

Apprenticeships, 21/22

Teaching Assistant L3 Apprenticeship

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www.sgscol.ac.uk/study/professional-and-financial/teaching-assistant-l3-apprenticeship

Summary

Role Profile

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 typically takes 18 to 24 months to complete. During the first year, the focus will be on training and delivery of the Diploma. In year two, assessors will be supporting the apprentice in preparation of the End Point Assessment.

Programme Delivery

SGS College has elected to deliver the on-programme learning using the City & Guilds Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. This is a nationally recognised qualification and will support apprentices in building their portfolio to cover the knowledge, skills and behaviours of the apprenticeship standard.

College attendance for the Diploma is mandatory for all apprentices.

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Assessors will observe apprentices in schools every 4-6 weeks. These will be followed by joint reviews with the apprentice, college assessor and school-based mentor.

Resources

Resources will be available through Smart Assessor, the e-portfolio platform used by the college for apprentices.

Assessment Overview

The End Point Assessment (EPA), should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an End Point Assessment Organisation (EPAO).

Gateway requirements:

- Apprentices without English or maths at Level 2 must achieve this prior to taking their EPA
- Completion of a portfolio of evidence to support the professional discussion.

The end-point assessment must take place within 3 months of completing the gateway process and be conducted by an EPAO.

Apprentices must pass 100% of the criteria in order to complete their apprenticeship. Some apprentices may be awarded a distinction if they meet the additional criteria in all areas.

Assessment methods

Practical Observation with questions & answers

The practical observation will be carried out over 2 hours (ideally 4 x 30 minutes) in different scenarios which reflect typical working conditions and allow the apprentice to demonstrate all aspects of the standard (eg supporting in the classroom, supporting 1:1, feedback and review with the teacher, meeting with parents). The observations will be followed by a question and answer session of 15 minutes.

Professional Discussion supported by portfolio of evidence

The portfolio of evidence should be given to the independent assessor two weeks prior to the professional discussion taking place. The professional discussion is to establish the apprentice's understanding and application of the knowledge, skills and behaviours and will last for a duration of 90 minutes.

Portfolio of Evidence

The portfolio of evidence should be completed during the on-programme learning.

The portfolio of evidence should contain a minimum of 10 pieces of evidence and a maximum of 15 which may comprise the following:

- Feedback from performance management review system.
- Evidence of pupil progression.
- Work produced by the Teaching Assistant eg: interventions
- Evidence from practical observations and general observations obtained over time
- Observations carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors.
- Assessor reviews.
- Naturally occurring pieces of evidence. Eg: feedback from visitors/parents
- Details of any training and courses attended.

- Notes from professional discussions.

Skills, Knowledge and Behaviours for the Teaching Assistant Apprenticeship

A Standard contains a list of the skills, knowledge and behaviours an apprentice will need to have learned by the end of their apprenticeship. A portfolio will be compiled throughout the apprenticeship to reflect this and will include evidence collated from the workplace.

Knowledge

- Understand how pupils learn and develop
- Technology
- Working with teachers to understand and support assessment for learning
- Curriculum
- Keeping children safe in education

Skills

- Develop strategies to support and encourage pupils to move towards independent learning
- Communication and team work
- Working with teachers to accurately assess
- Use technology
- Problem solving/ability to motivate pupils

Behaviours

- Building relationships/embracing change
- Adding value to education
- Promoting equality, diversity and inclusion
- Professional standards and personal accountability
- Team working, collaboration and engagement

20% Off-The-Job Training

“Off-the-job training is a statutory requirement for an apprenticeship. It is training which is received by the apprentice, during the apprentice’s normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship.

In addition, there will be relevant activities in the workplace which will be discussed and planned with the assessor which will count towards the total hours required.

- Experience of supporting children with SEND needs
- Regular performance management to monitor progress, provide feedback and guide development
- Regular observations and feedback carried out by colleagues
- Delivering interventions and tracking pupil progress
- Evidence of working as a team and liaising with parents and outside agencies
- Training in safeguarding, health and safety, first aid, Prevent, online safety, behavioural strategies and reporting to parents
- Understanding and use of the school’s ICT structure to support teaching and learning

All Assessment decisions will be made by an independent End Point Assessor (EPA) once the school and training provider (SGS assessor) agree that the apprentice is ready. Apprentices must pass 100% of the criteria in order to complete their apprenticeship. Some apprentices may be awarded a distinction if they meet the additional criteria in all areas. Apprentices will be able to re

Maths & English

This apprenticeship requires learners to achieve maths and English at Level 2. Typically, it is realistic for learners to progress up one level during the apprenticeship. At interview, we will carry out an assessment to determine current literacy and numeracy levels. We will take account of any support needs in determining the suitability of learners for this apprenticeship.

What are my career options?

Teaching Assistant