TEACHING ASSISTANT

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.

Is this training programme for your business?

This programme is ideal for new and talented employees who want to learn and progress, or for your existing employees who are looking to retrain or upskill. It is ideal for those looking to develop their skills within the industry.

Course content

- Level 3
- Duration - 18 months
- Blended approach to delivery which could include webinars, face-to-face, Skype, telephone and online learning
- Development of the learner’s knowledge, skills and behaviours relevant to the job role
- Level 2 Functional Skills where appropriate
- End-Point Assessment

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The learner journey

1. **18 months on-programme** – This is when the individual will learn the skills, knowledge and behaviours which will support them for their End-Point Assessment. The learner could take part in a combination of activities, such as classroom-based sessions, mentoring, shadowing, bespoke resources and off-site visits, in order to support their learning and development. Learners must also take part in 20% off-job training.

2. **Gateway** – After the 18 months teaching and learning, you, your training provider and the learner will review the learner’s journey and decide whether it is the right time for the on-programme assessment.

3. **End-Point Assessment** – This is when the learner will need to demonstrate they have learnt the required knowledge, skills and behaviours, through a scenario-based knowledge test and a discussion based on an evidence-based portfolio.

How your employees will learn

We want to help your employees get the most from their training programme. Therefore, we will provide them with the support and guidance they need through a mixture of face-to-face and online learning. Learners will have a dedicated Apprenticeship Trainer who is there to guide them through their training programme. As well as their Apprenticeship Trainer, learners have unlimited access to learning and support materials online. All of this will help the learner to meet the standards set, resulting in them becoming competent and fully qualified.

We will facilitate the delivery of the learner’s End-Point Assessment through an approved Assessment Organisation registered on the Register of Apprentice Assessment Organisations.

What your employees will learn

**Knowledge:**

Understand how pupils learn and develop, recognise the importance of using appropriate technology to support learning, working with teachers to understand and support assessment for learning, understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.

**Skills:**

Develop strategies for support, ensure regular communication with teachers to provide clarity and consistency of role within lessons, deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding, work with teachers to accurately assess, use school computer systems, including specialist software eg: online registration, intervention programmes and management information systems, use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.

**Behaviours:**

Promote the school’s efforts to build positive behaviour for learning, provide constructive and specific feedback and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through peer marking and reflection, promote community cohesion and cultural diversity encompassing a full understanding of the school’s ethos, demonstrate professional relationships in line with Staff Handbook, work collaboratively and constructively with the whole school team.

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