

## Teaching Assistant Level 3 Apprenticeship Standard

### Course Offer / Achievement

Teaching Assistant Level 3 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.

To meet the Teaching Assistant Level 3 Standard, the apprentice will demonstrate competence in the following Knowledge, Skills and Behaviours over a minimum of 21 months (on-programme period, in learning):

Knowledge	What is required
K1	The importance of providing feedback.
K2	The learning resources available to support learners and how to use them.
K3	The stages of development for children and young people.
K4	The principles of target setting to support the next steps in learning.
K5	The impact of transition on learners and strategies to support them.
K6	How technology can support learning.
K7	The learning, assessment, and feedback cycle.
K8	Methods of formative assessment.
K9	Methods of observing, recording, and reporting.
K10	The curriculum intent, how it is implemented, and the intended impact.
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures.
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).
K13	How to adapt communication strategies to suit the audience and context.
K14	Types of learning intervention.
K15	How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.
K16	The pastoral and academic behaviours learners will display.
K17	The impact of enrichment activities on learners.
Skills	What is required
S1	Apply strategies to support and encourage the development of independent learners.
S2	Adapt communication strategies for the audience and context.
S3	Apply behaviour management strategies in line with organisational policy.

S4	Adapt resources to support all learners.
S5	Communicate with teachers to ensure clarity of the TA's role.
S6	Apply teaching strategies to deliver learning activities or interventions.
S7	Build relationships with learners, teachers, other professionals and stakeholders.
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.
S9	Support the well-being and mental health of learners.
S10	Observe, record, and report on learners in line with organisational procedures.
S11	Apply methods of formative assessment.
S12	Use up to date technology safely, to support learning.
S13	Encourage safe use of technology by learners.
S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).
S15	Identify and respond to pastoral and academic behaviours in learners.
S16	Provide feedback to learners.
<b>Behaviours</b>	<b>What is required</b>
B1	Act professionally and respectfully with the whole school community.
B2	Be a positive role model, upholding and exemplifying the organisation's values.
B3	Respect and promote equality, diversity, and inclusion.
B4	Be committed to improving their own delivery through reflective practice.
B5	Engage with research to establish best practice.
B6	Work collaboratively and constructively with the whole school community.

## End Point Assessment (EPA)

After the on-programme period has been completed and apprentice will go through the EPA assessment gateway. The apprentice's employer will confirm the apprentice is occupationally competent, the apprentice will confirm they are ready to take the EPA and have achieved the English and Maths qualification as detailed below. The apprentice must compile a portfolio of evidence, containing 10 discrete pieces of evidence. This will be submitted at least 2 weeks before the Professional Discussion is due to take place, this gives the independent assessor time to review the supporting documentation. The EPA will be assessed by an Independent Assessor from the End Point Awarding Organisation and should be completed within a 3 month period.

The EPA consists of 2 assessment methods:

Assessment method 1: Observation with questioning

In the observation with questions, an independent assessor observes the apprentice in their workplace and the apprentice completes their day-to-day duties under normal working conditions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. Simulation is not allowed. The observation and responses to questions must be assessed holistically by the independent assessor.

This assessment method is being used because an in-person, live observation of the apprentice's practice is the most valid way to assess competence in the KSBs. The independent assessor will observe the apprentice interacting with other professionals and learners, and is the most appropriate way to assess a teaching occupation. This method can occur during the apprentice's normal working day, therefore reducing the impact for the employer. The duration of the observation allows the apprentice to demonstrate the mapped KSBs, and allows the apprentice to be observed working in a range of context, in line with their normal practice (for example supporting whole classes, small groups, or individuals).

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

In the professional discussion an independent assessor and apprentice have a formal two-way conversation. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

This assessment method is being used because it allows the assessment of KSBs that may not naturally occur in every workplace or may take too long to be observed to be assessed, such as interaction with parents or other professionals. This method can be conducted remotely or on the same day as the observation.

### **English and Maths**

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Maths minimum requirement is Entry level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.