

# Level 3 Teaching Assistant Apprenticeship

## Frequently Asked Questions: Guidance 2021

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### Who is the programme for?

The Teaching Assistant (TA) Apprenticeship is aimed at anyone employed in a school or academy working in a teaching-learning support capacity. The term TA will be used to refer to all relevant roles in the rest of the document.

Through this apprenticeship, TAs will develop key skills and behaviours to support their own progression towards support in the classroom. The line manager and employer of a Teaching Assistant apprentice should quickly see tangible benefits in the workplace as the apprentice demonstrates their learning and skills.

### What are the benefits to my school?

Research has shown that apprentices increase innovation and drive quality. The Teaching Assistant Apprenticeship will help learners to develop job-specific skills that will benefit the school and learners. This apprenticeship may also be a gateway to further career opportunities, such as a higher level teaching assistant (HLTA) qualification or a teaching role.

### What topics will I study?

The programme includes units on:

- Understanding child and young person development
- Supporting learning activities
- Promoting equality, diversity and inclusion in work with children and young people
- Understanding how to safeguard the wellbeing of children and young people
- Your organisation
- Communication in a school environment



The programme will develop and examine the knowledge, skills and behaviours of activities associated with the role of a teaching assistant.

### When will the programme start?

We are aiming to run a group starting in September 2021. Following this, we expect to have new programmes (with regional centres) starting twice a year.

### What's the cost?

The fee for the programme is a maximum of £5,000 depending on previous skills and experience. The training costs are covered as part of the Government Levy, provided your school/academy are contributing to the apprenticeship levy. Your school/academy should have a digital apprentice account or be able to provide us with the contact details

for the parent organisation holding the account; this may be the local authority or academy trust for example (your employer is usually indicated on your payslip). As long as your school/academy have sufficient funds in their digital apprenticeship account (DAS) then there is no additional cost for the programme delivery.

If you are a non-levy paying school then you can be funded through the Employer Co-investment scheme and your school will be invoiced for 5% of the total cost of the programme (please contact us for further details of this option).

In addition to this, TQUK charge a registration fee (currently £35 but subject to change) to each learner.

### **How do I pay?**

Providing you are from a levy-paying school, then, as a general guide, 80% of the apprenticeship cost is split into monthly payments to the provider, with the remaining 20% payable on completion. (This is a simplified example of the payment process). Serco Education will start to claim monthly payments from your levy fund soon after you start the programme.

### **How will the Teaching Assistant Apprenticeship benefit me?**

Successful apprentices will achieve:

- A Level 3 apprenticeship accredited by TQUK (Training Qualifications UK)
- A professional pathway for future development
- Level 2 in maths and English (if you do not already have these qualifications)

### **What is the content of the programme?**

There are 11 units to complete in total. A brief summary is given below:

- *Unit 1 – Communication and professional relationships with children, young people and adults*  
This unit aims to encourage the learner in developing an understanding of the principles of developing positive relationships throughout the organisation. It will aim to develop the learner's understanding of how to successfully communicate with children, young people and adults. Finally, the learner will develop knowledge and understanding of the legislation, policies and procedures for confidentiality and sharing information.
- *Unit 2 – Schools as organisations*  
This unit aims to develop the learner's understanding of the structure of education and how the roles and responsibilities are strategically organised. The learner will identify the school ethos, mission, aims and values and how legislation drives them as well as the policies and procedures that are in place.
- *Unit 3 – Understand Child and Young Person Development*  
This unit aims to develop the professional knowledge of a learner to enable them to explain the difference between the sequence and rate of development, what influences development and theories behind development. The learner will develop their knowledge of early intervention and the structure of multi-agency teams and how they can work together to support a child or young person.

