

# 5

Course code  
ST1414

Total Apprenticeship Duration  
21 Months

- On-Programme  
18 months
- Assessment Window  
3 months

Recommended EPA Organisation  
Training Qualifications UK



Apprenticeship Standard

## TEACHING ASSISTANT SPECIALIST LEVEL 5

### Overview

Specialist teaching assistants work across various educational settings to inspire and support learners in their progress and achievement. They focus on advancing learning by planning, implementing, and adapting activities while fostering inclusion and belonging within the communities they serve. Drawing on research and their expertise, they critically understand and enhance their specialist area, working closely with learners, families, other professionals, and external agencies.

They also contribute to evaluating learning activities, ensuring sustainability, and supporting the training and development of others in their specialisation.

These professionals may specialize in areas such as special educational needs and disability (SEND), social and emotional well-being, or curriculum provision. SEND specialists implement relevant policies and procedures to support learners with special needs. Social and emotional well-being

specialists address learners' emotional and social development to advance their education. Curriculum specialists provide focused support in specific subject areas, such as early reading, math interventions, forest school programs, or English as an additional language (EAL). In their daily work, specialist teaching assistants collaborate with teachers, supervisory staff, and external agencies like SENCOs, social services, and specialised support organisations, ensuring tailored support and improved outcomes for learners.

### Occupational Duties

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- Promote equality, diversity, and inclusion by upholding organisational values.
- Follow all relevant frameworks and legislation.
- Apply specialist knowledge to plan, implement, evaluate, and adapt learning activities under supervision.
- Conduct assessments, maintain accurate progress records, and refer to other professionals when needed.
- Plan teaching sequences based on curriculum, assessment, and pedagogy principles under supervision.
- Establish and develop collaborative relationships with colleagues, other professionals and agencies both within and beyond the organisation.
- Offer information, advice, and guidance to support parents and carers in advancing learning.
- Collaborate with colleagues to implement, monitor, and evaluate strategies for high-quality outcomes while addressing individual needs.

- Create, organise, and maintain resources for the specialist area under supervision.
- Anticipate and manage behaviour to promote self-regulation and independence in all learning settings.
- Reflect on practices to improve and enhance learning in the specialist area.
- Contribute to training and supporting colleagues in the specialist area under supervision.
- Promote positive values and behaviours to support learners' health and well-being.
- Assist in sharing knowledge and understanding of practices related to sustainability, diversity, equality, equity, and inclusion.

#### SEND

- Plan, deliver, and evaluate learning activities focused on social and emotional well-being under supervision.
- Advocate for children and young people with SEND to support their learning and progress.

#### Social & Emotional Well-Being

- Plan, deliver, and evaluate learning activities focused on social and emotional well-being under supervision.
- Advocate for learners' social and emotional well-being to support their progress.

#### Curriculum Provision

- Plan, prepare, deliver, and evaluate learning and assessment activities for individuals or groups, using specialist curriculum knowledge under appropriate supervision.
- Advocate for children and young people to support their learning and progression within the curriculum.

## Entry requirements

Individual employers may set their own entry requirements. The apprentice must already be employed for over 16 hours per week. Candidates must have achieved a teaching assistant level 3 qualification and Maths and English at Level 2 prior to their training.

Those who have not achieved this prior to taking the end-point assessment and we will support this. Maths & English tests must be taken under exam conditions.



## On-programme development & training

Using Onefile online portfolio, apprentices will compile evidence demonstrating their occupational knowledge, skills and behaviours; underpinning the confidence and competence gained in all aspects of the standard. We will support you with one-to-one visits and knowledge courses, these will contribute to the candidate's requirement of off-the-job training. HOET will work with the employer and candidate to develop a training and development plan to ensure that the remaining requirements will be met.

All apprentices will be support with mock assessments which will include targeted professional discussions based on the apprentice's portfolio. Development feedback will be provided at the end of these mocks to ensure apprentices are given the required support.

### Day Courses

The 4 mandatory day courses include a delivery of theory, written & practical tasks to support EPA preparation. They include:

- Regulation and Guidance
- Advancing Learning
- Planning and Assessment
- Professionalism and Communication

These day courses are delivered using Microsoft Teams.

## Gateway & EPA

### Gateway

Gateway is the stage where the employer is satisfied that the apprentice is consistently working at or above the level required for EPA. This is a three-way agreement with the apprentice, employer and HOET. Apprentices will need to have achieved a minimum of Level 2 English and Maths and completed their portfolio

### Assessment window & End Point

#### Assessment

During the assessment window the learner will sit their EPA. This consists of two assessments. The first is an observation with questions this will take place within the workplace and allow the learner to complete their day-to-day duties under normal working conditions.

The observation must take 2 hours but can be split into discrete sections held on the same working day. The following will be required to be observed:

- Conduct planned session with an individual, group or class of learners as part of a course or series of teaching sessions.
- Deliver a session using relevant technology and or resources to support learners' understanding and outcomes.
- Demonstrate curriculum and pedagogical understanding through their teaching activity.
- Create a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice.
- Provide feedback to learners.

Questions will be asked at the end of the observation. Total time for the observation element is 90 minutes and 30 minutes for questioning.

The second assessment method is a professional discussion underpinned by a portfolio of evidence. This will be a formal two-way conversation and will assess the learners competence against the following themes: regulation and guidance, advancing learning, planning and assessment, professionalism and communication, plus a theme based on their chosen specialism. The professional discussion will last for 60 minutes.



## Employer & learner satisfaction



\* From our 2020-2021 Employer & Apprentice Survey