

Apprenticeship Standards:

Course Guide for:



Teaching Assistants
October 2018

Introduction

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.

The new 2017, National Standards have changed the concept of learning and placed the emphasis for this directly with the employer, yes, your employer. During the course of this qualification, the route you will take will link directly to your current job role and assist you to develop the skills, knowledge and understanding and the behaviours required to carry out your job role in an efficient and effective manner.

During the duration of this course, you will undertake study of

The 'skills' that you will require to develop will allow you to advance and support your progression to management. The identified areas of professional development to support development of ***your skills have been identified as follows:***

Section 1: Knowledge and Understanding

Understanding how pupils learn and develop

As a teaching assistant, it is vitally important that you are able to develop an understanding of exactly how pupils learn and develop during their time in school. Development is all about growth and learning and part of your role is to support this. You will need to understand the need to provide feedback to support and facilitate an appropriate level of independence. You will also develop skills that allow you to comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations. And as part of each child's development, you will begin to recognise different stages of child development through school, e.g.: transition between key stages.

Technology

The use of technology in schools is developing rapidly and contributes to each child's development. During study of this qualification, you will begin to understand and recognise the importance of using appropriate technology to support learning.

Working with teachers to understand and support assessment for learning

As children develop and progress through each of the curriculum Key Stages, they will undergo assessment to measure their development in all areas. As a valued teaching assistant, part of your professional development will be to understand the need to accurately observe, record and report on pupil's participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils.

Your school will have a system in place that allows this, and you will learn to understand the school's assessment procedures for benchmarking against targets set by the class teacher. Development by you in this areas will allow you to become familiar with the assessment materials used.



Curriculum

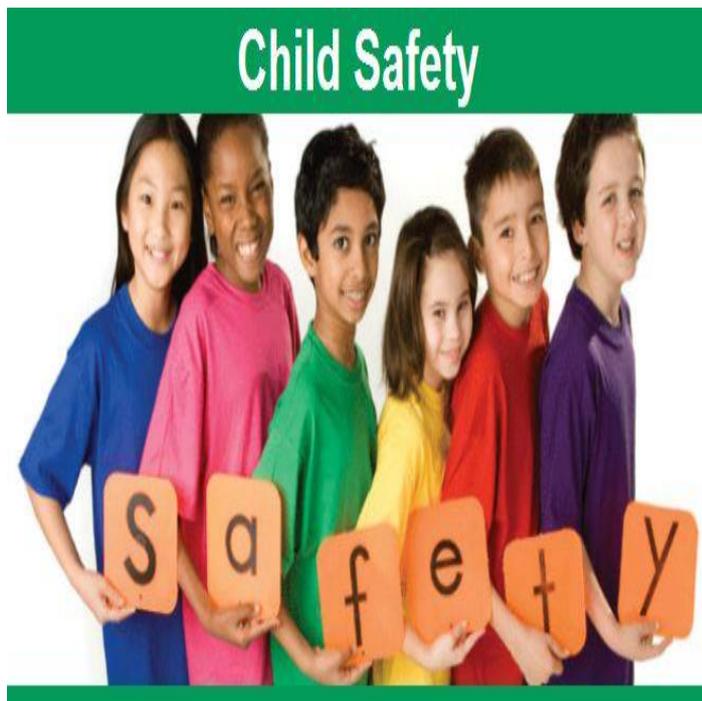
Dependent upon the age range of children within your class, you may find yourself working with different Key Stages of the curriculum. To work effectively and support children within your class, it is extremely important that you are able to develop an appropriate knowledge of the curriculum and context you are working in.

The National Curriculum in England.

Age	Year	Key Stage
3 to 4 years		Early Years Foundation Stage Curriculum
4 to 5 years	Reception	Early Years Foundation Stage Curriculum
5 to 6 years	Year 1	Key Stage 1
6 to 7 years	Year 2	Key Stage 1
7 to 8 years	Year 3	Key Stage 2
8 to 9 years	Year 4	Key Stage 2
9 to 10 years	Year 5	Key Stage 2
10 to 11 years	Year 6	Key Stage 2
11 to 12 years	Year 7	Key Stage 3
12 to 13 years	Year 8	Key Stage 3
13 to 14 years	Year 9	Key Stage 3

14 to 15 Year 10 Key Stage 4 Come children take GCSE's
15 to 16 years Year 11 Key Stage 4 Some children may take GCSE's
Key Stage 4 Some children may take GCSE's or other national qualifications.

