



# Teaching Assistant

Level **3** (standard)

2020/21



## About this guide

This guide includes everything you need to know about the Teaching Assistant apprenticeship standard delivered by Apprenticeship Connect. Within this brochure, we will introduce you to who we are and what we do, as well as our partnerships and our commitment to you. You will understand the benefits of life as an Apprenticeship Connect learner and the knowledge and skills you will gain by studying the Teaching Assistant Level 3 course. We will also cover what you should expect from course enrolment to certification and the journey you will undertake to become a highly skilled teaching professional.

## Who we are

We are an accredited apprenticeship recruitment and training provider delivering professional courses and apprenticeships across England. Our courses are developed in collaboration with specialist curriculum experts to ensure our training programmes offer the very best knowledge and skills to help our learners become exceptional.

## How we work

At Apprenticeship Connect, we understand that everyone is different and what works for one individual may not work for another. So, we take time to get to know you and understand what motivates you, what your interests are and what you want to achieve. Our courses are tailored to the specific training needs and future aspirations of each and every one of our learners. We create individual learning plans that are as unique as you are, ensuring you receive the very best support to get ahead in your chosen career.



## Our record

We have a proven track record of helping individuals achieve their goals, but don't just take our word for it. Our independent feedback scores and learner achievement rates speak for themselves:

### External reviews

Here's how our learners rate us:

**facebook.**

4.3/5 ★★★★★

**Google**

4.4/5 ★★★★★

### Learner statistics



**95%**

Remain in employment  
after course completion\*

\*Apprenticeship Connect data 2018/19  
(excluding respondents with 'unknown' destinations)

## Our partners



**cache**



**ncfe.**

## About Teaching Assistants

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 high self-esteem play an integral part of pupils' well-being; ensuring pupils thrive in a positive, nurturing, safe environment. Teaching assistants are good role models and act with honesty and integrity.


## About the course

The Teaching Assistant Level 3 course provides learners with the knowledge and skills required to become a certified teaching professional. Our course is expertly tailored to the job role of a teaching assistant and teaches learners the skills required to support the class teacher to enhance pupils' learning. The training we deliver teaches learners how to take an active role in supporting the learner to access the curriculum, take part in team meetings, contribute to planning and class activities. The Teaching Assistant Level 3 course creates a concrete platform for professional development within the education sector.

## Our tutors

All our tutors have an employment background in teaching and real-world exposure to the teaching assistant job role requirements. As a business, we invest heavily in continuous professional development (CPD) and our tutors receive regular training to ensure we are continually improving our service. Our tutors are all certified, Disclosure and Barring Service (DBS) checked and quality checked to ensure you receive the very best training and support throughout the programme.

## Course information

Standard reference:	ST0297
Course duration:	18 months
Suitable for:	Teaching Assistant Learning Support Assistant Specialist Support Assistant
Awarding bodies:	
Course fee:	£5,000  Our training courses are either funded by the Government or by employers, depending on the size of the company. Learners are <b>not</b> required to contribute towards the cost of training in any way.

## Eligibility criteria

To qualify for an apprenticeship course, the following criteria must be met:

- be aged 16+ at the time of enrolment
- be a citizen of the UK or European Economic Area (EEA), or have lived in the UK or EEA for the past three consecutive years
- be in full-time employment, working a minimum of 30 hours per week
- not already hold a qualification at the same level or above in the area that you wish to study

## Entry requirements

To be enrolled onto the Teaching Assistant Level 3 course, you must:

- have achieved English and maths GCSEs at a minimum of or above grade C/grade 4 or functional skills level 2 (or equivalent)
- have successfully completed the Teaching Assistant Level 3 entry assessment and achieved a minimum score of level 1 in English and maths initial assessments
- be employed within a job role in which your day-to-day responsibilities support the course syllabus

## Course delivery

### 20% off-the-job training

Throughout the duration of your course you will spend a minimum of 20% of your contracted working hours studying for your apprenticeship. The focus of off-the-job training is to teach you a variety of new skills specifically related to your job role, rather than assess your existing skills and ability to complete work related tasks. This will be a combination of tutor delivery, employer support and tutor guided independent study.

### Digital resources

When studying at Apprenticeship Connect, you will be provided access to digital resources for the course you are studying. Our e-learning platform allows 24/7 access to syllabus information, learning aids, online assignment submission and a messaging platform to contact your tutor should you require additional support.

