TEACHING ASSISTANT LEVEL 3

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.

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.

WHY CHOOSE INSPIRE ATA?

We work with high-quality training providers to deliver a wide range of training programmes through a blended learning approach that is tailored to each learner's needs. Inspire ATA recruits and employs each apprentice on behalf of the 'host' client, enabling us to offer additional support and a better experience for both apprentice and client. We can also offer flexi-job apprenticeships which means we are able to offer short term contracts and other non-standard employment models.

TOTAL DURATION: 18 MONTHS

PRACTICAL PERIOD: 16 MONTHS

EPA PERIOD: 2 MONTHS

EPA ORGANISATION: ACTIVE IQ

ASSESSMENT METHOD: PORTFOLIO, OBSERVATION AND KNOWLEDGE TEST

DUTIES:

- Understanding how pupils learn and develop.

- Using appropriate technology to support learning.

- Working with teachers to understand and support assessment for learning.

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

- Keeping Children Safe in Education.

- Developing strategies for support.

- Communication and teamwork.

- Working with teachers to accurately assess.

- Using technology.

- Problem solving/ability to motivate pupils.

TEACHING ASSISTANT LEVEL 3

KNOWLEDGE

- 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.

- Recognise the importance of using appropriate technology to support 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 and materials for benchmarking against targets set by the class teacher.

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

- 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.

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SKILLS

- 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.

- Work closely with teachers to ensure own contribution aligns with the teaching and ensure regular communications to provide clarity and consistency of role within lessons.

- Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.

BEHAVIOURS

- Building relationships/embracing change

- Adding value to education

- Promoting equality, diversity and inclusion

- Professional standards and personal accountability