

L3 APPRENTICESHIP

TEACHING ASSISTANT

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. 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. Teaching Assistants 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.

Entry requirements*

Maths or English GCSE or Functional Skill Level 2
Attendance at college workshop sessions is mandatory

Who is the course for?

Typically for those already working as a Teaching Assistant, Learning Support Assistant, and Support for Specialist Curriculum Areas.

Programme content

Knowledge

Understanding how pupils learn and develop:

- Understand the need to provide feedback to support and facilitate an appropriate level of independence.
- 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.

Technology:

- Recognise the importance of using appropriate technology to support learning.

Working with teachers to understand and support assessment for learning:

- Understand the need to accurately observe, record and report on pupil's participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils.
- Understand the school's assessment procedures for benchmarking against targets set by the class teacher.
- Be familiar with assessment materials.

KEY INFORMATION

Typical Duration:

18 months + 3 months EPA

Taught Days:

One day every two weeks term time only

Delivery Location:

Truro

Funding value:

£5,000

(£250 employer contribution if required)

Curriculum:

- An appropriate knowledge of the curriculum and context you are working in.

Keeping Children Safe in Education:

- Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.

Skills

Developing strategies for support:

- Develop strategies to support and encourage pupils to move towards independent learning.
- Use appropriately varied vocabulary to ensure pupils' understanding.
- Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
- Deliver interventions in accordance with training given (RAG rating).
- Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.
- Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.

Communication and teamwork:

- Work closely with teachers to ensure own contribution aligns with the teaching.
- Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
- Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.
- Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.
- Comply with policy and procedures for sharing confidential information and know when and where to seek advice.
- Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Undertake safeguarding training every 3 years.
- Support pupils' well-being whilst embedding the importance of online safety.

Working with teachers to accurately assess:

- Contribute to a range of assessment processes and use information effectively for example: written records.
- Use specific feedback to help pupils make progress.
- Apply good subject knowledge to support accurate assessment.

Using technology:

- Use school computer systems, including specialist software eg: online registration, intervention programmes and management information systems.
- Use relevant technology competently and effectively to improve learning.
- Ensure pupils use technology safely.

Problem solving/ability to motivate pupils:

- Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.
- Recognise the difference between pastoral and academic issues and model good behaviour for learning.



Behaviours

Building relationships/ embracing change:

- Flexibility, trust, professional conduct, confidentiality and being respectful.
- Promote the school's efforts to build positive behaviour for learning.
- Promote and exemplify positive behaviour and uphold the school ethos.
- Be enthusiastic and open to new ideas.

Adding value to education:

- Praise; provide constructive and specific feedback and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through peer marking and reflection.

Promoting equality, diversity and inclusion:

- Keep pupils at the centre of everything.
- Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.

Professional standards and personal accountability:

- Demonstrate professional relationships in line with Staff Handbook.
- Be diplomatic, a positive role model and maintain confidentiality.
- Optimise learning opportunities and reflect on their personal development.
- Demonstrate a willingness to learn and improve personal skill set.

Team working, collaboration/ engagement:

- Work collaboratively and constructively with the whole school team.
- Engage professionally as appropriate with outside professionals

Gateway

The employer in consultation with the training provider must formally sign-off that the apprentice has met the minimum requirements in regard to knowledge, skills and behaviours within the standard and confirm they are ready to move on to the end-point assessment. Apprentices without English or maths at Level 2 must achieve this prior to taking their EPA.

End point assessment

EPA methods

- Practical Observation
- Q & A
- Professional discussion supported by a portfolio of evidence

Contact information

For further information, please call our Business Relations Team on 01872 242711 or email apprenticeships@truro-penwith.ac.uk



* A guide to GCSE grading and Functional Skills

Department for Education

GCSE Grading

New Grading Structure	Old Grading Structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Standard Pass → 4

Functional Skills are equivalent to GCSE's, the table below shows the comparison

Entry Level 1	GCSE below G or Level 1
Level 1	GCSE D-G or level 1-3
Level 2	GCSE A* - C or level 4-9