### Learning support

We provide additional support to learners with learning difficulties and those with physical disabilities. We can provide resources such as a scribe or large-print documents, and can facilitate other reasonable adjustments to ensure that an individual with learning difficulties or a physical disability is not at a disadvantage when completing their course.

## Study time

All time spent studying will be recorded within your personal training diary and your progress will be frequently monitored to ensure you are on track. The time you will need to spend studying is calculated using the following formula:

### Total hours required =

$[(\text{no. of weeks up to gateway} - \text{statutory annual leave}) \times \text{no. contracted working hours per week}] \times 0.2]$

Here's an example:

Weeks up to gateway:	78 (18 months)
Statutory Annual Leave within programme duration	8.4 weeks
Contracted hours per week:	40
Total study time:	557 hours
Average study time per week:	8 hours

## Blended learning

Our courses are delivered through blended learning. This means you will have access to a combination of tutor-led teaching sessions as well as online training and independent study.

### Teaching methods may include:

Theory and knowledge:	<ul style="list-style-type: none"><li>lectures</li><li>role play</li><li>simulation exercises</li><li>online learning</li><li>industry visits</li><li>independent research</li></ul>
Practical:	<ul style="list-style-type: none"><li>shadowing</li><li>manufacturer training</li><li>one-to-one tuition</li></ul>
Tasks:	<ul style="list-style-type: none"><li>learning support</li><li>time spent writing assignments</li></ul>

## Tracking your progress

Throughout the course, your tutor will assess your performance to monitor your progress and tailor your teaching and learning to you as an individual. Your tutor will regularly collect evidence of your development and store it within your e-learning account. This will allow us to review the skills and knowledge you have learnt and continually tailor your individual learning plan to your training needs.

### Typical methods of assessment may include:

- Reviewing tasks and projects
- One-to-one discussions
- Personal and professional development reviews
- Mock assessments

## Course structure

All our courses follow a four-stage structure that includes entry assessments, course delivery, checking progress and assessing development. These stages are:

### Initial Assessments

Prior to enrolment, you will be required to complete initial assessments in English and maths to determine the level you are currently working towards. If you are currently employed within a job role which supports the course curriculum, you will be required to complete an entry assessment form to confirm job suitability. If you are applying for an apprenticeship role sourced by us, this will be completed by our team.

### On-programme Learning

Throughout the duration of the course, you will be supported by your employer and Apprenticeship Connect tutor to develop the competencies necessary to become a certified teaching professional. On-programme learning will include the teaching needed to help you develop the knowledge, skills and behaviours outlined within the apprenticeship standard as well as the training required to pass your NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning. Where necessary, you will also be supported to pass Functional Skills at the level stated within the course outline.

### Gateway

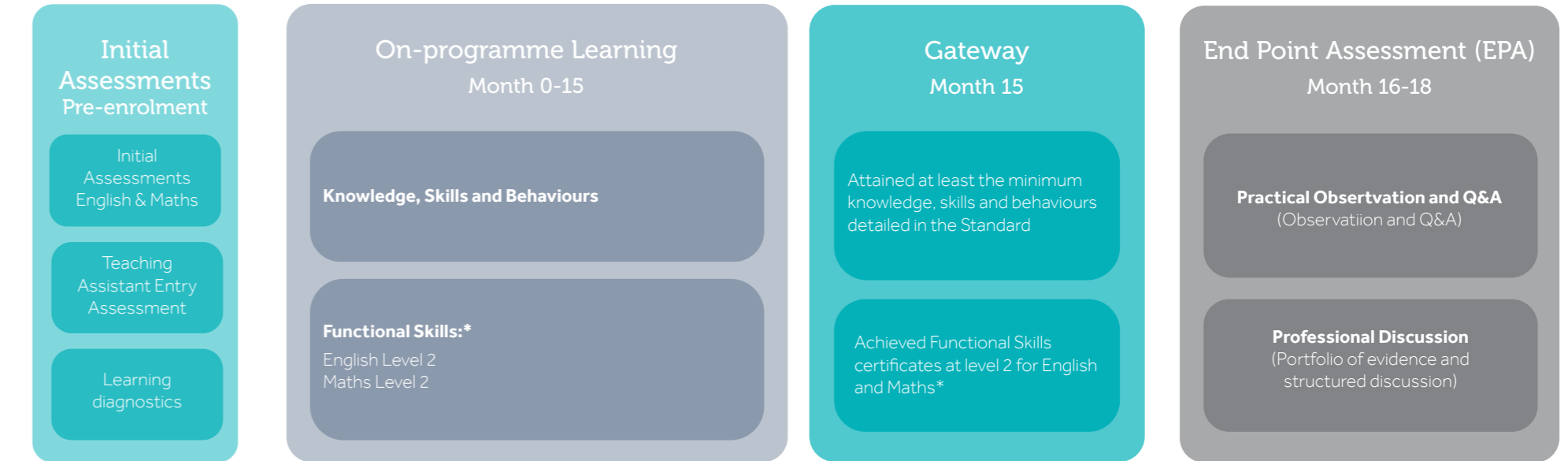
Before you are able to progress to your end point assessment, your tutor and employer will make the necessary checks to ensure you have gained the knowledge, skills and behaviours required to complete your course.

