

Contents

Hide menu

1. [Key information](#)
2. [Occupation summary](#)
3. [Typical job titles](#)
4. [Core occupation duties](#)
5. [Option duties](#)
6. [SEND specialist teaching assistant duties](#)
7. [Social and emotional well-being specialist teaching assistant duties](#)
8. [Specialist curriculum provision teaching assistant duties](#)
9. [Knowledge](#)
10. [Skills](#)
11. [Behaviours](#)
12. [Qualifications](#)
13. [Consultation](#)
14. [Progression Routes](#)
15. [Supporting uploads](#)
16. [Involved employers](#)

Standard in development

L5: Specialist teaching assistant

Title of occupation

Specialist teaching assistant

UOS reference number

ST1414

Core and options

Yes

This standard has options. Display the standard for:

All SEND specialist teaching assistant Social and emotional well-being specialist teaching assistant Specialist curriculum provision teaching assistant

Option title/s

SEND specialist teaching assistant

Social and emotional well-being specialist teaching assistant

Specialist curriculum provision teaching assistant

Level of occupation

Level 5

Occupational maps data

Route:

Pathway:

Cluster:

Typical duration of apprenticeship

24 months

Target date for approval

01/01/0001

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

No

Occupation summary

This occupation is found in primary, secondary, special schools, alternative provision, further education institutions such as sixth forms and colleges, and a range of other education settings such as music hubs. They will work alongside colleagues so as to inspire learners to progress and achieve well. Specialist teaching assistants work across all age ranges, supporting a range of learners which may include early years. Specialist teaching assistants may support provision related to special educational needs and disability (SEND), the social and emotional, well-being, of learners, or within another area of specialist curriculum provision such as forest schools, EAL, subject-based interventions or music education.

The broad purpose of the occupation is to support the education of learners by providing specialist support. Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research so as to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They will contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve. They will draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context, Specialist teaching assistants will both reflect on their own practices and support the training and development of others within their specialist area. . They will specialise in one of three options:

- SEND specialist teaching assistant - will support the implementation of SEND policy, processes, and procedure. They will advance learning for those learners with SEND.
- Social and emotional well-being specialist teaching assistant - will support the implementation of policy, processes, and procedure in this area. They will focus on learners' social and emotional well-being, , so as to advance learning.
- Specialist curriculum provision teaching assistant - will provide support for learners and advance learning in a specialist curriculum or subject area of expertise. This may include, but is not limited to, supporting with advancing learning through early reading or early maths interventions, supporting a specific subject area or forest school provision, or supporting provision for learners with English as an additional language (EAL).

In their daily work, an employee in this occupation interacts with learners and teachers, or others acting in a supervisory capacity. They may work with other education professionals such as SENCO's, and external agencies such as early help, social services, or agencies that provide specialised support in the area of specialist provision. Specialist teaching assistants will establish relationships with parents, carers, and families to support individuals learning.

An employee in this occupation will be responsible for supporting the education of individuals or groups of learners, often identified by their supervisor. They must ensure that safeguarding policy, processes, and procedures are followed to ensure the safety of the learners in their care. Specialist teaching assistants typically report to a manager, who may be part of the leadership team within the educational establishment. Within settings where they are undertaking specified work, they will be working under the supervision of a qualified teacher. They may have responsibility for supporting the work of colleagues.

Typical job titles

Academic mentor Drama teaching assistant Higher level teaching assistant Learning mentor Music educator Pe teaching assistant Send teaching assistant Social and emotional well-being teaching assistant Specialist education support Specialist learning assistant Specialist learning support Specialist teaching assistant Subject teaching assistant

Are there any statutory/regulatory or other typical entry requirements?

No

Core occupation duties

DUTY

KSBS

Duty 1 Promote positive values and behaviours in relation to equality, equity diversity and inclusion by upholding and applying the aims and ethos of the organisation.

Duty 2 Act in accordance with all statutory and non-statutory frameworks and legislation as appropriate for the organisation and sector

Duty 3 Use specialist knowledge and critical understanding to plan, implement, evaluate and adapt activities to advance learning under appropriate supervision for the setting.

Duty 4 Undertake a range of assessment activities, to contribute to and maintain accurate records of progress and identify where it may be appropriate to refer to other professionals.

