



MANOR GREEN
APPRENTICESHIPS

Excellence for All

Level 3 Teaching Assistant Apprenticeships

Ask your school if you are interested in obtaining your Level 3 qualification and contact us:

Email: Apprenticeships@manorgreenschool.co.uk

Telephone number: 07984136738

What does a Teaching Assistant do?

- Teaching Assistants work in primary, special and secondary education across all age ranges and abilities. Their main role is to support the class teacher, working to enhance pupils' learning either in groups or individually.
- They are a key part of the school environment, taking part in team meetings and contributing to planning and classroom activities.

A Teaching Assistant's duties include:

Duty 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.

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

Duty 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.

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

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

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

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

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

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

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

Duty 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.

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



Why Manor Green Apprenticeships?

Because we care.

- Almost every Teaching Assistant will need to support students with special educational needs, emotional vulnerabilities or other additional needs. Here at Manor Green School, a regional hub for excellence supporting pupils aged 4-19 with multiple and complex learning difficulties, we offer apprenticeship training to ensure that all Teaching Assistants can gain a nationally accredited qualification that equips them to work in both the mainstream or special educational needs sector.
- We offer the Level 3 Teaching Assistant apprenticeship standard, allowing you to 'earn while you learn'.
- Duration: as a full-time apprentice you will spend 12 - 18 months working towards the apprenticeship standard, with a minimum of 20% off-the-job training.
- Whether you are working for Manor Green School or being trained by us for another employer, we guarantee you a level of support and expertise that will help you unlock your potential, enabling you to feel confident in the classroom and your career progression. As the first school in the district to employ apprentices ourselves, we understand how to balance the demands of the working day with the required training; as experts in the challenging SEND sector, we understand how to apply theory to real-world situations; and as a certified Apprenticeship Provider, we have the skills to design the personalised training programme you need to succeed.

Worried about going back to 'school'?

- A Level 3 qualification may be equivalent to an 'A' level but the style of learning is very, very different.
- As a Level 3 Teaching Assistant apprentice, you will learn 'on the job', working for your employer. You won't be thrown in at the deep end though: you will be assigned an Assessor and mentor, who will be with you every step of the way. We, working closely with your employer, will monitor your progress, giving you feedback throughout the course and guiding your development.
- Every week, you will be given opportunities for both on-the-job and off-the-job training to make sure you confidently acquire the Knowledge, Skills and Behaviours (KSBs) to provide the support your school needs, and to build the portfolio of work required to pass the End Point Assessment at the end of your apprenticeship. These opportunities are tailored for every individual school and apprentice. Above all, your training will be all about real work competencies demonstrated in a real work environment.



Level 3 Teaching Assistant Duties

- An Apprenticeship 'standard' covers the following duties needed for this demanding and essential classroom role.
- During the 18 months of the apprenticeship, you will gain skills in the following areas



Knowledge

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

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.

Behaviours

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.

At the end of your 18 months, you will be ready for your End Point Assessment.

End-point Assessment (EPA)

The EPA has two elements, both carried out by an independent external assessor.

1) A practical observation (approximately 2 hours) with oral questions and answers (approximately 15 minutes).

- This will be planned to reflect the apprentice's typical working conditions, and allow the apprentice to demonstrate all aspects of the standard. Where required, it will be planned to give the apprentice the opportunity to move from one area of the organisation to another in order to show how they apply the KSBs in a work environment to achieve genuine and demanding work objectives. This might, for example, include a lesson environment, 1 to 1 pupil support, joining in a teacher review of behaviour and/or meeting with parents.

2) A professional discussion supported by a portfolio of evidence (approximately 1 ½ hours).

- This will be a structured discussion following the practical observation, that will aim to establish the apprentice's understanding and application of the KSBs.
- The portfolio does not form part of the assessment or final grade but is used by the assessor to lead the discussion and by the apprentice to evidence and support their responses to questions.

You will only be put forward for the End-point Assessment when you, your employer and your Assessor believe you are ready for it. This will be when:

Your employer and your Assessor are satisfied you are working consistently at, or above, the level set out in the standard;

You have completed a portfolio of 10 pieces of evidence that will be used in the EPA. The evidence could contain any/all of the following:

1. Feedback from the performance management review system;
2. Evidence of pupil progression;
3. Work produced by the Teaching Assistant eg: interventions;
4. Evidence from practical observations and general observations obtained over time;
5. Observations carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors;
6. Assessor Reviews;
7. Naturally occurring pieces of evidence e.g. feedback from visitors/parents;
8. Details of any training and courses attended;
9. Notes from professional discussions.
10. You have achieved level 2 English and mathematics, or equivalent (this will be agreed in your Initial Assessment when starting the apprenticeship).

Typical job titles for the Level 3 apprenticeship:

Teaching Assistant, Learning Support Assistant, Specialist Support Assistant, Support for Specialist Curriculum Areas

Entry requirements

- You must have been a UK, EEA, or EU resident for at least the past three years to undertake this training programme.
- You can undertake an apprenticeship at any age.
- You must be employed at a school.
- If you do not have a level 2 or equivalent in Maths and English, you will be required to work towards achieving these qualifications as part of your apprenticeship.
- As part of the apprenticeship, alongside your job role, a **minimum of 6 hours per week** of your time in work must be dedicated to improving new skills, knowledge and behaviours.
- There are no charges for apprentices undertaking an apprenticeship.

Career progression:

Many of our apprentices find this course gives them the skills and confidence to aim higher. After qualifying as a Level 3 Teaching Assistant, you could then study further and progress to:

- Higher Level Teaching Assistant
- Assistant Teacher
- Teacher

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