### End Point Assessment (EPA)

All apprenticeship standards contain compulsory end point assessments which a learner must pass in order to achieve their completion certificate. The EPA takes place once you have completed your on-programme learning and you have successfully met the criteria outlined within the gateway.

## Course outline

The Teaching Assistant Level 3 course is delivered over 18 months. At the end of month 15, we allow a three-month period for learners to prepare for and sit their EPA.



*\*If you have already achieved GCSE grade C/grade 4 or above in English and maths, or equivalent, you may be exempt from this element of the syllabus.*

## Course contents

The Teaching Assistant Level 3 course will teach you the knowledge, skills and behaviours (KSBs) outlined within the apprenticeship standard. These learning outcomes will be assessed within your End Point Assessment. The KSBs listed are all mandatory learning outcomes and your on-programme learning will be centred around these areas of development:

Knowledge
Understanding 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
Using 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

## Certification

Apprenticeship courses are developed by trailblazer groups made up of a minimum of 10 employers as well as professional bodies and trade associations, ensuring you study a curriculum that is tailored to a real-world job role. All our courses are approved by the Institute for Apprenticeships and Technical Education (IFATE) and our curriculums are developed with consideration of industry leading awarding body standards, guaranteeing you work towards an approved, professional certificate that is highly relevant in your chosen industry. Completing an apprenticeship will help you develop the knowledge and skills required to excel in your chosen career, providing a concrete foundation for future growth.

**cache**

CACHE is the UK's leading sector specialist for Education, Training & Assessment and our recommended End Point Assessment Organisation (EPAO) for your Teaching Assistant Level 3 course with Apprenticeship Connect.

After completing your apprenticeship, you will be eligible to join the CACHE Alumni. CACHE Alumni is a community of learning and practice for CACHE professionals and aspiring CACHE practitioners. But your membership doesn't end with course completion, once you hold a CACHE qualification, your membership to CACHE Alumni will continue.

For more information on CACHE Alumni, please visit: [www.cache.org.uk/cache-alumni](http://www.cache.org.uk/cache-alumni)

## Example programme of study

Our Teaching Assistant Level 3 course is delivered through a combination of blended learning guided by your Apprenticeship Connect tutor, employer-led training and self-directed study. You will take part in one tutor-led training session per month and apply your knowledge and skills to your day-to-day workplace responsibilities between sessions. Between teaching sessions, you will be required to complete online training set by your tutor, as well as complete tutor guided independent study tasks. During this time you will also receive training provided by your employer.

