</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the academy, to support its vision, ethos and policies</li> <li>• To participate in academy events, meetings and the academy's CPD calendar</li> <li>• To engage actively in the university's training programme and complete an annual evidence informed research project at the academy</li> <li>• To contribute and/or support extracurricular offers in the faculty/academy</li> </ul>
<b>Personal responsibilities:</b>	<ul style="list-style-type: none"> <li>• Work to a high professional standard and observe confidentiality as appropriate</li> <li>• Comply and assist with academy policies and procedures and report all concerns to an appropriate person</li> <li>• Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality</li> <li>• Be prepared to work flexibly, both in and out of the academy day</li> </ul>

*Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required. You may be asked to carry out any other duties as commensurate within the grade in order to ensure the smooth running of the academy. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.*

*This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application. As part of the recruitment process social media checks will be undertaken.*

## Person Specification

### Postgraduate apprentice teacher

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Minimum 2:2 Undergraduate Degree</li> <li>GCSE Maths grade 4/C or above</li> <li>GCSE English grade 4/C or above</li> </ul>	<ul style="list-style-type: none"> <li>Higher level degree, further educational qualifications</li> </ul>	A
<b>Apprenticeship Eligibility Criteria</b>	<ul style="list-style-type: none"> <li>Be able to live and work in the UK</li> <li>Have lived in the UK consistently for the 3 years prior to the start date</li> <li>Be employed for a minimum of 30 hours per week</li> <li>Have a contract of employment to cover the entire duration of the apprenticeship programme</li> <li>Have a BRP/Visa sufficiently long enough for the duration of the apprenticeship programme (If applicable)</li> <li>Must not be on any other government funded programmes</li> </ul>		A/LO/I/R
<b>Personal Skills/Specialist Knowledge</b>	<ul style="list-style-type: none"> <li>Experience of being a team player with good people skills</li> <li>Experience in the use of ICT and data</li> <li>Ability to relate effectively to children and adults</li> <li>Obvious passion for your subject</li> <li>Self-critical, awareness of own strengths and development targets</li> <li>Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably</li> <li>Have the ability to set and maintain high standards and respond positively to feedback</li> <li>Be a role model for young people.</li> <li>Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people</li> </ul>		A/LO/I/R
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Professional, enterprising, personal impact.</li> <li>Outgoing, warm personality, approachable, inclusive</li> <li>Positive, adaptable</li> <li>Energetic and enthusiastic</li> <li>Self-motivated, self-confident, reliable.</li> <li>Calm under pressure, emotionally intelligent</li> <li>Sensitivity, fairness, tact and discretion.</li> <li>Commitment, generosity of spirit</li> </ul>		I/R
<b>A = Application I = Interview LO = Lesson Observation R = Reference</b>			

Staffordshire University Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

## Course information

### Overview

During the Teacher Postgraduate Apprenticeship you'll benefit from lots of experience of on-the-job teaching, with 6 hours per week of your time dedicated to your own learning and development. The University of Staffordshire also give you bespoke support, assign you an academic mentor and work-based education officer, and welcome you to their wider community of trainee teachers. You'll plan engaging lessons, explore behaviour management techniques and discover how children develop and learn. By combining theory and practice, the apprenticeship will equip you to become a successful and confident teacher.

### What will I achieve?

Upon successful completion of the apprenticeship, you will achieve:

- Recommendation of Qualified Teacher Status (QTS)
- Teacher Postgraduate Apprenticeship Certificate

### Course content

The course is designed to combine university-based research-informed teaching and school-based experience, enabling the trainees to see how theory and practice are entwined. University days are designed to support the knowledge, skills, and behaviours required to meet the apprenticeship standards. Modules support individuals to engage with new professional and practice knowledge to inform their teacher development. Individuals will be supported by an academic mentor and work-based education officer to progress their application of new knowledge and skills in a teacher context.

### Modules

- Teaching a Knowledge Rich Curriculum
- Educational and Professional Issues
- Teaching Practice (The Emerging to Established Teacher)

### Delivery

This programme is delivered using a blended learning model including face-to-face sessions on campus, complimented by online webinars.

### Assessment

Throughout the apprenticeship a variety of assessment methods could be used, these include:

- Written assignments
- Examinations
- Reflective activities
- Group assessments
- Presentations
- Professional discussions
- Academic assignments
- Critical analysis

### Learning support

In addition to the excellent support you will receive from your course teaching team, the university's central Academic Skills team provides group and one-to-one help to support your learning in a number of areas. These include:

- study skills (including reading, note-taking and presentation skills);
- written English (including punctuation and grammatical accuracy);
- academic writing (including how to reference);
- research skills;
- critical thinking and understanding arguments; and
- revision, assessment and examination skills (including time management).

**Further information:** <https://www.staffs.ac.uk/apprenticeships/courses/teacher-postgraduate-level-6>