

Specialist Teaching Assistant Level 5 Apprenticeship Standard Programme Outline

Overview of the Programme

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.

The broad purpose of the occupation is to support the education of learners by providing specialist support. 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.

What types of activities are covered as part of the Specialist Teaching Assistant Apprenticeship Standard –

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. In the Early Years, specialisms are achieved through continuing professional development opportunities subsequent to staff achieving a recognised qualification which enables them to work in a setting in accordance with the Early Years qualification requirements and standards. Specialist teaching assistants may 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.

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.

What does the Specialist Teaching Assistant Apprenticeship Standard consist of?

Knowledge

- K1:** Statutory and non-statutory curriculum frameworks relevant to the provision.
- K2:** Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.
- K3:** Policies, processes, and procedures related to the collecting, storing, and sharing of information.
- K4:** The principles of equity, equality, diversity, and inclusion, and why these are important.
- K5:** The principles of sustainability within the education context.
- K6:** Theories of learning, their application and implications for learning.
- K7:** Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.
- K8:** Sources of information on research informed evidence-based practice.
- K9:** The difference between curriculum, assessment and pedagogy and why this is important when planning.
- K10:** Rationale, methods, and approaches to planning for learning.
- K11:** Teaching strategies to advance learning.
- K12:** Barriers to learning and strategies to overcome them.
- K13:** Principles and different methods of assessment and observation.
- K14:** Methods of recording and reporting on assessments.
- K15:** The features of enabling environments.
- K16:** The principles of behaviours for learning.
- K17:** The principles of and approaches to learner voice.
- K18:** The purpose, impact, and safe use of equipment and resources to advance learning.
- K19:** The additional professional support available for learners.
- K20:** The additional professional support available for their specialist role.
- K21:** The principles of effective teamwork.
- K22:** Know how and when to escalate to the appropriate professional for expert help and advice.
- K23:** The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders.
- K24:** The principles of effective coaching and mentoring and the difference between them.
- K25:** The principles and importance of reflective practice.
- K26:** Know and understand strategies to develop resilience in self and others.
- K27:** Know how research findings are used to inform practices in education.
- K28:** The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.
- K29:** The appropriate digital and emerging technologies, and their applications to support learning.
- K30:** National and local SEND policies, practices, processes, and procedures.
- K31:** The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.
- K32:** Principles and approaches to early identification of SEND.
- K33:** The tools available for assessment of SEND.
- K34:** The impact of SEND on children and young peoples' learning and development.
- K35:** Strategies to advance learning for learners with a range of SEND.
- K36:** National and local policies, practices, processes, and procedures related to social and emotional well-being of learners.
- K37:** The theoretical background to support social and emotional well-being in educational contexts.
- K38:** Principles and approaches to the promotion of social and emotional well-being in educational contexts.
- K39:** The tools available to promote social and emotional well-being to advance learning.
- K40:** The impact of social and emotional well-being on children and young people's learning and development.
- K41:** Strategies to advance social and emotional well-being in learning and assessment contexts.
- K42:** National and local curriculum policies, practices, processes, and procedures.
- K43:** The theoretical background to progression in the specific curriculum area(s).
- K44:** Principles and approaches to planning sequences of learning in the specific curriculum area(s).
- K45:** The tools available for assessment within the specific curriculum area(s) to advance learning.
- K46:** The importance of the specific curriculum area(s) on children and young peoples' learning and development.
- K47:** Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.

Skills

- S1:** Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.
- S2:** Establish a safe, stimulating and nurturing environment for learners.
- S3:** Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.
- S4:** Demonstrate understanding of equality and diversity and sustainable development.

- S5:** Undertake dynamic risk assessment of the learning environment.
- S6:** Respond to and mitigate potential hazards that may adversely affect a learning environment.
- S7:** Contribute to the planning of learning and assessment activities.
- S8:** Apply teaching strategies to advance learning, for example scaffolding.
- S9:** Select and use safely, appropriate equipment and resources to advance learning.
- S10:** Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.
- S11:** Analyse assessment outcomes to inform reporting and future planning.
- S12:** Provide ongoing feedback to learners and support them to respond to feedback.
- S13:** Record and report information related to learners' progress to a range of stakeholders.
- S14:** Collaborate with colleagues and other professionals.
- S15:** Advocate for and champion the needs of learners.
- S16:** Use a range of research to critically evaluate teaching and assessment approaches and practices.
- S17:** Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.
- S18:** Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources.
- S19:** Update and maintain their own knowledge and skills as part of managing their own continuing professional development.
- S20:** Communicate information and analysis in a variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents or carers.
- S21:** Support the development of effective practices in others, for example through mentoring and coaching colleagues.
- S22:** Identify, action, and challenge issues and undertake difficult conversations where appropriate.
- S23:** Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being.
- S24:** Implement strategies to support the social and emotional well-being of learners.
- S25:** Select and use technologies safely and effectively to promote learning.
- S26:** Prioritise and manage own workload, for example recognising the importance of capacity.
- S27:** Implement national and local SEND policy, practices, processes, and procedures.
- S28:** Apply approaches to the assessment and early identification of SEND.
- S29:** Apply strategies to adapt provision and practices to support learners with SEND.
- S30:** Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.
- S31:** Identify and signpost learners in need of social and emotional well-being intervention.
- S32:** Apply strategies to support the social and emotional well-being of learners.
- S33:** Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision.
- S34:** Adapt planning and assessment to support learning and progress in the specific area of curriculum provision.
- S35:** Support colleagues by advocating for the specific curriculum provision.