Month	Apprenticeship Connect tuition	Tutor guided independent study	Employer tuition	Functional Skills	Progress evaluation
1	<ul style="list-style-type: none"> <li>Introduction to the course, modules and IT systems</li> <li>Setting expectations about work ethics and behaviour</li> <li>Common transitions for children</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how negative domestic situations impact development</li> <li>VARK learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Supporting learners with special educational needs</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary
2	<ul style="list-style-type: none"> <li>Detailed introduction to EPA portfolio building</li> <li>The importance of keeping children safe in education</li> <li>Tasks review</li> </ul>	<ul style="list-style-type: none"> <li>Current UK legislation</li> <li>Assigned tasks</li> <li>Prevent training online</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding children</li> <li>Prevent training</li> </ul>	Embedded within teaching and learning and 1-hour additional dedicated maths support	Review and record progress in virtual learning system and training diary Peer assessment
3	<ul style="list-style-type: none"> <li>Independent study feedback</li> <li>External agencies supporting children</li> <li>Managing risks</li> <li>Health, safety and security in schools</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding procedures</li> <li>Promoting online safety</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety</li> <li>External agencies supporting the school</li> </ul>	Embedded within teaching and learning	Review and record training diary Performance review and witness testimonial Mock EPA
4	<ul style="list-style-type: none"> <li>The Childcare Act (1989) and Childcare Act (2004)</li> <li>British Values - Democracy</li> <li>National curriculum for key stages</li> <li>Statutory and non-statutory subjects</li> </ul>	<ul style="list-style-type: none"> <li>Serious Case Reviews</li> <li>The Human Rights Act</li> <li>Assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Internal procedures</li> <li>Embedding the national curriculum into SOW and Lesson Plans</li> </ul>	Embedded within teaching and learning Mock tests	Review and record progress in virtual learning system and training diary
5	<ul style="list-style-type: none"> <li>Independent study feedback</li> <li>Barriers to curriculum</li> <li>Practicing lesson planning</li> <li>Supporting children with Special Educational Needs (SEN)</li> <li>Communication to overcome barriers</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Reviewing policies and procedures</li> <li>Accurate records and documentation</li> </ul>	<ul style="list-style-type: none"> <li>Supporting lesson planning</li> <li>Behaviour management strategies</li> </ul>	Embedded within teaching and learning and 3-hours dedicated additional maths support	Review and record progress in virtual learning system and training diary
6	<ul style="list-style-type: none"> <li>Sharing best practice and common themes</li> <li>Supporting English and maths</li> <li>Adapting lesson plans for differentiation</li> <li>Evaluations</li> <li>Assessing learning</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Create presentation</li> </ul>	<ul style="list-style-type: none"> <li>Supporting in-class assessments</li> <li>Providing constructive feedback</li> </ul>	Sit Functional Skills exams in English and Maths	Review and record progress in virtual learning system and training diary Mock EPA

\*the programme of study may change, subject to syllabus changes and the training requirements of individuals

Month	Apprenticeship Connect tuition	Tutor guided independent study	Employer tuition	Functional Skills	Progress evaluation
7	<ul style="list-style-type: none"> <li>Review of mock EPA</li> <li>Good/poor practice of AfL in learning environments</li> <li>AfL legislation and its interpretation</li> <li>Behavioural management</li> </ul>	<ul style="list-style-type: none"> <li>Observing pupils</li> <li>Portfolio building</li> <li>Implementing ICT</li> </ul>	<ul style="list-style-type: none"> <li>The use of technology</li> <li>Innovative contributions to learning</li> <li>Shadowing and coaching</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary Observation and professional discussion
8	<ul style="list-style-type: none"> <li>Producing reports using ICT</li> <li>Debate technology in the classroom</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Professional development theorists</li> </ul>	<ul style="list-style-type: none"> <li>Communicating with parents/carers</li> <li>Code of conduct</li> <li>Aims, values and ethos of the setting</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary Professional discussion
9	<ul style="list-style-type: none"> <li>EPA portfolio planning</li> <li>Observation planning</li> <li>Unconscious bias</li> <li>British Values - Policies in relation to law</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Portfolio building</li> <li>Differentiated activities for EPA</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing teaching</li> <li>Working in partnership</li> <li>Social networking and internet use in school</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary Mock EPA Performance review
10	<ul style="list-style-type: none"> <li>Review of mock EPA</li> <li>Reviewing distance travelled</li> <li>Safeguarding children online</li> <li>Serious case reviews</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Portfolio building</li> <li>Proof-reading</li> <li>Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Career development</li> <li>Review training diary</li> <li>EPA preparation support</li> </ul>	Group training	Review and record progress in virtual learning system and training diary EPA preparation
11	<ul style="list-style-type: none"> <li>Review of EPA portfolio</li> <li>Feedback about independent study</li> <li>Communication methods</li> <li>Overcoming barriers to communication</li> <li>Maintaining self-esteem</li> <li>Adapting communication for SEND pupils</li> <li>Confidentiality (GDPR)</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Portfolio building and enhancements</li> </ul>	<ul style="list-style-type: none"> <li>EPA preparation support</li> <li>Adjusting training diary</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary Group work and demonstration
12	<ul style="list-style-type: none"> <li>Reviewing value added</li> <li>Identifying learning needs of pupils</li> <li>Progression routes</li> </ul>	<ul style="list-style-type: none"> <li>Assigned tasks</li> <li>Discuss portfolio with manager</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated activities</li> </ul>	Embedded within teaching and learning	Review and record progress in virtual learning system and training diary Final mock EPA Final performance review
13-15	<ul style="list-style-type: none"> <li>EPA preparation</li> <li>Portfolio support</li> <li>Review of training diary</li> </ul>	<ul style="list-style-type: none"> <li>Gateway checklist and submission for EPA</li> </ul>	<ul style="list-style-type: none"> <li>Progression routes</li> </ul>	Embedded within teaching and learning	Enhancing portfolio and EPA preparation
16-18	<b>Sit End Point Assessments</b>				



## End Point Assessment (EPA)

The EPA takes place once you have completed your on-programme learning and your readiness to complete the apprenticeship has been determined. The EPA enables you to prove your competence in the role of a teaching assistant and will be facilitated by an independent end point assessment organisation. Your employer and Apprenticeship Connect tutor will guide you through your EPA and advise you on the best approach to take towards your assessment.

