**Level 3 Teaching Assistant Apprenticeship Standard**

**Apprenticeship Overview:**

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.

The Teaching Assistant apprentice must be able to promote self-belief, social inclusion and high self-esteem play as an integral part to pupils’ well-being; ensuring pupils thrive in a positive, nurturing, safe environment.

The apprentice will play an active role supporting the pupil to access the curriculum. They are expected to be good role models, act with honesty and integrity, take part in team meetings and contribute to planning and class activities.

Teaching Assistants are expected to promote fundamental British Values through spiritual, moral, social and cultural development and demonstrate positive behaviours that are crucial in contributing to improved pupil progress and development.

**English and maths:** A Teaching Assistant apprentice will have achieved a level 2 in either English or maths and achieved a level 1 in the other subject prior to starting the programme.

**Practical Period:** 20 months

**End Point Assessment Period:** 3 months

**End Point Assessment Methods:** Practical Observation in the workplace with Q&As and Professional Discussion, underpinned by a portfolio of evidence

**Outcomes:** Fail, Pass, Distinction

**Modules will include the following Knowledge, Skills and Behaviours:**

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| **Understanding how pupils learn and develop** | Different stages of child development, appropriate levels of learning resources, use of feedback |
| **Technology** | Importance of IT to support learning |
| **Working with teachers to understand and support assessment and learning** | Assessment procedures and materials, benchmarking against targets |
| **Curriculum** | Knowledge of the curriculum and context |
| **Keeping Children safe in education** | Current statutory guidance Safeguarding and H&S |
| **Developing strategies for support** | Develop strategies for independent learning, deliver interventions, SEN/emotional responsibilities, management strategies |
| **Communication and team-work** | Confidentiality, current statutory guidance, Safeguarding, building relationships with stakeholders |
| **Working with teachers to accurately assess** | Contribute to a range of assessment methods, feedback, subject knowledge |
| **Using technology** | Use school computer systems, specialist software, IT safety |
| **Problem solving/ability to motivate pupils** | Use a range of strategies, pastoral and academic issues, model good behaviour for learning |
| **Building relationships/embracing change** | Flexibility, promote positive behaviour for learning |
| **Adding value to education** | Feedback and support pupils |
| **Promoting equality, diversity and inclusion** | Promote community cohesion and cultural diversity |
| **Professional standards and personal accountability** | Professional relationships, diplomacy, optimise learning and personal development |
| **Team working collaboration/engagement** | Collaborative working, engage as appropriate with outside professionals |