Supporting Teaching and Learning in Schools (England)

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afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03049
Issue date: 28 August 2014
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Framework summary

Supporting Teaching and Learning in Schools

Intermediate Level Apprenticeship in Supporting Teaching and Learning in Schools

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Supporting Teaching and Learning in Schools (Intermediate)

- Competence qualifications available to this pathway:
  - C1 - N/A
- Knowledge qualifications available to this pathway:
  - K1 - N/A
- Combined qualifications available to this pathway:
  - B1 - Level 2 Certificate in Supporting Teaching and Learning in Schools

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills

Supporting Teaching and Learning in Schools

Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Supporting Teaching and Learning in Schools (Advanced)

- Competence qualifications available to this pathway:
  - C1 - N/A
- Knowledge qualifications available to this pathway:
  - K1 - N/A
- Combined qualifications available to this pathway:
  - B1 - Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills
Framework information

Information on the Issuing Authority for this framework:
Learning and Skills Improvement Service

The Apprenticeship sector for occupations in community learning and development, further education, higher education, teaching support, libraries, archives and information services, work-based learning and development (also includes records and information management services).

<table>
<thead>
<tr>
<th>Issue number: 6</th>
<th>This framework includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework ID: FR03049</td>
<td>Level 2</td>
</tr>
<tr>
<td>Date this framework is to be reviewed by: 31/08/2017</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

| This framework is for use in: England |

Short description

Appropriately trained and deployed staff, supporting teaching and learning in schools, play a crucial role in supporting pupils, parents and colleagues. Employers have helped to design these revised Apprenticeships to support the increasing demand for trained support staff in schools, attract new people to the sector, upskill the workforce and replace those who leave or retire. The Level 2 Intermediate Apprenticeship is applicable to learning support staff whose responsibilities at work are closely supervised. The Level 3 Advanced Apprenticeship is applicable to learning support staff whose role requires competence across a range of responsibilities. The frameworks provide training for the roles of teaching, classroom and learning support assistant; special needs assistant; behaviour support assistant/coordinator; pastoral/welfare assistant; foundation stage assistant; team leader.
Contact information

Proposer of this framework

The Schools Sector based on consultation with a wide range of sector stakeholders and employers including head teachers, CPD leaders, and support staff proposed this framework to promote high standards across the sector.

Developer of this framework

<table>
<thead>
<tr>
<th>Name:</th>
<th>Ian Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation:</td>
<td>Training and Development Agency for Schools</td>
</tr>
<tr>
<td>Organisation type:</td>
<td>Standard Setting Body</td>
</tr>
<tr>
<td>Job title:</td>
<td>Apprenticeship Framework Manager</td>
</tr>
<tr>
<td>Phone:</td>
<td>0300 065 6540</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:apprenticeships@tda.gov.uk">apprenticeships@tda.gov.uk</a></td>
</tr>
<tr>
<td>Postal address:</td>
<td>Piccadilly Gate</td>
</tr>
<tr>
<td></td>
<td>Store Street</td>
</tr>
<tr>
<td></td>
<td>Manchester</td>
</tr>
<tr>
<td></td>
<td>M1 2WD</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.tda.gov.uk">www.tda.gov.uk</a></td>
</tr>
</tbody>
</table>

Issuing Authority’s contact details

| Issued by: | Skills for Justice (Justice, Community Safety and Legal Services) |
| Issuer contact name: | Andrea Brookes |
| Issuer phone: | 0114 261 1499 |
| Issuer email: | lsisia@skillforjustice.com |
Revising a framework

Contact details

<table>
<thead>
<tr>
<th>Who is making this revision:</th>
<th>Adele Williams Qualifications Development Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your organisation:</td>
<td>Training Qualifications UK</td>
</tr>
<tr>
<td>Your email address:</td>
<td><a href="mailto:Adele.Williams@tquk.org">Adele.Williams@tquk.org</a></td>
</tr>
</tbody>
</table>

Why this framework is being revised

An additional awarding organisation now offers the level 3 combined qualification therefore their details need to be added to the framework.

