

# Teaching Assistant Level 3 V1.2 Apprenticeship Standard Programme Outline

## Overview of the Programme

This programme is designed for apprentices who want to further develop their skills, knowledge and behaviours for a job role involving supporting the class teacher to enhance pupils' learning. Successful completion of the programme will lead to an Apprenticeship Certificate as a Teaching Assistant.

## What types of activities are covered as part of the Teaching Assistant V1.2 Apprenticeship Standard –

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 behaviours are crucial in contributing to improved pupil progress and development.

## What does the Teaching Assistant V1.2 Apprenticeship Standard consist of?

### **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.

### **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.

**Functional Skills Units**

To achieve: -

Functional Skills in English Level 2                      credit value 5

Functional Skills in Maths Level 2                      credit value 5

**Additional requirements**

Evidence of safeguarding and prevent duty training dated within the last year

## 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 15 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
<b>Initial assessment</b> <ul style="list-style-type: none"> <li>• Target Skills</li> <li>• Learning Styles Questionnaire</li> <li>• Application/enrolment/ILR</li> <li>• Recognition of prior learning</li> <li>• ILP</li> </ul>	Via computer package Paper-based questionnaire  Checking GCSE/other qualifications gained	Workplace	2 hours per learner
<b>Induction</b> <ul style="list-style-type: none"> <li>• Quest Training Apprentice Handbook</li> <li>• Apprenticeship Programme</li> <li>• Skills Scan</li> <li>• Functional Skills</li> </ul>	Tutor input using a range of methods including: <ul style="list-style-type: none"> <li>• Theory input</li> <li>• Handouts</li> <li>• Workbooks</li> </ul>	Workplace	Flexible arrangements e.g.  1 day

Activity	Delivery Method	Location	Duration
<ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Health &amp; Wellbeing</li> <li>• Equality &amp; Diversity</li> <li>• Safeguarding</li> <li>• British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> <li>• Question &amp; answer sessions</li> <li>• Practical activities</li> </ul>		2 half days 3 x 2 hour sessions
<b>Tutorials/teaching delivery</b> <ul style="list-style-type: none"> <li>• Skills, Knowledge &amp; Behaviours</li> <li>• Functional Skills</li> </ul>	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> <li>• 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours</li> </ul> This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
<b>Milestone Progress reviews</b>	Every 8 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
<b>Mock End-Point Assessment</b>	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
<b>Functional Skills Qualifications</b> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Exams</li> </ul>	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 20 Minutes for Q&A 110 Minutes in total A minimum of 4 questions will be asked	100%	You must meet all of the pass criteria <b>AND</b> 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%	90 minutes +/- 10%	100%	You must meet all of the pass criteria <b>AND</b> 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
<b>Induction</b>	British Values, Ecordia Training, Century training, Behaviours
<b>Learning portfolio topics</b>	Schools as organisations and National Curriculum Professional communication and relationship building Equality, Diversity and Inclusion Child development theory and transitions How pupils learn Supporting English and mathematics School community, wellbeing and positive behaviour for learning Health, safety and security Safeguarding (Inc Safe use of technology/Keeping children safe) Curriculum enrichment Assessment (EYFS, Primary, Secondary) Teaching methods, aids and use of technology in school Partnership working and SEND Professional Development
<b>EPA Preparation</b>	EPA Support, Expected Behaviours, EPA Safeguarding, EPA revision
<b>Additional Sessions</b>	Duty of care/The role of extra-curricular activity
<b>Wider Curriculum sessions</b>	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
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