## What does the EPA consist of?

For the Teaching Assistant Level 3 course, you are required to complete two assessments. The two methods of assessment will build a cumulative picture of how well you have met the requirements of the apprenticeship standard. The overall grade you are awarded will be derived from the combined grade of both EPA requirements, subject to the assessment weighting. In order to pass the overall apprenticeship, you must achieve a pass in both assessment methods. The overall grade boundaries for the Teaching Assistant Level 3 apprenticeship standard are:

Grading	
Distinction	Distinction in both assessment methods
Pass	Pass in both assessment methods
Fail	Fail in one assessment method

Practical Observation and Q&A	
Assesses:	The application of the skills outlined in the standard to the work environment, achieving demanding and genuine work objectives.
Assessment type:	<ul style="list-style-type: none"> <li>Practical observation</li> <li>Q&amp;A</li> </ul>
Task:	Be observed during lessons in a classroom and complete a Q&A about the observation.
Assessment requirements:	<ul style="list-style-type: none"> <li>Observation should last approximately 2 hours</li> <li>A combination of four 30-minute observations</li> <li>Q&amp;A should last approximately 15 minutes and will be completed upon completion of 2 hours of observation</li> </ul>

Professional Discussion	
Assesses:	The understanding and application of the knowledge and behaviours outlined in the standard.
Assessment type:	<ul style="list-style-type: none"> <li>Submission of portfolio of evidence to support discussion</li> <li>Structured discussion</li> </ul>
Task:	Complete a structured discussion, supported by the portfolio of evidence, exploring the work and how it was carried out in more detail
Assessment requirements:	<ul style="list-style-type: none"> <li>Portfolio of evidence to contain 10-15 pieces of evidence</li> <li>Professional discussion should last approximately 90 minutes</li> </ul>

## FAQs

### **Do I have to be in full-time employment to enrol onto this course?**

In order to enrol onto one of our courses, you must be employed a minimum of 30 hours per week. If you are not already employed in a role that meets our entry requirements, we will work with you to find a suitable role that supports your career aspirations.

### **Will I be entitled to paid annual leave whilst studying?**

Throughout your programme you will be entitled to the same statutory leave entitlement and have the same right to Statutory Sick Pay (SSP) as other employees. To calculate your statutory leave entitlement please visit [www.gov.uk/holiday-entitlement-rights](http://www.gov.uk/holiday-entitlement-rights).

### **If I apply for a job vacancy as part of my course how much will I be paid?**

Each vacancy we advertise is different and the salary you receive will be dependent on the employer, role and industry you apply for. The roles we advertise are apprentice positions, however, we encourage our employers to pay above the NMW for apprentices and many of our positions include performance-related incentives. Further guidance on the NMW for apprentices can be found online at [www.gov.uk/national-minimum-wage-rates](http://www.gov.uk/national-minimum-wage-rates).

### **What happens if my employer doesn't allow me time to study?**

All employers are legally required by the UK Government to allow you 20% of your contracted working hours to study towards your course. If you are having difficulties with your employer, please speak to your Apprenticeship Connect tutor.

### **What happens if I fall behind?**

Your tutor will be closely monitoring your progress with regular reviews to ensure you are on track. If at any point your development is not where it should be, your tutor and employer will work with you to update your individual learning plan and ensure you get up to speed.

### **What happens when I finish my course?**

At the end of your course, if we have placed you into your role, your employer will decide whether they will continue to employ you as a full-time member of staff and you'll have the opportunity to decide which steps you take next. Your tutor will talk to you about career progression and you may also wish to progress onto a further training course with Apprenticeship Connect.



## Want to apply?

Call our dedicated team on the hotline number below to find out about your next steps:

**Courses hotline:** 020 8296 6930

Are you unsure if our courses are right for you? Our careers advisors are always on hand to offer advice and guidance to help you make the best decision to get ahead in your career. Speak to one of our team today to find out more about your options:

**Advice hotline:** 020 3829 6920



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