



Apprenticeship Standard

Teaching Assistant Level 3

Who is it accredited by?

This can be accredited through various End Point Assessment Organisations and TheLightBulb will be able to recommend one that suits your needs.

What is this apprenticeship standard?

Typically, this apprenticeship will take between 13 and 18 months.

Teaching assistants support the class teacher to enhance pupil's learning

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.

What are the entry requirements?

- Must be 16 or over and working at least 30 hours per week including all training and study time.
- Must be in a Teaching Assistant role and hold a contract of employment.
- Must be allowed to use 20% of their working time to complete off the job training.

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment and we will support the learner through this programme where necessary.

Some employers may expect a potential apprentice to have already achieved 5 GCSE's or other relevant qualifications.

What's involved with this apprenticeship standard?

The learner will be assigned an assessor/coach who will work with them throughout the qualification to support/mentor/teach and advise and to ensure that they are learning and meeting the requirements of this standard. The majority of this will take place at the employers' premises.

To achieve the qualification, they will be required to demonstrate a set of knowledge, skills and behaviours/personal attributes (KSB's) through an end point assessment process. This is carried out by an independent assessor once the employer and TheLightBulb staff agree the apprentice has met the requirements. It cannot happen until the learner has been on their apprenticeship for a minimum of 12 months.



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The end point assessment will test the entire standard and comprises of the following elements:

- **A practical observation with questions and answers** This practical observation will be carried out in the learner's normal workplace over approximately 2 hours which will be followed by a Q&A session of 15 minutes. During the observation the learner will show how they have applied their KSB's in a work environment to achieve genuine and demanding work objectives. This observation must:
 - Reflect typical working conditions
 - Allow the apprentice to demonstrate all aspects of the standard being assessed
 - Take a synoptic approach to assessing the knowledge, skills and behaviours as defined by this method.
 - Be carried out on a one to one basis. It is mandatory that only one teaching assistant is observed at a time and without support or input from trainers during the observation.
- **A professional discussion supported by a portfolio of evidence** – The learner will generate a portfolio of evidence to meet the relevant criteria and showcase their best work during their apprenticeship with the support of TheLightBulb. The professional discussion will last for approximately 90 minutes and will need to take place in a quiet room away from distractions. The portfolio of evidence will allow the independent assessor to lead the discussion, asking the apprentice questions and the portfolio can then be used by the apprentices to evidence and support their responses to these questions. The purpose of the discussion is to
 - Make judgements about the quality of work
 - Explore aspects of the work, including how it was carried out, in more detail
 - Discuss how the apprentice would behave in specific situations
 - Ensure there are no gaps within the evidence particularly in relation to safeguarding and health & safety.

A summary of the knowledge, skills and behaviours that will need to be demonstrated are as follows:

Knowledge

Knowledge of:

- Understanding how pupils learn & develop
- Working with teachers to understand & support assessment for learning
- Use of appropriate technology to support learning
- Appropriate knowledge of the curriculum & context you are working in
- Keeping children safe in education

Skills

- Develop strategies for support
- Communication & team work
- Working with teachers to accurately assess
- Using technology
- Problem solving
- Ability to motivate pupils

Behaviours & personal attributes

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

For a full breakdown and further information please visit the following website

<https://www.instituteforapprenticeships.org/apprenticeship-standards/teaching-assistant/>

What's next?

For more information on how we can **upskill** your existing staff using this apprenticeship framework or help you to recruit an apprentice please call 01268 270648 or email info@thelightbulb.net