Summary of changes made to this framework

An additional awarding organisation has been added to the combined qualifications list for the Advanced framework.

Qualifications removed

N/A

Qualifications added

TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF) 601/4423/3

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

The number of staff supporting teaching and learning in schools has risen steadily from 133,500 in 1997 to 338,000 in 2009; from 25% of the total school workforce to 43.37% over the same period (figures from Statistical First Release 2010). Indications are that numbers will continue to rise. Increasing workforce numbers together with the age profile of the current workforce mean there will be an ongoing demand for learning support staff in schools. Apprenticeships present an ideal opportunity to attract potential recruits into the school workforce and will help schools in succession planning. In December 2010 Ofsted in their report "Developing Leadership: National Support Schools" identify that; "Developing the leadership skills of support staff increased the schools’ capacity to improve. The common principle was that the development of support staff was linked explicitly to improving outcomes for pupils."

The supporting teaching and learning apprenticeships have become increasingly popular since their introduction under the title of Teaching Assistant Apprenticeships in 2006. With more than a 1000% increase in certificates awarded in 2010, the take-up of apprenticeships in supporting teaching and learning in schools is expected to continue to increase.

The national occupational standards for supporting teaching and learning in schools, on which these frameworks are based, were developed to cover the full range of roles and responsibilities learning support staff in schools may perform.

The vision is for the School Sector to have a framework of flexible qualifications for all staff supporting teaching and learning in schools that meets the priorities of the sector, adds value and offers opportunities for career progression and transfer to other roles across the children's workforce. The recent Education White Paper (November 2010) notes that, "Every member of school staff has an important role to play in ensuring that pupils and students get an excellent education ... In the best schools, well-deployed teaching assistants support teachers in achieving excellent results with pupils."

The Intermediate Level Apprenticeship for Supporting Teaching and Learning in Schools is designed for learning support staff whose responsibilities at work are closely supervised. They will be working under the direction of the class teacher whose lesson planning and day-to-day direction set the framework within which the individual works. Job titles include: teaching assistant; classroom assistant; learning support assistant; additional needs assistant; pastoral/welfare support assistant; bilingual support assistant; foundation stage assistant.
The Advanced Level Apprenticeship is designed for learning support staff with a working role which requires competence in a specialist area and/or across a varied range of responsibilities. They will be working under the direction of a teacher who has overall responsibility for teaching and learning in the classroom. They will contribute to planning, implementing and evaluating learning activities and will work alongside the teacher to support whole class activities, as well as working on their own with individual, or groups of, pupils. Job titles may include: teaching assistant; classroom assistant; learning support assistant; additional needs assistant; pastoral/welfare support assistant; bilingual support assistant; foundation stage assistant; learning guide; learning coach; induction mentor; team leader.

The Intermediate and Advanced Level Apprenticeships will also contribute to meeting the skills priorities for England by:

- providing flexible access to high quality Level 2 & 3 skills programmes, which act as a real alternative to GCSEs and A level for those who prefer this style of learning and achievement
- incorporating qualifications/skills to improve the general literacy, numeracy and ICT skills of the workforce in England
- using technical and competence based qualifications, designed and valued by employers
- developing apprentices' personal learning and thinking skills, to build their confidence and creativity, improving their social and working lives
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy requires to grow.

Aims and objectives of this framework (England)

Aim:

This framework has been designed to support the improvement of teaching and learning in schools.