Keeping Children Safe in Education



Every individual child has the right to feel safe during the time they spend at school. An extremely important part of your professional development is to make sure this happens.

As part of your development, you will study and understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, your schools safeguarding policies, and their Prevent Strategy.

You will also develop a wide range of knowledge, understanding and develop the ability to Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.

You will also learn and understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.

Throughout the length of this qualification you will develop a wider reaching understanding of each of the many individual duties you will undertake. On-going assessment of this by you allocated Teaching and Learning Coordinator, who will work with you on a one -to- one basis, will allow you to demonstrate professional development to the required standards.

Section 2: Skills – What is required of you.

Developing strategies for support

As a teaching assistant, you will be working alongside teachers to ensure that you are able to develop strategies to support and encourage pupils to move towards independent learning.

To ensure these strategies meet national requirements, you will learn how to use appropriately varied vocabulary to ensure pupils' understanding. You will learn how to and demonstrate how you can embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.

You will develop skills that enable you to deliver interventions in accordance with training given (RAG rating) and you will learn how to foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.



Finally, you will be able to demonstrate how you will Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.

Communication and team work

As with the above section, you will continue your professional development and work closely with teachers to ensure own contribution aligns with the teaching. You will learn new skills that will ensure regular communication with teachers to provide clarity and consistency of role within lessons.

You will develop new levels of confidence and self-belief that will see you deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding. You will build appropriate relationships with colleagues, pupils, parents, adults and stakeholders. Your new skill level will allow you to comply with policy and procedures for sharing confidential information and know when and where to seek advice.

Following on from learning about safeguarding, you will demonstrate the ability to Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, and your schools Prevent Strategy.

As part of your on-going professional development, you will also Support pupils' well-being whilst embedding the importance of online safety.

Working with teachers to accurately assess

Having developed a wider understanding of the need to accurately assess children and young people's development, you will demonstrate how you can contribute to a range of assessment processes and use information effectively for example: written records.

You will begin to demonstrate the use of specific feedback to help pupils make progress, and how you apply good subject knowledge to support accurate assessment.

Using technology

To assist children and young people learn, your developing skill set will allow you to use school computer systems, including specialist software e.g. online registration, intervention programmes and management information systems. Your growing confidence and ability will see you use relevant technology competently and effectively to improve learning and ensure pupils use technology safely.

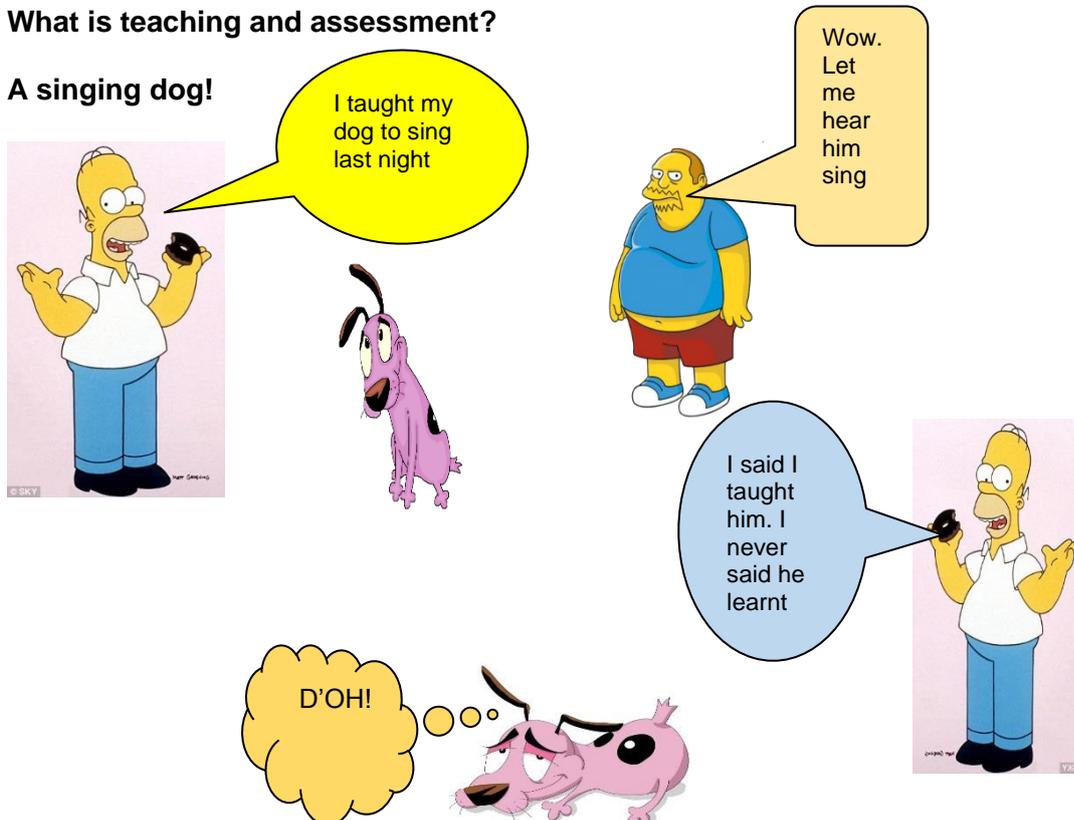
Problem solving/ability to motivate pupils

