



Level 3 Teaching Assistant

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.

DURATION

The apprenticeship will typically take 18 months to complete.

LEVEL

This apprenticeship standard is at Level 3.

QUALIFICATIONS

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

CAREER 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.

| On Programme Learning

To achieve the Teaching Assistant Apprenticeship Standard apprentices are required to complete successfully:

- the on-programme period of training and development, including achieving the required Maths and English qualifications
- the end-point assessment (EPA)

On-programme learning will increase skills, knowledge and behaviours in the following areas:

SKILLS	KNOWLEDGE	BEHAVIOURS
<ul style="list-style-type: none">• Develop strategies to support and encourage pupils to move towards independent learning• Communication and team work• Working with teachers to accurately assess• Using technology• Problem solving/ability to motivate pupils	<ul style="list-style-type: none">• Understands how pupils learn and develop• Technology• Working with teachers to understand and support assessment for learning• Curriculum• Keeping children safe in education	<ul style="list-style-type: none">• Building relationships/ embracing change• Adding value to education• Promoting equality, diversity and inclusion• Professional standards and personal accountability• Team working, collaboration and engagement

The end-point assessment for the Teaching Assistant Apprenticeship consists of the following two assessment components:

- Practical observation with questions and answers
- Professional discussion supported by portfolio of evidence

| Off-the-Job Training

Apprenticeships are about upskilling an individual. Reaching occupational competency takes time. Many employers and apprentices have praised the positive effect off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training. You may already have existing training programmes or materials you can use to deliver elements of the apprentice's off-the-job training. Off the job learning at HBTC may include sessions at the training centre, with follow up tasks being assigned in the workplace, time for assignments and research and specific training within the workplace. All off the job training must be relevant to the Apprenticeship Standard being undertaken. This will be agreed before the learner commences the programme and a flexible approach will be taken to meet learner and employer needs.

For more information please contact us on

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