

Level 3 Teaching Assistant

New Apprenticeship Standard

At Skills Training UK we go further in fully understanding what it is that our employer clients want to achieve from their training. We work as their partner in delivering on that vision, developing stronger employees who work well as individuals and as part of a team.



This apprenticeship is designed for individuals specialising in the role of teaching assistant in Primary, Special and Secondary education. They will be responsible for supporting the class teacher to enhance pupils' learning either in groups of individually, while promoting self-belief, social inclusion and high self-esteem, to ensure that pupils thrive in positive, nurturing and safe environments.

Typical Job Roles: Teaching Assistant, Learning Support Assistant, Specialist Support, Assistant and Support for Specialist Curriculum Areas.

Role Requirements

The learner role must have the knowledge to be able to carry out the below as a minimum the list below:

- Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations
- Recognise different stages of child development through school, e.g.: transition between key stages
- Understand the school's assessment procedures for benchmarking against targets set by the class teacher
- Have an appropriate knowledge of the curriculum and context they are working in
- Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.
- Embed effective behaviour management strategies using discipline appropriately and fairly in line with school's policy
- Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities
- Understand the need to accurately observe, record and respond on pupil's participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils
- Understand the need to provide feedback to support and facilitate an appropriate level of independence

An employer must be prepared to provide the learner with the opportunity to carry out work and be part of projects, which will enable the learner to produce substantial evidence towards their qualification.

In order to ensure the successful progression of the learner, we request that employers participate in joint reviews of the learner's progress at regular intervals throughout the apprenticeship. This ensures continued and positive progress, through the apprenticeship and agrees how any issues are to be resolved and how additional stretching and challenging activities can be built in. >>

<< Learner must hold Level 2 qualifications, which could include: Grade A-C GCSE's, a level 2 apprenticeship or other relevant qualifications.

Maths and English qualifications must be held; minimum accepted levels include: Grade D GCSE or Level 1 Functional Skills.

Knowledge, Skills and Behaviours

The Level 3 Teaching Assistant includes the following elements:

Knowledge:

- Understand how pupils learn and develop
- Technology
- Working with teachers to understand and support assessment for learning
- Curriculum
- Keeping Children Safe in Education

Skills:

- Developing strategies for support
- Communication and team work
- Working with teachers to accurately assess
- Using Technology
- Problem solving/ability to motivate pupils

Behaviours:

- Building relationships/embracing change
- Adding value to education
- Promoting equality, diversity and inclusion
- Professional standards and personal accountability
- Team working, collaboration/engagement

Duration

The duration of this apprenticeship will typically be 14 months (please note the last 2 months of the apprenticeship are allocated for the end point assessment).

How Do We Support

During the duration of the programme, the learner will have a dedicated trainer who will visit them within the work place a minimum of once per month in order to support their learning, development of competency and generation of evidence.

This will also be supported between visits by off-site information, advice, guidance, academic progress and technical competence support.

The trainer will work with the learner and the employer in order to ensure that all learning needs are being met for both parties, in order to ensure successful progression against all elements of the apprenticeship during the period of the programme.

The knowledge elements will require formal teaching sessions, which may take place within an appropriate area within the workplace or off site, in order to ensure the learner gets the maximum benefit of the learning in order to successfully pass their end point assessment.

End Point Assessment

To successfully complete the apprenticeship, the learner needs to pass an End Point Assessment. This is an independent assessment which has several stages:

- A Portfolio of Evidence – a collection of real work evidence, demonstrating knowledge, skills and behaviours developed during the apprenticeship. Although this is not used as part of the EPA, its purpose is to support the professional discussion.
- A Practical Observation – typically carried out over 2 hours in the learner's workplace. It will usually consist of 30-minute observations over one working day in different situations e.g. during lessons, 1-2-1 teaching assistant, teacher reviews, or meetings with parents/stakeholders.
- Question and Answer – after the final observation is complete, the assessor will typically spend 15 minutes questioning the apprentice on areas that have been partially demonstrated during the observation.
- A Professional Discussion – a structured 90-minute discussion between the apprentice and independent assessor, where the assessor will draw on evidence they have seen in the portfolio to verify the learner's knowledge and competence.

Progression

As well as ensuring full competency as a Teaching Assistant, 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.