Objectives:
1. to attract more applications into Supporting Teaching and Learning in Schools, including those from under-represented groups;
2. to ensure the supply of appropriately trained staff to support succession planning;
3. to contribute to increasing the number of existing staff qualified to levels 2 and 3, in line with the Skills for Sustainable Growth Strategy (November 2010), and to upskill and provide professional development opportunities for the supporting teaching and learning workforce in England;
4. to provide a standardised programme of learning and development, incorporating transferable skills which apply across the schools’ workforce and the wider children’s workforce;

5. to develop problem solving, communication, team working and literacy and numeracy skills which are vital for the sector;

6. to provide opportunities for career progression from Intermediate to Advanced level and beyond in line with Skills for Sustainable Growth Strategy (November 2010)
Entry conditions for this framework

Apprentices must be keen to work in the sector to support teaching and learning in schools. They should have attention to detail, and be willing to work in a team environment whilst also being willing to work using their own initiative when required.

The recruitment and selection of apprentices is primarily the responsibility of the employer. However, the following examples of relevant skills and attributes are offered as guidance to inform the recruitment and selection process:

Relevant skills and attributes include:
- an interest in, and commitment to, working with children and/or young people
- some experience of working with children and young people
- ability to relate well to children, young people and adults
- motivated to succeed within the job
- willing to reflect on their own practice, learn, and apply that learning in the workplace
- willing to work as a member of a team and communicate effectively with a range of people
- numerate and literate
- willing to undergo a compulsory Criminal Records Bureau (CRB) check for suitability for working with children and young people.

It is unlikely that individuals with no, or limited, experience within the sector would commence on an Advanced Apprenticeship.
Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Supporting Teaching and Learning in Schools

Pathways for this framework at level 2

Pathway 1: Supporting Teaching and Learning in Schools (Intermediate)
Description of this pathway

Supporting Teaching and Learning in Schools (Intermediate).

The total minimum number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for this pathway is 45. This is achieved through completion of the Combined Knowledge and Competence qualification and the Transferable Skills qualifications.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistant</td>
<td>Working under the direction of a teacher, contribute to preparing the</td>
</tr>
<tr>
<td></td>
<td>classroom for learning activities. Working with groups of, and individual</td>
</tr>
<tr>
<td></td>
<td>pupils, who require extra support.</td>
</tr>
<tr>
<td>Classroom Assistant</td>
<td>Working under the direction of a teacher, contribute to preparing the</td>
</tr>
<tr>
<td></td>
<td>classroom for learning activities. Working with groups of, and individual</td>
</tr>
<tr>
<td></td>
<td>pupils, who require extra support.</td>
</tr>
<tr>
<td>Learning Support Assistant</td>
<td>Working under the direction of a teacher, contribute to preparing the</td>
</tr>
<tr>
<td></td>
<td>classroom for learning activities. Working with groups of, and individual</td>
</tr>
<tr>
<td></td>
<td>pupils, who require extra support.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>C1 - N/A</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Ref no.</td>
<td>Awarding organisation</td>
<td>Credit value</td>
<td>Guided learning hours</td>
<td>UCAS points value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1a</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>K1 - N/A</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Ref no.</td>
<td>Awarding organisation</td>
<td>Credit value</td>
<td>Guided learning hours</td>
<td>UCAS points value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1a</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>501/1496/7</td>
<td>Ascentis</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1b</td>
<td>501/0031/2</td>
<td>CACHE</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1c</td>
<td>501/1136/X</td>
<td>City and Guilds</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1d</td>
<td>501/1036/6</td>
<td>Pearson Edexcel</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1e</td>
<td>501/0418/4</td>
<td>NCFE</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1f</td>
<td>501/0432/9</td>
<td>OCR</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1g</td>
<td>600/2606/6</td>
<td>Skillsfirst</td>
<td>30</td>
<td>180 - 192</td>
<td>N/A</td>
</tr>
<tr>
<td>B1h</td>
<td>601/2726/0</td>
<td>TQUK</td>
<td>30</td>
<td>180-192</td>
<td>N/A</td>
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<tr>
<td>B1i</td>
<td>600/6205/8</td>
<td>IQ</td>
<td>30</td>
<td>180-192</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Relationship between competence and knowledge qualifications