- *Unit 4 – Understand how to Safeguard the Wellbeing of Children and Young People*  
This unit aims to develop the learner's knowledge and understanding of the main legislation, guidelines, policies and procedures in place for safeguarding children and young people. The unit will develop the knowledge of the importance of a child or young person centred approach, the importance of safeguarding and how to respond to evidence or concerns that child or young person is been harmed. The learner will develop their knowledge of the roles and responsibilities of outside agencies that are involved to support a child or young person when they have been abused or harmed.
- *Unit 5 – Supporting assessment for learning*  
This unit aims to develop the learner's understanding of the purpose of assessment for learning. The learners will be able to demonstrate how they use assessment strategies to promote learning, support learners in reviewing their learning strategies and to contribute to the review of assessment for learning, as a large percentage is assessed in the workplace.
- *Unit 6 – Support learning activities*  
This unit is largely assessed in the workplace. The learner must demonstrate how they contribute to the planning and preparation of learning activities, how they observe and provide support for learners and contribute to the evaluation of the activities as well as reflect on their own practice.
- *Unit 7- Engage in personal development in health, social care or children's and young people's settings*  
This unit aims to underpin the development of knowledge and skills required to improve personal and professional development. The learner will identify their role and responsibilities, strengths and weaknesses, business and personal goals, both short and long term. The learner will produce a development plan, seeing feedback and updating it as required. This unit will be worked on throughout the programme.
- *Unit 8 – Promote children and young people's positive behaviour*  
The aim of this unit is to improve knowledge of the policies and procedures for promoting children and young people's positive behaviour. The learner will be able to demonstrate ways in which they promote positive behaviour and manage inappropriate behaviour.
- *Unit 9 – Support Children and young People's Health and Safety*  
The aim of this unit will develop the understanding of how to plan and provide environments that support children and young people's health and safety, recognise and manage risks and support children and young people to assess and manage risk for themselves.
- *Unit 10 – Develop professional relationships with children, young people and adults*  
The aim of this unit will develop the skills required to develop professional relationships with children, young people and adults by adapting communication. The learner will be able to demonstrate how to be an effective role model and to show that they are able to comply with policies and procedures.
- *Unit 11 – Promote equality, diversity and inclusion in work with children and young people*  
The aim of this unit is to develop the knowledge of current legislation relevant to the promotion of equality and diversity. Learners will be asked to demonstrate how they support inclusion and inclusive practices



### **How long will it take to complete the programme?**

The TA Apprenticeship is expected to take 18 months to complete. Once you have successfully completed Level 3 standards (**Apprenticeship standards** outline the skills, knowledge and behaviours (KSBs) required to carry out a certain job role) and a portfolio of evidence, you will move to **end-point assessment stage**, i.e. a series of assessment tasks with an external assessor. This end-point assessment (EPA) should take place within 8-12 weeks of the successful completion of your apprenticeship studies. Throughout the course you will attend 7 face to face workshops and will receive visits and online support from your coach.

### **Can I study the Teaching Assistant Apprenticeship if I already have a Level 3 qualification?**

Yes, as long as it is in a different discipline (i.e. not teaching/learning support).

### **What are the entry requirements?**

You will be required to demonstrate that you are working at a minimum of Level 2 (same level as GCSE Grade 4-9 or A\* - C) in English and maths through the completion of a web-based initial functional skills assessment. If you do not have these qualifications, we can help you gain the Level 2 requirements during your studies. If you already have Level 2 in maths and English qualifications, we will need to see your original certificates (you will still need to take the short diagnostic assessment).

It is essential that all applicants have the support of their line manager as the apprenticeship will involve attendance at one-day workshops at the beginning of each unit (or set of units). Your employer must also commit to **20% off-the-job training** time for you (this is an essential part of all apprenticeships). We will require a statement from your line manager supporting the application (see separate Line Manager Guidance and the Personal Statement and Line Manager Support documents). Applications will not be accepted without the line manager's support.

### **What is the application process?**

The application process will be in three parts:

- Online application form
- Personal Statement & Line Manager Support (within 5 days of submitting your application or by application closing date, whichever is the earliest)
- Skills scan (self-assessment conducted with the help of your line manager)

In addition to the online application form, we require a personal statement (submitted within 5 working days of receipt of the application form) that recognises the commitment required along with a statement from the line manager confirming support. Applicants may then be invited to participate in a phone interview.

Applicants are then asked to complete a **skill scan self-assessment** so that we can consider previous qualifications and/or learning and ensure that the applicant meets the requirements of the ESFA for apprenticeship funding. The self-assessment must indicate that there is sufficient scope for development across all areas of the apprenticeship.

A formal offer of an apprenticeship will be sent to successful applicants around 6 weeks prior to the apprenticeship commencing. Unsuccessful applicants and their line managers will be notified and offered guidance and support to enable them to join the programme at a later date or signposting alternative opportunities.

Successful applicants will also need to complete an **Apprenticeship Agreement**, a **maths & English online initial assessment**, a **skill scan self-assessment**, a **Commitment Statement**, **ILR Enrolment form** and an **Individual Learner Plan**, and confirm funding/payment details before the start of the apprenticeship. Please check with your local authority or MAT apprenticeship or HR team that you have approval from them for funding.