As an effective teaching assistant, you will learn how to understand and use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.

Your on-going professional development will enable you to recognise the difference between pastoral and academic issues and model good behaviour for learning.

What is teaching and assessment?

A singing dog!



Section 3: Behaviours – What is required of you.

Building relationships/ embracing change

As a confident and able teaching assistant, you will be able to demonstrate behaviours that allow others to see and to rely on your flexibility, trust, professional conduct, confidentiality and being respectful to others around you.

Your professional development will see you able to promote the school's efforts to build positive behaviour for learning. Instinctively, you will promote and exemplify positive behaviour and uphold the school ethos and be enthusiastic and open to new ideas.

Adding value to education

The role of today's teaching assistant is a vital part of ensuring your schools development. You will automatically add value to the education process by being able to praise; 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

Understanding the development needs of your school will see you able to keep pupils at the centre of everything. You will have developed a passion for your work and see you promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.

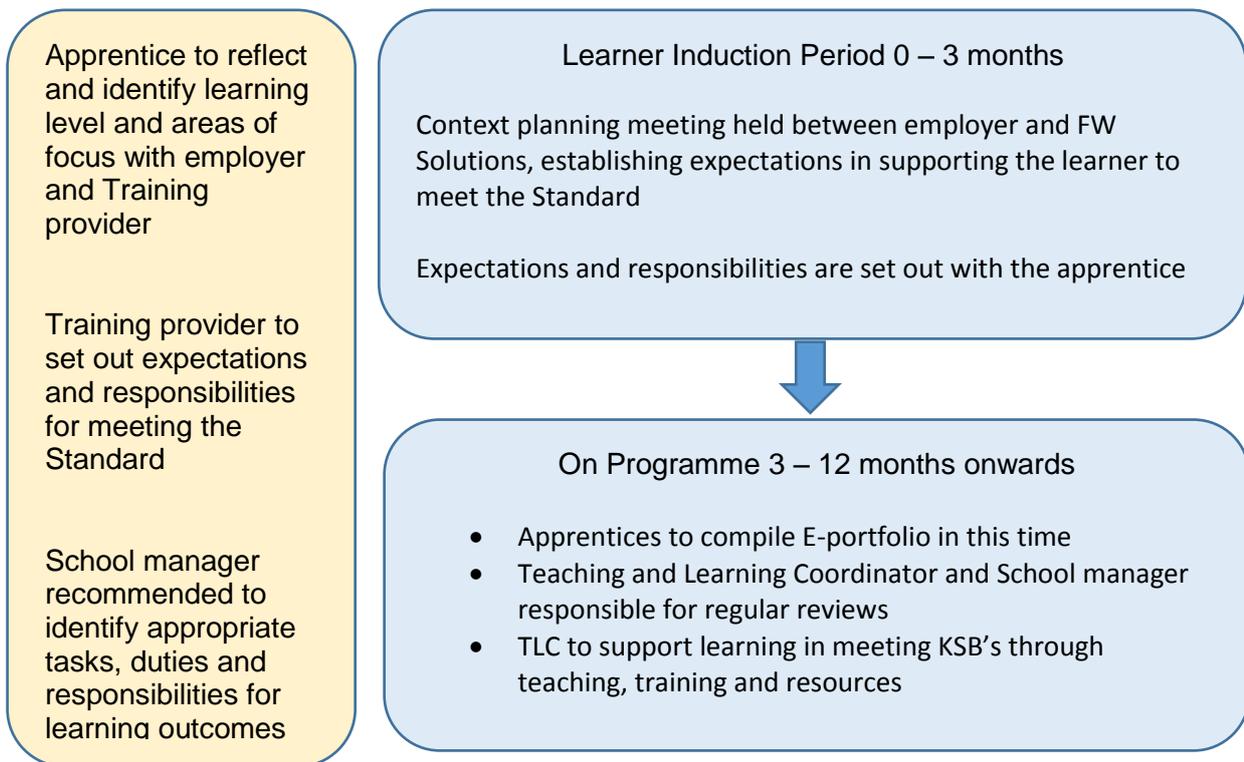
Professional standards and personal accountability