Behaviours

- B1:** Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts.
- B2:** Act professionally, positively, and proactively.
- B3:** Show respect, care, approachability and empathy for children, colleagues and stakeholders.
- B4:** Adaptable and resilient.
- B5:** Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.
- B6:** Model appropriately aspirational practices.

Duties

- 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** 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.
- Duty 15 (SEND specialist teaching assistant)** Under appropriate supervision, drawing on specialist knowledge of SEND, plan, prepare, deliver and evaluate learning and assessment activities including for individuals and groups or classes.
- Duty 16 (SEND specialist teaching assistant)** Advocate for children and young people with SEND in order to support learning and progression.
- Duty 17 (Social and emotional well-being specialist teaching assistant)** Under appropriate supervision, drawing on specialist knowledge of social and emotional well-being, plan, prepare, deliver and evaluate learning and assessment activities including for individuals and groups or classes.
- Duty 18 (Social and emotional well-being specialist teaching assistant)** Advocate for children and young people within the area of social and emotional well-being in order to support learning and progression.
- Duty 19 (Curriculum provision specialist teaching assistant)** Under appropriate supervision, drawing on specialist knowledge of curriculum provision, plan, prepare, deliver and evaluate learning and assessment activities including for individuals and groups or classes.
- Duty 20 (Curriculum provision specialist teaching assistant)** Advocate for children and young people within the curriculum area in order to support learning and progression.

Functional Skills Units

To achieve: -

Functional Skills in English Level 2	credit value 5
Functional Skills in Maths Level 2	credit value 5

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but must be a minimum of 12 months, prior to the end-point assessment taking place. Typical duration is expected to be 18 months with a 3-month End point assessment.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 6/7 learning hours a week over the duration of the programme based on a 35/40 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment <ul style="list-style-type: none"> • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP 	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner
Induction <ul style="list-style-type: none"> • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values 	Tutor input using a range of methods including: <ul style="list-style-type: none"> • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities 	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery <ul style="list-style-type: none"> • Skills, Knowledge & Behaviours • Functional Skills 	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Milestone Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications <ul style="list-style-type: none"> • Practice • Exams 	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Assessment Method	Weighting	Duration	To Achieve a Pass	To Achieve a Distinction	Merit Grade
Practical Observation with Q&A	50%	90 Minutes for observation and 30 Minutes for Q&A 120 Minutes in total A minimum of 6 questions will be asked	You must meet all of the pass criteria	You must meet all of the pass criteria AND all of the Distinction Criteria	Apprentices may achieve a Merit grade overall if they achieve a pass for one assessment and a distinction for the other (either assessment)
Professional Discussion	50%	60 minutes +/- 10% You will be asked a minimum of 10 questions A showcase portfolio of evidence is required in support of this assessment.	You must meet all of the pass criteria	You must meet all of the pass criteria AND all of the Distinction Criteria	

As part of the apprenticeship, there is opportunity to access teaching and support sessions via a variety of methods. Please see below the different topics that are covered in the apprenticeship:

Learning journey steps	TAL sessions
Induction	British Values, Ecordia Training, Century training
Learning portfolio topics With recommended optional pathways	<p>Core Effective communication, relationships and teamwork Managing workload and professional development Equity, Equality, Diversity and Inclusion in education Safeguarding Health, safety and security Learning environments that support social and emotional wellbeing Curriculum Frameworks (EYFS, Primary, Secondary) Child development Theories and approaches to teaching and learning Planning for learning and Pedagogy (EYFS, Primary, Secondary) Positive behaviour for learning The learner voice and identifying learning needs Use of technology, equipment and resources in school Methods of observation and assessment in practice (EYFS, Primary, Secondary) Effective partnerships</p> <p>Specialist Optional Pathways (1 to be selected) Lead SEND Provision Lead Social and Emotional Wellbeing Lead Curriculum Provision</p> <p>Core Reflective Practice and Professional Development</p>
EPA Preparation	EPA preparation, Support, Expected Behaviours revisit

Additional Sessions	
Wider Curriculum sessions	<p>Study Skills, Digital Skills, GDPR, LGBT Awareness, E-Safety, Sustainability in the workplace, Health and Safety in the workplace, Employment Rights and Responsibilities, Safeguarding, Equality, Diversity and Inclusion, E- Safety, Using Word, Using PowerPoint, Using Excel, Referencing and Plagiarising Work, Personal Skills, Exam Techniques, Prevent Duty, British values, Health and Wellbeing</p>