

TEACHING ASSISTANT Apprenticeship

STUDENT FACTSHEET
YOUR FUTURE STARTS HERE

Supporting the class teacher to enhance pupils' learning.

Key Information

Level	3
Duration	18 months
Entry requirements	- 16 years or over. - Please contact our Apprenticeship team for further entry requirements.
Delivery	A minimum of 30 hours of on the job training at work place per week including a day/ block release to study theory at our Uxbridge/ Hayes/ Harrow campus
Typical job titles	Teaching Assistant, Learning Support Assistant, Specialist Support Assistant and Support for Specialist Curriculum Areas
Progression	As well as ensuring full competency as a Teaching Assistant, this standard provides a foundation for potential progression into a number of career paths in the Educational sector including Higher Level Teaching Assistant, Assistant Teacher and Teacher.
Qualifications	Apprentices without English and Maths at Level 2 must achieve these prior to taking the End Point Assessment.

Choose a Trusted Provider



We are a top provider in London with consistently high success rates



We are the largest college group providers of apprenticeships in west London



We work with major companies including British Airways, Brunel University London & Menzies etc.



Most of our apprentices secure employment at the end of their apprenticeship

Discounted travel with an Apprentice Oyster card

Discounts on shopping with an NUS Apprentice Extra Card

Employers involved in creating this standard:

Hughenden Primary School, Collaborative Schools Ltd, The Mead Academy Trust, Tameside School, St John's CoE School, Radnage CoE School, Pebble Brook School (secondary), St Gregory's School, Princes Risborough School (secondary), Minsthorpe Community College, The Dover Federation for the Arts Multi Academy Trust, St. Mary's C of E Primary School, Academies Enterprise Trust, St James Barnet School, Harris Federation, Oakgrove School (Secondary), The Stourport High School & Vlth Form College, Academy Transformation Trust Sutton Academy, Central Bedfordshire Council, Leeds City Council, Hampshire CC, Southwark Council, North Yorks CC, Cambridgeshire CC, Buckinghamshire Adult Learning, Nottingham City Council, Hull Training & Adult Education, Children, Young People & Family Services, Hull City Council, Hackney Learning Trust

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Apprenticeships & Skills
Harrow, Richmond & Uxbridge Colleges

Sample Modules and Content

Role profile

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 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. They are good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.

Knowledge	What is required?
Understanding how pupils learn and develop	<ul style="list-style-type: none">- 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.
Behaviours	What is required?
Building relationships/ embracing change	<ul style="list-style-type: none">- 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.

Frequently Asked Questions

What is new apprenticeship standard?

Apprenticeships in England are changing. Because of government reforms, a new style of apprenticeships has been designed to meet the needs of employers, learners and providers.

How will I be assessed?

You will be assessed continually in knowledge, skills and behaviour areas at work. Towards the end of the apprenticeship, employers and providers will 'sign-off' the apprentice as ready for the end-point assessment (EPA).

Signing-off an apprentice indicates the employer and providers believe their knowledge, skills and behaviours are the level required to gain an apprenticeship. This sign-off is called the 'gateway'.

An end-point assessment (EPA) is a collection of assessments that offers confirmation of knowledge, skills and behaviours for a particular role. The EPA must be achieved before an apprenticeship certificate can be issued. The assessment organisation and the assessor must be independent of, and separate from the training provided by the provider and employer.

Do I already need to have a job to start an apprenticeship?

You should be working a minimum of 30 hours per week in a job. If you are unemployed, view our vacancies to apply for a job:

www.hruc.ac.uk/apprenticeships

Can I start an apprenticeship after Year 11?

Yes, you can! Young people in England must stay in education or training until they turn 18. If you're looking for a different option after Year 11, an apprenticeship could be the answer for you!

How much does an apprenticeship cost?

There is no cost for you to do an apprenticeship if you are 16 years old or over and you will be paid a wage.

View our vacancies to apply

www.hruc.ac.uk/apprenticeships



Already working? Upskill!

Turn your job into an apprenticeship. Call us on **01895 853622 / 0208 909 6328** to get you started.