TEACHING ASSISTANT
APPRENTICESHIP STANDARD

Standard Code ST0454
Course Level 3
Work Based
Funding Level £5000
Duration 21mths including EPA

Course Description

The traditional role of a Teaching Assistant has become increasingly varied, and today there are many different positions and jobs available in all kinds of educational settings. Which means that supporting learning, whether it's in schools, colleges, universities, or the community, is no longer just about working in the classroom.
To work in Childcare/schools is to make positive differences to a child or young person's life. Childcare workers work within many different areas and crucially work towards helping children and young people to reach the standards that allow them to be the best that they can be. There are various types of values, behaviours and learning which are encouraged by the students within their learning environment.

Childcare apprentices develop skills that show children and young people how to develop their own knowledge, understanding and confidence. Students do this through the help and aid of the course, support of staff within their workplace and of the help and support of their mentors.

Staff act as role models in a number of situations. This child/person centred approach helps both the child/young person to achieve their personal goals and also the apprentices. Working with people, being passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job that provides excellent career opportunities for apprentices.

Off the Job Training

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.
The new learning must be documented and reflected on through the Learner Journal on their e-portfolio (OneFile).

Entry Requirements

A minimum of 1-year work experience in a Teaching Assistant role and have evidence of having achieved GCSEs, in Maths and English, Grade C or above or 4/5 (new grading). The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required.

Apprentices may be required to attend an interview and undertake relevant skills assessments.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio (OneFile).

Knowledge, Skills and Behaviours

KNOWLEDGE
Technical Knowledge and Understanding
- Understand the need to provide feedback to support and facilitate an appropriate level of independence. Comprehend appropriate levels of learning resources to help address weakness, strengths and develop expectations.
- Recognise different stages of child development through school.
- Recognise the importance of using appropriate technology to support learning.
- Understand the need to accurately observe, record and report on learner's participation, conceptual understanding and progress to improve practice and assessment for different groups of learners.
- Understand the school's assessment procedures for benchmarking against targets set by the class teacher.
- Be familiar with assessment materials.
- An appropriate knowledge of the curriculum and context you are working in.
- Understanding current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies and Prevent strategies.
- Understanding the importance of sharing relevant information, in a timely manner with the designated safeguarding lead.
- Understanding the importance of first aid procedure.

Underpinning Skills, Attitudes and Behaviours
- 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 team work
- 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 Work in partnership with parents and/or carers to help the recognise and value the significant contributions they make to the child's health, well-being, learning and development.
- Encourage parents and/or carers to take an active role in the child's play, learning and development.

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

- 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.

Professional standards and personal accountability

- Demonstrate professional relationships in line with the 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.

Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme:

- One to one support from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme.
- Work based assignments and projects to be completed in an e-portfolio (OneFile).
- Case studies and in College course days as and when required for each learner.
- Job shadowing and mentoring, cross training in other departments.
- Employer led in-house training.
- Independent learning and research as directed by the assessor, relevant to the area of study.
- Review of progress every 4-10 weeks with the Apprentice, Manager and Assessor, evaluating and contributing to what has been learnt and what the next steps to take are.

End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

Assessment events are:

- Practical Observation with Questions & Answers: 120mins of practical observation followed by 15min Q&A.
- Professional Discussion supported by portfolio of evidence: 90mins
- Portfolio of Evidence: The portfolio of evidence should contain a minimum of 10 pieces of evidence and a maximum of 15.

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.

Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.15 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at employers@lincolncollege.ac.uk

Business Benefits

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).