

# TEACHING ASSISTANT

**Role/Occupation: Education and Early Years - Level 3**



## Overview:

Teaching Assistants are a critical component to the teaching and learning offer of schools and colleges including specialist provision. They work alongside and under the direction of classroom teachers to provide support for all learners and can also provide targeted support for pupils with SEND, vulnerabilities, or additional learning needs. Teaching assistants are often tasked with supporting pupils with the greatest need and work across the educational spectrum from the Early Years to Sixth Form colleges.

Teaching assistants encourage the development of independent, confident learners. They adapt communication styles for the audience and context in which they find themselves, including communication with their teacher(s) to ensure clarity of role and purpose and develop relationships. They explore and use behaviour management strategies which align to those of their organisation to support the mental health and wellbeing of their pupils.

Teaching assistants ensure that pupils understand the learning objectives and the work they have to complete, supporting them to focus and remain on task with increasing independence – reporting any concerns they have in line with legislation and school policies. They have a role in nurture and emotional support by encouraging pupils to develop in self-confidence and self-esteem within a safe environment in which they can thrive.

Teaching assistants are positive role models for their learners and exemplify and promote British Values in line with the value statements of the schools they work. They also understand and promote the role of children's spiritual, moral, social and cultural development on their academic outcomes.

Alternative job titles include: Assistant Teacher, Learning support worker, Classroom Assistant, Learning support assistant, specialist curriculum support, support assistant.

## DURATION:

The apprenticeship will typically take 18 months to complete. Including a minimum 3 month end point Assessment period based on 52 week year or pro rata for term time only working. The length of programme can also be extended for those working less than 30 hrs a week. To be agreed based on the number of contracted hours. Individual schools will be required to offer a minimum contract of employment of 24 months to enable each apprentice to complete their apprenticeship.

## ENTRY REQUIREMENTS:

Each school will set their own entry requirements. All apprentices without Level 2 / GCSE grade 4 / Grade C in English and Maths will need to achieve this prior to taking their End Point Assessment. As part of your apprenticeship, we will support you obtaining these qualifications here at Cirencester College. This will be at no extra cost, however, you might need to attend classes to pass these qualifications.

## LINK TO PROFESSIONAL REGISTRATION:

There are no links from this course to apply for membership of professional registration.

## COMPETENCIES:

### **Knowledge:** What is required?

The importance of providing feedback.

The learning resources available to support learners and how to use them.

The stages of development for children and young people.

The principles of target setting to support the next steps in learning.

The impact of transition on learners and strategies to support them.

How technology can support learning.

The learning, assessment, and feedback cycle.

Methods of formative assessment.

Methods of observing, recording, and reporting.

The curriculum intent, how it is implemented, and the intended impact.

Prevent, safeguarding and health & safety legislation, guidance, and procedures.

Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).

How to adapt communication strategies to suit the audience and context.

Types of learning intervention.

How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.

The pastoral and academic behaviours learners will display.

The impact of enrichment activities on learners.

### **Skills:** What is required?

Apply strategies to support and encourage the development of independent learners.

Adapt communication strategies for the audience and context.

Apply behaviour management strategies in line with organisational policy.

Adapt resources to support all learners.

Communicate with teachers to ensure clarity of the TA's role.

Apply teaching strategies to deliver learning activities or interventions.

Build relationships with learners, teachers, other professionals and stakeholders.

Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.

Support the well-being and mental health of learners.

Observe, record, and report on learners in line with organisational procedures.

Apply methods of formative assessment.

Use up to date technology safely, to support learning.

Encourage safe use of technology by learners.

Identify and respond to pastoral and academic behaviours in learners.

How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.

Provide feedback to learners.

### **Behaviours:** What is required?

Act professionally and respectfully with the whole school community.

Be a positive role model, upholding and exemplifying the organisation's values.

Respect and promote equality, diversity, and inclusion.

Be committed to improving their own delivery through reflective practice.

Engage with research to establish best practice.

Work collaboratively and constructively with the whole school community.

### **Duties:** What is required?

**1.** Contribute to the overall ethos and aims of the organisation and promote diversity, inclusion, equality and acceptance of all learners in line with school policies, including by challenging stereotyped views, bullying or harassment.

**2.** Implement safeguarding policies and safe practice, including online safety, in line with legislation, policies, and procedures including maintaining confidentiality.

**3.** Work in partnership and liaise with other professionals (such as the teaching staff, SENDCo, or external advisors) and parents/carers to support all learners' learning.

**4.** Reflect on their own practice and identify appropriate professional development opportunities with the support of colleagues.

**5.** Understand the specific needs of learners and use strategies to support all learners to achieve their learning goals.

**6.** Promote engagement and teach learning behaviours to support the development of independent learners.

**7.** Establish positive relationships with learners and promote positive behaviours, consistently applying the school's behaviour policy.

**8.** Support the social, emotional, mental health, wellbeing and personal care of all learners in line with organisational policy and procedures.

**9.** Deliver individual and small group teaching within clearly defined/planned parameters in partnership with the teacher and other professionals.

**10.** Contribute to assessment and planning by supporting the monitoring, recording, and reporting of learner outcomes and participation as agreed with the teacher.

**11.** Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners.

**12.** Support or lead enrichment activities for example visits, out of school activities and in school clubs.

### **ON-PROGRAMME DELIVERY:**

Each apprentice will be allocated a coach to support ongoing learning and preparation for End Point Assessment. Coaching will take the form of one in-person learning and support day per fortnight, with additional visits from the learning coach in the apprentices workplace and online. These days will be held in a classroom between 9.30 and 2.30 and will form part of the 20% OTJ requirement, addressing the development of the apprentice's knowledge, skills and behaviours. College attendance is mandatory for all learners – reasonable adjustments will be considered in special cases. There will be the expectation that in weeks where the apprentice is not attending college, they will have 6 hours of non-contact time to complete their off-the-job training requirements. These may include meetings with the work coach, tasks set to support learning and additional learning activities.

Additionally, progress reviews will take place regularly to ensure the apprentice is on track.

## END POINT ASSESSMENT:

The End Point Assessment consists of two assessment methods:

- Observation with questions
- Professional discussion underpinned by a portfolio of evidence.

The EPA will be conducted by an Independent External Assessment Organisation (IEAO).

## PROGRESSION:

Please talk to us about progression from this apprenticeship.

## REALITY CHECK: :

- Workshop days will be held at Cirencester College, Stroud Road Campus.
- Time and support are required from the employer to the apprentice during the apprenticeship to include: regular performance reviews, relevant off-the-job training, and preparation for the final EPA.
- There is an expectation of significant amounts of study from the apprentice in order to meet the requirements of the apprenticeship. The majority of this will be done in the apprentices line of work and during the weekly / fortnightly in-person sessions, but may include a small amount of home learning.
- The employer has to be involved in the EPA and provide support and time to the apprentice in preparation for the EPA.

## COSTINGS:

### **Maximum funding band: £7000**

The cost of the apprenticeship will be negotiated with you in line with government guidelines and will use Apprenticeship Levy funding as appropriate.