

WORKING FOR ACORN

INTRODUCTION

- Acorn offers career opportunities in teaching, learning support, Care, Administration and a range of domestic support posts. Acorn is keen to promote from within individual schools and across the group. To support this, Acorn Care and Education recognises that the key to providing an excellent and professional service for the children under our care is the skill and expertise of our staff. In an increasingly fast-changing and developing world there is a need for constant updating of such skills.
- PPD is seen a key tool in enabling employees maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their chosen careers.
- The Group believes employees should develop to the limits of their capability and personal ambitions. Subject always to the wishes of each individual, employees will be given every opportunity to undertake training to improve skills of use within their school.
- To identify training and development opportunities every employee is encouraged to review their performance and goals with their line manager. As part of this process, supervisor and employee will also be expected to plan future priorities, best practice in their field and development requirements.
- The Group aims to support development activities which lead to the acquisition and development of skills, competences and knowledge that are relevant to the changing demands of the special needs education environment, the individual's current and future roles within the school, and to statutory requirements.
- The Group offers a wide range of professional development opportunities. All staff receive training in Child Protection procedures and in the physical management of pupils. Support staff can access HLTA and other appropriate training. The Group also liaises with universities which offer the Graduate Training Programme and provide opportunities for graduates to follow such courses. Access is also available to accredited and other professional courses from a range of providers. Each school also has a number of staff training days each year where school specific training takes place.

CASE STUDY: JAMES JOYCE

James was appointed as a pupil support worker in September 2002. James has a degree in sports science and was keen to become a teacher.

After 12 months he was offered the chance to teach science and mathematics to some classes as an unqualified teacher. Such was his promise that the school encouraged him to undertake further study with the Open University in 2004. In January 2005 the school released him for 1.5 days per week to follow the Graduate Teacher Programme (GTP) which he successfully completed in December of that year. In December 2006 he completed his NQT induction.

He is now responsible for science teaching in his school and is taking of further management responsibilities.

