



## TEACHING ASSISTANT LEVEL 3 STANDARDS

### Knowledge

#### Understanding how pupils learn and develop:

- Understand the need to provide feedback to support and facilitate an appropriate level of independence.
- Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.
- Recognise different stages of child development through school, eg: transition between key stages.

#### Technology:

- Recognise the importance of using appropriate technology to support learning.
- Working with teachers to understand and support assessment for learning:
- 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.
- Understand the school's assessment procedures for benchmarking against targets set by the class teacher.
- Be familiar with assessment materials.

#### Curriculum:

- An appropriate knowledge of the curriculum and context you are working in.

#### Keeping Children Safe in Education:

- Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.

### Skills

#### Developing strategies for support:

- Develop strategies to support and encourage pupils to move towards independent learning.
- Use appropriately varied vocabulary to ensure pupils' understanding.
- Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
- Deliver interventions in accordance with training given (RAG rating).
- Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.
- Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.

#### Communication and team work:

- Work closely with teachers to ensure own contribution aligns with the teaching.
- Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
- Deliver/lead small groups, teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.
- Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.
- Comply with policy and procedures for sharing confidential information and know when and where to seek advice.
- Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Undertake safeguarding training every 3 years.
- Support pupils' well-being whilst embedding the importance of online safety.

**Working with teachers to accurately assess:**

- Contribute to a range of assessment processes and use information effectively for example:
  - Written records.
- Use specific feedback to help pupils make progress.
- Apply good subject knowledge to support accurate assessment.

**Using technology:**

- Use school computer systems, including specialist software e.g.: online registration, intervention programmes and management information systems.
- Use relevant technology competently and effectively to improve learning.
- Ensure pupils use technology safely.

**Problem solving/ability to motivate pupils:**

- Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.
- Recognise the difference between pastoral and academic issues and model good behaviour for learning.

## Behaviours

**Building relationships/ embracing change:**

- Flexibility, trust, professional conduct, confidentiality and being respectful.
- Promote the school's efforts to build positive behaviour for learning.
- Promote and exemplify positive behaviour and uphold the school ethos.
- Be enthusiastic and open to new ideas.

**Adding value to education:**

- 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:**

- Keep pupils at the centre of everything.
- Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.

**Professional standards and personal accountability:**

- Demonstrate professional relationships in line with Staff Handbook.
- Be diplomatic, a positive role model and maintain confidentiality.
- Optimise learning opportunities and reflect on their personal development.
- Demonstrate a willingness to learn and improve personal skill set.

**Team working, collaboration/ engagement:**

- Work collaboratively and constructively with the whole school team.
- Engage professionally as appropriate with outside professionals.



# What are the new Apprenticeship Standards, Gateway and End Point Assessment?



[www.questvt.co.uk](http://www.questvt.co.uk)

## Teaching Assistant Level 3

### What are the New Standards?

- The Standards describes the skills, knowledge and behaviours an individual needs and must demonstrate in order to effectively and consistently work to national standards and to be fully competent in an occupation.
- The learning for the Apprentice must last at least 18 continuous months, specific details are set out in the assessment plan for the standard. The Apprentice must demonstrate 20% off-the-job training which must take place during the Apprentice's working hours.
- The Apprenticeship consists of: Teaching Assistant, Functional Skills - Maths & English, Self Reflection and an End Point Assessment, which consists of a practical observation with question and answers and a professional discussion supported by a portfolio of evidence.

### How will they be delivered and assessed?

- The on-programme part of the Apprenticeship standard is delivered by Quest Vocational Training who have been approved on the Register of Apprenticeship Training Providers (RoTAP). This **will** be achieved by monthly on-site visits, using a variety of teaching, learning and assessment methods.
- A minimum of 20% of the training must be off-the-job (not assessment), relevant to the Apprenticeship standard, which must take place during their **paid contracted employment hours** outside of the normal work environment. It can take place at their place of work but cannot be part of their normal working duties.
- Quest will work with the Employer to ensure that a mutual agreement is made on how the learning will take place.
- Reviews will take place every 10-12 weeks and will require employer, Apprentice and Apprenticeship-Trainer involvement. For those Apprentices on learning support, funding monthly reviews will take place.

### What is Gateway?

- The Gateway is the point at which the employer and Quest determine that the Apprentice is ready to undertake the End Point Assessment.
- This will normally be agreed at the 15th month stage of delivery and will show that the Apprentice is making sufficient progress to take the End Point Assessment after the 12th month.
- The last 3 months of the 18th month programme is to revise, self reflection, professional discussion and Q/A to ensure the Apprentice is End Point Assessment ready.
- Once the Apprentice goes through the Gateway they have 12 weeks in which to achieve their EPA or it is automatically a fail. It is advised that the Apprentice does the EPA in the first month so that all the learning and knowledge they have acquired is fresh in their minds.

### What is End Point Assessment & how does the Apprentice know they are ready?

- The End Point Assessment (EPA) is the final test of an Apprenticeship programme designed to measure the competence of the Apprentice against the Apprenticeship Standard.
- The **employer and Quest will have completed the training for the Apprentice** according to the requirements in the standards and there will be regular reviews along the way.
- Provided that the Apprentice has achieved a minimum of 367 days on programme and has completed the **Care Certificate, Diploma, Functional Skills and Service User Testimonies, Self Reflections** and has been deemed to have sufficient knowledge against the standards, the employer (line manager of the Apprentice) and Quest agree that the Apprentice is ready and they can move through the 'Gateway'.
- Once this has been agreed the EPA request can be sent to the End Point Assessment Organisation (EPAO) for the Apprentice.
- The EPAO will then arrange with Quest for a Planning meeting to take place to ensure that the date, time, location and job role and other special requirements are discussed at this point to prepare the Apprentice for EPA.
- The Apprentice must pass the EPA to achieve their Apprenticeship.
- The EPA will be assessed by an independent assessor from an End Point Assessment Organisation. The manager of the Apprentice will be present at the assessment to support the Apprentice if necessary.

### How does the Apprentice achieve their Apprenticeship & get their certificate?

- The Apprentice will have successfully completed their on-programme training and their EPA according to the requirements of the Apprenticeship standard and the assessment plan.
- When the Apprentice has successfully completed their EPA, the End-Point Assessment Organisation (EPAO) will apply to the Education and Skills Funding Agency (ESFA) for the Apprenticeship certificate according to the grade achieved (pass, merit or distinction) on behalf of the Apprentice.
- The ESFA will send the certificate to the address of the Apprentice's employer for them to distribute to their Apprentice.
- If money in the employers levy pot or funding allocated remains available to finance the retake it could be used from this.
- For non-levy employers the employer would need to finance the retakes.

### If an Apprentice fails End Point Assessment who will fund the resit?