### **How will I be assessed?**

For each unit studied, you will be required to complete a portfolio of evidence – as detailed below:

For each unit studied, you will be required to develop a **portfolio of evidence** as part of the apprenticeship, in order to demonstrate evidence of the skills, knowledge and behaviours outlined in the Level 3 Teaching Assistant Standards that underpin the whole apprenticeship. There is a final end-point assessment which will be conducted by an external assessor once you have completed all elements of the Teaching Assistant Apprenticeship. This will take place within 8 – 12 weeks from the successful completion of your studies.

**Can I apply to study the Teaching assistant Apprenticeship if I work outside England?** Levy funding is only available to apprentices who live or work in England. If you are based outside of England but interested in studying for the apprenticeship please contact us for more details.

### **What qualification will I achieve?**

Upon completing the apprenticeship, you will gain a Level 3 Teaching Assistant qualification accredited by TQUK (Training Qualifications UK).



### **How do I apply?**

We are currently looking for expression of interest with a view to starting the programme in September:  
Please follow the link below:

### **What if I leave my employer after I have started the apprenticeship?**

Your apprenticeship will be terminated if you leave your current employer before completion unless you move to another employer who is willing to let you continue your studies with us. If you are made redundant then you will be given 12 weeks to find employment in order to continue your studies. If you have not got a level 2 in Maths and/or English then as long as you have started your studies for these qualifications with Serco, you are able to continue until you complete them.

### **What if I have to suspend studying due to ill-health or other circumstances beyond my control?**

You may be able to defer (or suspend) your studies for up to a year, depending upon circumstances.

### **What if I become pregnant once I have started the programme?**

You will be able to defer (known as Break in Learning) from the programme for up to a year.



### **How will the training be delivered?**

Predominantly online and in the workplace, but also with regular face-to-face workshops (one-day sessions) – please refer to the programme structure diagram. A facilitator and coach will help guide your learning.

At various points throughout your apprenticeship, you will receive visits from your coach at your workplace (currently online to comply with Covid 19 restrictions). You will also have several opportunities to have touch point phone calls with your coach. Your coach will support you in developing the portfolio of evidence and offer pastoral support as required.

Please note that, whilst your learning will be guided, with support from your facilitators (at the workshops and online) and your coach, you will be expected to work through the learning materials via our learning platform. Each unit you study will have a start and end date and you may have one or two milestones during the units. This may be a different style of learning to your previous experience and it relies on your own motivation to succeed.

### **Where will the training be delivered?**

The location of workshops will be based on the location of the majority of participants in your learning group so some travel may be involved. Your reviews/assessments with your coach will be at your place of work or by phone. Please note that, depending on the Covid-19 situation, face-to-face workshops may be replaced by online webinars.

### **Do I have to attend every training event and coach meeting?**

Yes, 100% attendance is mandatory. It is your responsibility to make arrangements to ensure you have a 100% attendance record.

### **What is the time commitment needed from participants?**

It is difficult to estimate the time commitment for each apprentice as study habits differ considerably. We anticipate that approximately 4 to 5 hours a week, on average, will be required in addition to the workshops and meetings with your coach. The amount of time required will vary depending upon your stage of learning.

Throughout the programme, apprentices will keep a portfolio of evidence which will be supported by 360 degree feedback. As an apprentice your employer must agree to let you spend 20% of your time studying for the Teaching Assistant apprenticeship. You will be required to maintain a log of your off- the-job training hours (further information will be provided, and your coach will support you with this).

### **Will I be given time off work in order to study?**

You will need to discuss this with your line manager before applying to join the apprenticeship to ensure that you are both content and timings are workable. The programme will contain 20% off-the-job training including shadowing, reading, attending workshops and preparing your portfolio of evidence etc. You should be given time off work to attend workshops and review meetings. You may be able to negotiate additional study time and we encourage line managers to consider this.

### **What if I work part-time?**

You are still eligible to join the programme, however, if you work fewer than 30 hours per week (calculated over the full 52 weeks per year) then the length of time in which you study will be extended pro rata to reflect your normal working hours. If you work full time in term time only, then your study time will also be extended pro rata. You will follow the same learning and assessment schedule as everyone else in the same cohort but will have an extended time to complete your portfolio and prepare for your end-point assessment. (It may be possible to complete earlier than your extended end date, but only if you are ready).

All apprenticeship funding is managed by the Education and Skills Funding Agency (ESFA), the Government agency accountable for funding education and skills for children, young people and adults. As an apprenticeship training provider, our activities have to adhere to ESFA guidance and requirements. Many of the required onboarding documents and forms are necessary to meet ESFA requirements.

Note: the term 'schools' used in this document applies to both maintained and independent schools as well as academies, multi academy trusts, etc.

**Further information:**

[www.serco-ese.com/serco-education](http://www.serco-ese.com/serco-education)

**Enquiries:**

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