The competence and knowledge elements are combined within a single qualification (B1a, B1b, B1c, B1d, B1e, B1f, B1g), the Level 2 Certificate in Supporting Teaching and Learning in Schools, as below:

Knowledge - 12 credits

Competence - 18 credits. (minimum)
Each element is separately assessed and exceeds the minimum requirement of 10 credits. Tables demonstrating where and how the minimum requirements for competence and knowledge are met can be found at http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
### Mathematics

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)
(no information)

Progression routes into and from this pathway

Progression into this pathway may be from a variety of routes including:

- Direct entry from school or college
- Direct entry from another occupation
- Direct entry from existing staff within the schools’ workforce
- Work experience within the schools' sector
- Progression from Level 2 Award Support Work in Schools qualification

Progression from this pathway:

**Employment opportunities** exist within primary, special and secondary schools in both the state and independent sectors. There will be increasing opportunities for apprentices to take on a wider range of responsibilities. Opportunities also exist to move into other roles across the wider children's workforce eg child care, play work or youth work.

**Opportunities for further training and qualifications** include:

- Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools for those who have the potential and opportunity to work at this level
- Level 3 Award in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Cover Supervision of pupils in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 2 qualifications in Children's Care, Learning and Development, Playwork or Youth work for those wishing to transfer to other areas working with children and young people.

The TDA has developed a career development framework for school support staff. The framework has been created to help school leaders and support staff identify appropriate training and development. By showing progression opportunities within and across different roles, the framework helps staff consider potential career pathways. Apprenticeships are key components of the career development framework which can be accessed from the following page: [http://www.tda.gov.uk/support-staff/developing-progressing/career-development-framework.aspx](http://www.tda.gov.uk/support-staff/developing-progressing/career-development-framework.aspx)
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory requirement of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. All apprentices should receive a thorough induction into the workplace and this could contribute to evidence which meet the requirements of ERR.

Some evidence of ERR may be covered by, and evidenced through, the schools as organisations QCF units

- TDA 2.5 Schools as organisations T/601/3325
- TDA 3.2 Schools as organisations A/601/3326

These units are included in the Level 2 Certificate in Supporting Teaching and Learning in Schools.

Evidence from these units and aspects not covered within them must be specifically addressed through a programme delivered by the employer and/or training provider. Evidence of the ERR outcomes will be internally verified by the provider and must be signed off by the candidate, provider and employer using the completion form included in the ERR workbook developed by the TDA (see link below).

The TDA workbook sets out the requirements for delivering and identifying the ERR component of the framework and could be used to evidence achievement of ERR.

The course of training in Employee Rights and Responsibilities must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the Apprentice’s rights under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their school or setting which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity must be an integral part of the Apprentice’s learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role their occupation plays within their school or setting and wider schools’ workforce
- has an informed view of the types of career pathways open to them;
- knows the types of representative bodies and understands their relevance to their sector and organisations, and their main roles and responsibilities;
- knows where and how to get information and advice on their sector, occupation, training
and career;
- can describe and work within their organisation's principles of conduct and codes of practice;
- recognises and can form a view on issues of public concern that affect their school or setting and wider sector.

For a copy of the TDA ERR workbook, please follow this link:

http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx
Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools

Pathways for this framework at level 3

Pathway 1: Supporting Teaching and Learning in Schools (Advanced).
Level 3, Pathway 1: Supporting Teaching and Learning in Schools (Advanced).

Description of this pathway

Supporting Teaching and Learning in Schools (Advanced).