As you develop, you will demonstrate professional relationships in line with Staff Handbook. You will be diplomatic, a positive role model and maintain confidentiality. Your professionalism will see you optimise learning opportunities and reflect on their personal development. And you will clearly demonstrate a willingness to learn and improve personal skill set.

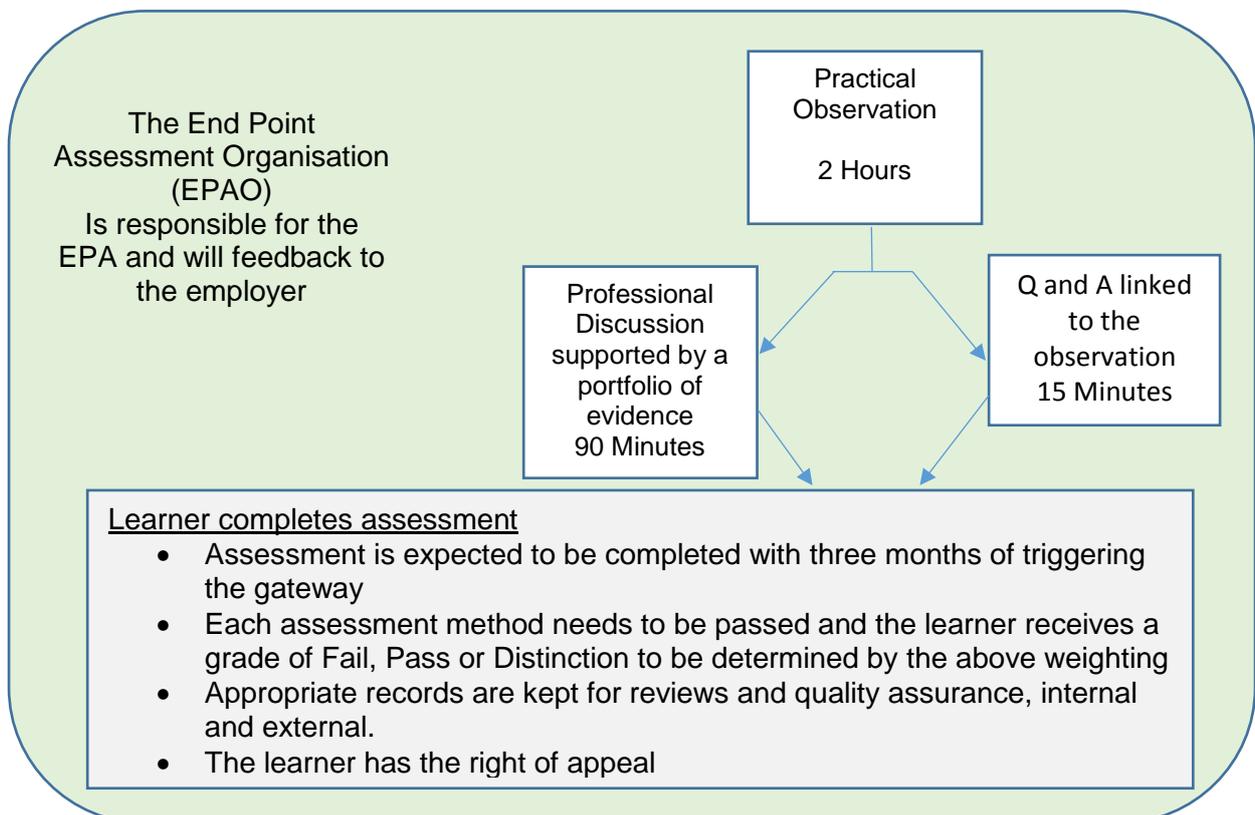
Team working, collaboration/ engagement

As a valued and respectful team member you will develop skills that allow you to work collaboratively and constructively with the whole school team. You will also demonstrate how you are able to engage professionally as appropriate with outside professionals.

