

Apprenticeship Standard for Teaching Assistant Level 3

Overview of role

Supporting the class teacher to enhance pupils' learning.

Occupational Profile

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives and stay on task in order to make progress. Promoting self-belief, social inclusion and a high self-esteem play an integral part to pupils' well-being; ensuring pupils thrive in a positive, nurturing, safe environment. It is an active role supporting the learner to access the curriculum. They are good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviors are crucial in contributing to improved pupil progress and development.

Entry Requirements

- You should be at least 16 years old.
- Be requirement to undergo an enhanced Disclosure and Barring Service (DBS) check.
- Employed in a suitable job role
- Supported by a professional within the Real Work Environment.
- Working at least 25hrs a week, if working less than 30 this will extend the length of programme.
- Typically an apprentice might be expected to have already achieved 5 GCSEs, including Maths and English, Grade C or above or 4/5 (new grading). Some employers will accept other relevant qualifications and experience, including a relevant Level 2 qualification. It is preferable for you to have GCSE Grade 4 or above or be able to achieve Level 2 functional skills in English and Maths, this will be determined on results of initial assessment.

The Apprenticeship Standards consist of the following elements:

Qualifications	<ul style="list-style-type: none"> • Apprenticeship Standard for Teaching Assistant - ST0454 V1.1 • Apprentices without Level 2 English and maths will need to achieve this level prior to taking their end point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirements are Entry Level 3, and the British Sign Language qualification is an alternative to English qualifications for apprentices for whom this is their primary language.
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Standards

Duties

- **Duty 1** Contribute to the overall ethos and aims of the organisation and promote diversity, inclusion, equality, and acceptance of all learners in line with school policies, including by challenging stereotyped views, bullying or harassment.
- **Duty 2** Implement safeguarding policies and safe practice, including online safety, in line with legislation, policies, and procedures including maintaining confidentiality.
- **Duty 3** Work in partnership and liaise with other professionals (such as the teaching staff, SENDCo, or external advisors) and parents/carers to support all learners' learning.
- **Duty 4** Reflect on their own practice and identify appropriate professional development opportunities with the support of colleagues.
- **Duty 5** Understand the specific needs of learners and use strategies to support all learners to achieve their learning goals.
- **Duty 6** Promote engagement and teach learning behaviours to support the development of independent learners.
- **Duty 7** Establish positive relationships with learners and promote positive behaviours, consistently applying the school's behaviour policy
- **Duty 8** Support the social, emotional, mental health, wellbeing and personal care of all learners in line with organisational policy and procedures.
- **Duty 9** Deliver individual and small group teaching within clearly defined/planned parameters in partnership with the teacher and other professionals.
- **Duty 10** Contribute to assessment and planning by supporting the monitoring, recording, and reporting of learner outcomes and participation as agreed with the teacher.
- **Duty 11** Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners.
- **Duty 12** Support or lead enrichment activities for example visits, out of school activities and in school clubs.

Each duty relates to the relevant knowledge, skill and behaviour listed below.

Knowledge, Skills and Behaviours

Knowledge

K1: The importance of providing feedback.

K2: The learning resources available to support learners and how to use them.

K3: The stages of development for children and young people.

K4: The principles of target setting to support the next steps in learning.

K5: The impact of transition on learners and strategies to support them.

K6: How technology can support learning.

K7: The learning, assessment, and feedback cycle.

K8: Methods of formative assessment.

K9: Methods of observing, recording, and reporting.

K10: The curriculum intent, how it is implemented, and the intended impact.

K11: Prevent, safeguarding and health & safety legislation, guidance, and procedures.

K12: Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).

K13: How to adapt communication strategies to suit the audience and context.

K14: Types of learning intervention.

K15: How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.

K16: The pastoral and academic behaviours learners will display.

K17: The impact of enrichment activities on learners.

Skills

- S1:** Apply strategies to support and encourage the development of independent learners.
- S2:** Adapt communication strategies for the audience and context.
- S3:** Apply behaviour management strategies in line with organisational policy.
- S4:** Adapt resources to support all learners.
- S5:** Communicate with teachers to ensure clarity of the TA's role.
- S6:** Apply teaching strategies to deliver learning activities or interventions.
- S7:** Build relationships with learners, teachers, other professionals and stakeholders.
- S8:** Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.
- S9:** Support the well-being and mental health of learners.
- S10:** Observe, record, and report on learners in line with organisational procedures.
- S11:** Apply methods of formative assessment.
- S12:** Use up to date technology safely, to support learning.
- S13:** Encourage safe use of technology by learners.
- S14:** Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).
- S15:** Identify and respond to pastoral and academic behaviours in learners.
- S16:** Provide feedback to learners.

Behaviours

- B1:** Act professionally and respectfully with the whole school community.
- B2:** Be a positive role model, upholding and exemplifying the organisation's values.
- B3:** Respect and promote equality, diversity, and inclusion.
- B4:** Be committed to improving their own delivery through reflective practice.
- B5:** Engage with research to establish best practice.
- B6:** Work collaboratively and constructively with the whole school community.

Cost	<p>Total apprenticeship cost: £7,000</p> <ul style="list-style-type: none">• 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.
Duration	<p>On Programme - Approximately 18 months. If prior experience/qualifications are identified then this may reduce the duration.</p> <p>A further 3 months for End Point Assessment.</p>
Functional Skills Maths Level 2 Functional Skills English Level 2	<p>If you do not hold the relevant GCSE grades in Maths and English, you will be required to complete these functional skills, you may be required to attend taught sessions depending on your current qualifications in:</p> <ul style="list-style-type: none">• English Level 2• Maths Level 2 <p>Practical assessment & External Computer Based Exam</p>

<p>Teaching and assessment methods for vocational qualification & Standard</p>	<ul style="list-style-type: none"> • Dependent on the results of your Skills Scan at the beginning of your programme a training plan will be individually set up for you. • Off-the-Job training will make up 20% of your programme, learning is usually front ended • Your qualification will be delivered through a combination of monthly online teaching sessions, one-to-one support sessions with your tutor, 10-12 weekly progress reviews, monthly assignments, research, observations in the workplace and using our online learning platform to be able to access further training materials to aid your learning. • Contact will be made as a minimum each 4 weeks with online contact in between visits. • Formal review meetings will be conducted with your tutor and employer every 12 weeks as a minimum, to check that you stay on track. • Practical assessments will be assessed in your workplace; a combination of work based evidence, direct observation by an assessor, professional discussion, learners own work products. • Knowledge assessments will be uploaded to an E-portfolio; written assignments, reflection on own practice, questions and answers • External exams will be conducted off-site. • End Point Assessment will be assessed by NCFE
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<p>EPA</p>	<p>Observation with questions You will be observed by an independent assessor completing your work. It will last at least 2 hours. They will ask you at least 4 questions.</p> <p>Professional discussion underpinned by a portfolio of evidence You will have a professional discussion with an independent assessor. It will last 90 minutes. They will ask you at least 10 questions. The questions will be about certain aspects of your occupation. You need to compile a portfolio of evidence before the EPA gateway. You can use it to help answer the questions. The EPAO will confirm where and when each assessment method will take place.</p>
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<p>Further Progression</p>	<p>This standard provides a foundation for potential progression into a number of career paths in the Educational sector including Higher Level Teaching Assistant, Assistant Teacher and Teacher.</p>
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If you are interested in applying for this apprenticeship or you would like to find out further information, please contact:

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