The total minimum number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for this pathway is 59. This is achieved through completion of the Combined Knowledge and Competence qualification and the Transferable Skills qualifications.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Classroom / Learning Support Assistant</td>
<td>Work may involve supporting an individual or a group of pupils, or supporting the teacher in the classroom.</td>
</tr>
<tr>
<td>Behaviour Support Assistant /Coordinator</td>
<td>Supporting, motivating and challenging pupils who are underachieving; helping pupils overcome barriers to learning caused by behavioural problems.</td>
</tr>
<tr>
<td>Pastoral / Welfare Support Assistant</td>
<td>Supporting, motivating and challenging pupils who are underachieving; helping pupils overcome barriers to learning caused by social and emotional problems.</td>
</tr>
<tr>
<td>Bilingual Support Assistant</td>
<td>Supporting, motivating and challenging pupils who do not have English as their first language; helping pupils overcome barriers to learning.</td>
</tr>
<tr>
<td>Team Leader</td>
<td>Leading a team of colleagues, supporting effective deployment and identifying opportunities for their training and development. Working under the direction of a teacher to lead learning programmes.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>C1 - N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>C1a</td>
</tr>
</tbody>
</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>K1 - N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>K1a</td>
</tr>
</tbody>
</table>
### Combined qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>501/1719/1</td>
<td>Ascentis</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1b</td>
<td>501/0476/7</td>
<td>CACHE</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1c</td>
<td>501/1394/X</td>
<td>City &amp; Guilds</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1d</td>
<td>501/1208/9</td>
<td>Edexcel</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1e</td>
<td>501/0813/X</td>
<td>NCFE</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1f</td>
<td>501/0857/8</td>
<td>OCR</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1g</td>
<td>600/2607/8</td>
<td>Skillsfirst</td>
<td>44</td>
<td>232 - 286</td>
<td>N/A</td>
</tr>
<tr>
<td>B1h</td>
<td>601/4423/3</td>
<td>TQUK</td>
<td>44</td>
<td>232-286</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Relationship between competence and knowledge qualifications

The competence and knowledge elements are combined within a single qualification (B1a, B1b, B1c, B1d, B1e, B1f, B1g), the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools, as below:

- **Knowledge** - 12 credits
- **Competence** - 32 credits. (minimum)

Each element is separately assessed and exceeds the minimum requirement of 10 credits. Tables demonstrating where and how the minimum requirements for competence and
knowledge are met can be found at http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

(no information)

Progression routes into and from this pathway

Progression into this pathway may be from a variety of routes including:

- direct entry from another occupation
- direct entry for existing staff in specialist supporting teaching and learning roles
- direct entry from other areas of the children’s workforce
• training and qualifications such as:
- Level 2 Intermediate Level Apprenticeship in Supporting Teaching and Learning in Schools
- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 2 Certificate in Supporting the Wider Curriculum in Schools

**Employment opportunities** exist within primary, special and secondary schools in both the state and independent sectors. There will be increasing opportunities for apprentices to take on a wider range of responsibilities. Opportunities also exist to move into other roles across the wider children's workforce eg, child care, play work or youth work. Dependant on the specialist optional units taken, a range of specialist roles may be open to the apprentice.

**Progression opportunities** also include:

- foundation degree e.g. for teaching assistants or supporting teaching and learning
- training and/or assessment against the Higher Level Teaching Assistant professional standards to achieve HLTA status
- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience and opportunities
- Level 4 qualifications in a relevant area
- the Early Years Sector-Endorsed Foundation Degree

A full list of foundation degrees suitable for school support staff can be found at [www.ucas.com](http://www.ucas.com)

The TDA has developed a career development framework for school support staff. The framework has been created to help school leaders and support staff identify appropriate training and development. By showing progression opportunities within and across different roles, the framework helps staff consider potential career pathways. Apprenticeships are key components of the career development framework which can be accessed via the following link: [http://www.tda.gov.uk/support-staff/developing-progressing/career-development-framework.aspx](http://www.tda.gov.uk/support-staff/developing-progressing/career-development-framework.aspx)

There is now a clear progression route from learning support roles in England to Higher Level Teaching Assistant (HLTA) status and foundation degrees. Those able to meet the initial teacher training entry requirements can go onto achieve Qualified Teacher Status (QTS). The minimum entry requirements for any Initial Teacher Training (ITT) programme are a standard equivalent to grade C in GCSE English language and Mathematics. In addition anyone wanting to teach primary or key stages 2/3 (ages 7-14) must have achieved a standard equivalence to a grade C in a GCSE science subject. All qualified teachers must have a degree.