Assessment methodology



Gateway: The gateway can be triggered from 12 months onwards. The portfolio must be completed to trigger the gateway



Assessment Structure

(a) Pre-gateway

Learning to be supported by regular reviews between the apprentice, the employer and the allocated Teaching and Learning Co-ordinator (TLC)

These planned sessions will:

- Review and track progress
- Set learning goals
- Create a forum for teaching and guidance
- Co-ordinate 20% of apprentice's time spent in off the job training

FW Solutions TLC will meet on a monthly basis with the apprentice and the employer typically for a period of 15-30 minutes to carry out each review. Any gaps should be identified that may prevent the apprentices meeting the learning outcomes of the apprenticeship. FW Solutions TLC and the employer will discuss types of work and responsibilities for the apprentice that is suitable in meeting the Standard

(b) Gateway for the End Point Assessment

The End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship and is dependent on when the employer and training provider decide the apprentice is ready. EPA is typically expected to conclude within 3 months. The employer has the final decision to progress the apprentice to EPA. The apprentice and training provider should feel confident the learning outcomes have been achieved.

FW Solutions:

Ahead of EPA, FW Solutions will support the apprentice in meeting the Standard and then judge whether the apprentice has successfully met those learning outcomes to trigger EPA. Level 2 English and maths will need to be completed before triggering EPA. In considering these factors, FW Solutions will advise the employer when the apprentice is ready for EPA for the employer to decide.

Employer:

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard. The employer confirms whether digital skills have been shown and the apprentice is recognised for on-the-job IT skills. If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

Apprentice:

The apprentice makes every effort to have gained the knowledge, skills and behaviour across the Standard, as demonstrated in their Portfolio of Learning and reviews. The project is to be completed before the gateway can be triggered. The apprentice must complete Level 2 English and maths before progressing to EPA.

(c) Assessment methods

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.

Practical Observation with Questions and Answers:

The practical observation will be carried out over 2 hours (+/- 10%). The Q & A will last for 15 minutes (+/- 10%) and will take place at the end of each observation

Whenever possible the practical observation should be undertaken by an independent assessor over a period of one day with each session lasting for at least 30 minutes, depending on the needs of the employer and practical observation opportunities. These may also be undertaken on more than one day, to account for local difficulty in delivering the observations.

The practical observation must take place in the apprentice's workplace. During the practical observation, the apprentice should have the opportunity, if required, to move from one area of the organisation to another in order to best demonstrate how they have applied their KSBs in a work environment to achieve genuine and demanding work objectives.

The end-point assessment organisation will provide a template showing the structure of the observation and the KSBs being assessed and the independent assessor will complete this during their observations.

The practical 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.

Professional Discussion supported by Portfolio of Evidence

Access to the E-portfolio of evidence will be given to the independent assessor two weeks prior to the professional discussion taking place. Although this is not assessed by the independent assessor it will enable them to prepare for the professional discussion.

- The professional discussion will last for a duration of 90 minutes (+/- 10%).
- The professional discussion will be a structured discussion between the apprentice and the independent assessor, following the practical observation, to establish the apprentice's understanding and application of the knowledge, skills and behaviours.
- The professional discussion, organised in advance with the apprentice and employer, 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
- The portfolio can then be used by the apprentice to evidence and support their responses to those questions.

FW Solutions and the three I's – Intent, Implementation and Impact.

Intent

Throughout the duration of this Apprenticeship Standard for a Teaching Assistant it is our ***intent*** to provide each apprentices with a detailed curriculum that is ambitious and designed to give all learners the knowledge, understanding and ability to succeed in life. Our curriculum for this apprenticeship has been coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. FW Solutions holds the same academic, technical and vocational ambitions for all learners of all abilities.

Implementation

All FW Solutions Teaching and Learning Coordinators (TLC's) hold excellent subject knowledge qualifications relating to the qualifications they teach. FW Solutions management team provide effective support for those teaching outside their main areas of expertise.

All TLC's present subject matter clearly, promoting appropriate debate and discussion relating to this. All TLC's check learners understanding systematically, identify any misconceptions accurately and provide clear, concise and constructive feedback. In doing so, they are able to respond and adapt their teaching as necessary without unnecessary approaches, but we do differentiate where appropriate.

Impact

Apprentices develop detailed knowledge, understanding and skills across the curriculum and, as a result, achieve well. Where relevant this achievement is reflected in on-going results (where applicable) and in qualifications obtained.

Apprentices are made ready for the next stages of development or employment. Apprentices gain qualifications that allow them to go on to destinations that meet their aspirations and interests linked closely to the intentions of their course of study. Apprentices also develop wider ranging skills in English and mathematics as required by their qualification of study