Duty 5 Under appropriate supervision, plan sequences of teaching informed by a critical understanding of well-established principles in relation to curriculum, assessment and pedagogy,

Duty 6 Establish and develop collaborative relationships with colleagues, other professionals and agencies both within and beyond the organisation.

Duty 7 Provide appropriate information, advice and guidance to support the role of parents and carers in advancing learning.

Duty 8 Work in partnership with colleagues to implement, monitor, and critically evaluate strategies which both maintain a focus on high quality outcomes for all and recognise individual needs.

Duty 9 Under appropriate supervision, create, organise, and maintain resources for the specialist option

Duty 10 Anticipate and manage behaviour including for individuals, small groups and/or classes in order to promote self-regulation and independence in both formal and informal learning situations.

Duty 11 Be a reflective practitioner to improve and advance learning in the specialist option.

Duty 12 Under appropriate supervision contribute to the training and support for colleagues in the specialist option.

Duty 13 Promote positive values and behaviours in relation to learners' health and well-being.

Duty 14 Support in the dissemination of knowledge and critical understanding of practises, including those that relate to sustainability, diversity, equality, equity, and inclusion.

Option duties

SEND specialist teaching assistant duties

Duty 15 Under appropriate supervision, drawing on specialist knowledge of SEND, plan, prepare, deliver and evaluate learning and assessment activities including for individuals, small groups and/or classes.

DUTY**KSBS**

Duty 16 Advocate for children and young people with SEND in order to support learning and progression.

Social and emotional well-being specialist teaching assistant duties

DUTY**KSBS**

Duty 17 Under appropriate supervision, drawing on specialist knowledge of social and emotional well-being, plan, prepare, deliver and evaluate learning and assessment activities including for individuals, small groups and/or classes.

Duty 18 Advocate for children and young people within the area of social and emotional well-being in order to support learning and progression.

Specialist curriculum provision teaching assistant duties

DUTY**KSBS**

Duty 19 Under appropriate supervision, drawing on specialist knowledge of curriculum provision, plan, prepare, deliver and evaluate learning and assessment activities including for individuals, small groups and/or classes.

Duty 20 Advocate for children and young people within the curriculum area in order to support learning and progression.

KSBS

Knowledge

K1: Statutory and non-statutory curriculum frameworks relevant to the provision.

K2: Statutory and non-statutory health, safety and well-being frameworks relevant to the provision.

K3: Policies, processes, and procedures related to the collecting, storing, and sharing of information.

K4: The principles of equity, equality, diversity, and inclusion, and why these are important.

K5: The principles of sustainability within the education context.

K6: Theories of learning, their application and implications for learning.

K7: Typical patterns of child development and age-related expectations. How these differ for individual children and the implication of these.

K8: Sources of information on research informed evidence-based practice.

K9: The difference between curriculum, assessment and pedagogy and why this is important when planning.

K10: Rationale, methods, and approaches to planning for learning.

K11: Teaching strategies to advance learning.

K12: Barriers to learning and strategies to overcome them.

K13: Principles and different methods of assessment and observation.

K14: Methods of recording and reporting on assessments.

K15: The features of enabling environments.

K16: The principles of behaviours for learning.

K17: The principles of and approaches to learner voice.

K18: The purpose, impact, and safe use of equipment and resources to advance learning.

K19: The additional professional support available for learners.

K20: The additional professional support available for their specialist role.

K21: The principles of effective teamwork.

K22: Know how and when to escalate to the appropriate professional for expert help and advice.

K23: The principles and impact of relationships, effective working and communication with learners, parents/carers and stakeholders.

K24: The principles of effective coaching and mentoring and the difference between them.

K25: The principles and importance of reflective practice.

K26: Know and understand strategies to develop resilience in self and others

K27: Know how research findings are used to inform practices in education.

K28: The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.

K29: The appropriate digital and emerging technologies, and their applications to support learning.

K30: National and local SEND policies, practices, processes, and procedures.

K31: The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.

K32: Principles and approaches to early identification of SEND.

K33: The tools available for assessment of SEND.

K34: The impact of SEND on children and young peoples' learning and development.

K35: Strategies to advance learning for learners with a range of SEND.

K36: National and local policies, practices, processes, and procedures related to social and emotional well-being of learners.

