



Apprenticeship Standard for Specialist Teaching Assistant Level 5



Occupational Profile

Specialist teaching assistants support provision related to special educational needs and disability (SEND), the social and emotional well-being, of learners, or within another area of specialist curriculum provision such as forest schools, EAL, subject-based interventions or music education.

This occupation is found in primary, secondary, special schools, alternative provision, further education institutions such as sixth forms and colleges, and a range of other education settings such as music hubs. Specialist teaching assistants will work alongside colleagues to inspire learners to progress and achieve well. Specialist teaching assistants work across all age ranges, supporting a range of learners.

The broad purpose of the occupation is to support the education of learners by providing specialist support. Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve.

They draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context. Specialist teaching assistants both reflect



on their own practices and support the training and development of others within their specialist area. They will specialise in one of three options:

SEND specialist teaching assistants support the implementation of SEND policy, processes, and procedure. They will advance learning for those learners with SEND.

Social and emotional well-being specialist teaching assistants support the implementation of policy, processes, and procedure in this area. They will focus on learners' social and emotional well-being, to advance learning.

Curriculum provision specialist teaching assistants provide support for learners and advance learning in a specialist curriculum or subject area of expertise. This may include, but is not limited to, supporting with advancing learning through early reading or early maths interventions, supporting a specific subject area or forest school provision, or supporting provision for learners with English as an additional language (EAL).

In their daily work, an employee in this occupation interacts with learners and teachers, or others acting in a supervisory capacity. They may work with other education professionals such as SENCO's, and external agencies such as early help, social services, or agencies that provide specialised support in the area of specialist provision.

An employee in this occupation will be responsible for supporting the education of individuals or groups of learners, often identified by their supervisor. They must ensure the safety of the learners in their care. They may have responsibility for supporting the work of colleagues. Within settings where they are undertaking specified work, they will be working under the supervision of a qualified teacher.

Duration

The apprenticeship will take a minimum of 24 months to complete depending on experience

Cost: £12,000

- If you are a Levy payer, this will come out of your Levy account. If you are a non-levy payer, the government via the ESFA will pay 95% of the programme and the remaining 5% will be paid by you within the first 3 months of the programme.
- As of 1st April 2024, if your learner is aged 21 or under and you are a non-levy employer that is classed as a small or medium sized business, the government will pay for the remaining 5% co investment.
- If your learner is 16-18, your company will receive an incentive payment of £1000 which is paid in two instalments to support the learning programme.
- There is no cost to the apprentice.



Entry Requirements

Individual employers set the selection criteria, but this is likely to include 5 GCSEs, including Maths and English. Apprentices without English or Maths at Level 2 must achieve this prior to taking the end point assessment.

Qualifications

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

Duties

	What is required
Duty 1	Promote positive values and behaviours in relation to equality, equity diversity and inclusion by upholding and applying the aims and ethos of the organisation.
Duty 2	Act in accordance with all statutory and non-statutory frameworks and legislation as appropriate for the organisation and sector
Duty 3	3 Use specialist knowledge and critical understanding to plan implement, evaluate and adapt activities to advance learning under appropriate supervision for the setting.
Duty 4	Undertake a range of assessment activities, to contribute to and maintain accurate records of progress and identify where it may be appropriate to refer to other professionals.
Duty 5	Under appropriate supervision, plan sequences of teaching informed by a critical understanding of well-established principles in relation to curriculum, assessment and pedagogy.
Duty 6	Establish and develop collaborative relationships with colleagues, other professionals and agencies both within and beyond the organisation.
Duty 7	Provide appropriate information, advice and guidance to support the role of parents and carers in advancing learning.
Duty 8	Work in partnership with colleagues to implement, monitor, and critically evaluate strategies which both maintain a focus on high quality outcomes for all and recognise individual needs.
Duty 9	Under appropriate supervision, create, organise, and maintain resources for the specialist option
Duty 10	Anticipate and manage behaviour including for individuals and groups or classes in order to promote self-regulation and independence in both formal and informal learning situations.
Duty 11	Be a reflective practitioner to improve and advance learning in the specialist option.
Duty 12	Under appropriate supervision contribute to the training and support for colleagues in the specialist option.
Duty 13	Promote positive values and behaviours in relation to learners' health and well-being.
Duty 14	Support in the dissemination of knowledge and critical understanding of practises, including those that relate to sustainability, diversity, equality, equity, and inclusion.