



SPECIALIST TEACHING ASSISTANT LEVEL 5

The Specialist Teaching Assistant Level 5 Apprenticeship offers a unique opportunity to specialize in three key areas. Choose from one of these pathways: Special Educational Needs and Disabilities (SEND), Social and Emotional Wellbeing, Curriculum Support (EAL, early reading, and more).

Take your career in education to the next level with a Specialist Teaching Assistant Level 5 Apprenticeship. You'll work alongside qualified professionals, using research-based practices to plan, implement, and adapt learning activities that advance student progress.

Whether in primary, secondary or alternative education settings, you'll make a real difference by fostering inclusion, promoting positive behaviors, and advocating for learners' needs. With a typical duration of 18 months, this apprenticeship is your gateway to advancing both your career and the lives of children.

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: 15 MONTHS

EPA PERIOD: 3 MONTHS

EPA ORGANISATION: NQUAL

ASSESSMENT METHOD: PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE AND Q&A

KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Plan and adapt learning activities
- Support learners across all age ranges
- Establish a safe, stimulating and nurturing environment for learners.
- Use a range of research to critically evaluate teaching and assessment approaches and practices.
- Work alongside teachers and education professionals
- Develop expert knowledge to enhance student progress
- Contribute to the planning of learning and assessment activities



Department
for Education



Apprenticeships



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Teaching Assistants significantly contribute to creating an inclusive and supportive learning environment for all students.

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KNOWLEDGE

- Statutory and non-statutory curriculum frameworks relevant to the provision.
- Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.
- Policies, processes and procedures related to the collecting, storing and sharing of information.
- The principles of equity, equality, diversity and inclusion, and why these are important.
- The principles of sustainability within the education context.
- Theories of learning, their application and implications for learning.
- Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.
- Sources of information of research informed evidence-based practice.

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SKILLS

- Act in line with policies, processes and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.
- Establish a safe, stimulating and nurturing environment for learners.
- Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.
- Demonstrate understanding of equality and diversity and sustainable development.
- Undertake dynamic risk assessment of the learning environment.
- Respond to and mitigate potential hazards that may adversely affect a learning environment.
- Contribute to the planning of learning and assessment activities.
- Apply teaching strategies to advance learning.
- Select and use safely, appropriate equipment and resources to advance learning.

BEHAVIOURS

- Act professionally, positively, and proactively.
- Show respect, care, approachability and empathy for children, colleagues and stakeholders.
- Adaptable and resilient.
- Eager to develop as a practitioner, by being receptive and open to challenge and constrictive criticism.