K37: The theoretical background to a range of social and emotional well-being in educational contexts for example self-regulation.

K38: Principles and approaches to the promotion of social and emotional well-being in educational contexts.

K39: The tools available to promote social and emotional well-being so as to advance learning.

K40: The impact of social and emotional well-being on children and young people's learning and development.

K41: Strategies to advance social and emotional well-being in learning and assessment contexts.

K42: National and local curriculum policies, practices, processes, and procedures.

K43: The theoretical background to progression in the curriculum area(s).

K44: Principles and approaches to planning sequences of learning in the curriculum area(s).

K45: The tools available for assessment within the curriculum area(s) to advance learning.

K46: The importance of the specific curriculum area(s) on children and young peoples' learning and development.

K47: Strategies to promote the curriculum area(s) within the educational context for the benefit of children and young people.

Skills

- S1:** Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.
- S2:** Establish a safe, stimulating and nurturing environment for learners.
- S3:** Establish nurturing, effective working relationships with learners, parents/carers and stakeholders.
- S4:** Demonstrate understanding of equality and diversity and sustainable development.
- S5:** Undertake dynamic risk assessment of the learning environment.
- S6:** Respond to and mitigate potential hazards that may adversely affect a learning environment.
- S7:** Contribute to the planning of learning and assessment activities.
- S8:** Apply teaching strategies to advance learning, for example scaffolding.
- S9:** Select and use safely, appropriate equipment and resources to advance learning.
- S10:** Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.
- S11:** Analyse assessment outcomes to inform reporting and future planning.
- S12:** Provide ongoing feedback to learners and support them to respond to feedback.
- S13:** Record and report information related to learners' progress to a range of stakeholders.
- S14:** Collaborate with colleagues and other professionals.
- S15:** Advocate for and champion the needs of learners.
- S16:** Use a range of research to critically evaluate teaching and assessment approaches and practices.
- S17:** Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.
- S18:** Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources.
- S19:** Continually update and maintain their own knowledge and skills as part of managing their own continual professional development
- S20:** Communicate information and analysis in a variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents/carers.
- S21:** Support the development of effective practices in others, for example through mentoring and coaching colleagues.
- S22:** Identify, action, and challenge issues and undertake difficult conversations where appropriate.
- S23:** Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being.
- S24:** Implement strategies to support the social and emotional well-being of learners.
- S25:** Select and use technologies safely and effectively to promote learning.
- S26:** Prioritise and manage own workload, for example recognising the importance of capacity.
- S27:** Implement national and local SEND policy, practices, processes, and procedures.
- S28:** Apply approaches to the assessment and early identification of SEND.
- S29:** Apply strategies to adapt provision and practices to support learners with SEND.
- S30:** Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.
- S31:** Identify and signpost learners in need of social and emotional well-being intervention.
- S32:** Apply strategies to support the social and emotional well-being of learners.
- S33:** Implement national and local policies, practices, processes, and procedures related to the specialist curriculum provision.

S34: Adapt planning and assessment to support learning and progress in the area of specialist curriculum provision.

S35: Support colleagues by advocating for the specialist curriculum provision.

Behaviours

B1: Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity and diversity within professional contexts.

B2: Act professionally, positively, and proactively.

B3: Show respect, care, approachability and empathy for children, colleagues and stakeholders.

B4: Adaptable and resilient.

B5: Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.

B6: Model appropriately aspirational practices

Qualifications

English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Consultation

Progression Routes

Depending on the setting, specialist teaching assistants may progress to: Teacher Learning and skills teacher

Supporting uploads

Mandatory qualification uploads

Mandated degree evidence uploads

Professional body confirmation uploads

Involved employers

Academies Enterprise Trust, Academy Transformation Trust, Ambition Institute, Aspiration Academies, Central Bedfordshire Council, Department for Education (DfE), Edsential, Gateshead Council, Ixion, Manor Green School, NCFE, Norfolk Council, Norfolk County Council, Northumbria County Council, Northumbria University, Nottingham City Council,

Shaw Education, Somerset Skills & Learning, South Gloucestershire & Stroud College, Sporting Futures, Tarka Trust, Tykes Teaching Alliance, Unison, Walsall College

Subject sector area

13.1 Teaching and lecturing