Undergraduate teacher training courses combine a degree with initial teacher training. A UK degree (or equivalent) is required for entry to a postgraduate teacher training course.
In addition there are employment based routes into teaching, including the graduate teacher programme (GTP), and the registered teacher programme (RTP), which allow candidates to gain QTS while working in a school.

The TDA website (www.tda.gov.uk) contains details of:

- the different ways of becoming a teacher
- progression routes and qualifications for school support staff within the career development framework, and
- information about HLTA status

UCAS points for this pathway:

(no information)
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory requirement of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. All apprentices should receive a thorough induction into the workplace and this could contribute to evidence which meets the requirements of ERR.

Some evidence of ERR may be covered by, and evidenced through, the schools as organisations QCF units

- TDA 3.2 Schools as organisations A/601/3326

This is a mandatory unit in the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

Evidence from these units and aspects not covered within them must be specifically addressed through a programme delivered by the employer and/or training provider. Evidence of the ERR outcomes will be internally verified by the provider and must be signed off by the candidate, provider and employer using the completion form included in the ERR workbook developed by the TDA (see link below).

The TDA workbook sets out the requirements for delivering and identifying the ERR component of the framework and could be used to evidence achievement of ERR.

The course of training in Employee Rights and Responsibilities must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the Apprentice's rights under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their school or setting which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity must be an integral part of the Apprentice’s learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role their occupation plays within their school or setting and wider schools' workforce
- has an informed view of the types of career pathways open to them;
- knows the types of representative bodies and understands their relevance to their sector and organisations, and their main roles and responsibilities;
- knows where and how to get information and advice on their sector, occupation, training and career;
• can describe and work within their organisation’s principles of conduct and codes of practice;
• recognises and can form a view on issues of public concern that affect their school or setting and wider sector.

For a copy of the TDA ERR workbook, please follow this link:

http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx
The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the sector; and entry conditions to this framework have been made flexible to support this. Mentoring has been included to offer additional support and increase retention of apprentices. Within the knowledge element of the combined qualification, at both intermediate and advanced level, there are units relating to equality, diversity and inclusion.

- Intermediate Level – Unit D/601/3321 “Equality, diversity and inclusion in work with children and young people”
- Advanced Level – Unit M/601/4070 “Promote equality, diversity and inclusion in work with children and young people”

In addition equality and diversity training is an integral part of the apprentice’s learning programme in relation to employee rights and responsibilities.

Where lack of literacy and numeracy qualifications are identified as a barrier to employment, support through the apprenticeship training model to secure qualifications removes this barrier.

Those employed to support teaching and learning in schools are predominantly white, female and in the 30+ age range. Implementation should actively seek to address diversity issues.

The National Occupational Standards (NOS) and QCF qualifications on which these frameworks are based were developed with the sector to ensure access for as wide a selection of learners as possible.

The principles of equality and diversity relate to all those systems which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, thorough to successful completion.

Training providers and employers MUST comply with relevant legislation, such as the Equality Act 2010, to ensure that applicants are not discriminated against in terms of entry to, and promotion within, the sector, using the 8 protected characteristics of:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex or sexual orientation

The Training and Development Agency for Schools will take steps to address any barriers to take up as part of its Sector Qualifications Strategy.
On and off the job guided learning (England)

Total GLH for each pathway

Intermediate Level Apprenticeship

The total minimum number of Guided Learning Hours (GLH), which includes both on and off-the-job training, for the Intermediate Level Apprenticeship framework is 373 GLH. This will take the average apprentice 12 months.

Advanced Level Apprenticeship

The total minimum number of GLH, which includes both on and off-the-job training, for the Advanced Level Apprenticeship framework is 430 GLH. This will take the average apprentice 18 months.

This means that 287 GLH must be delivered in the first 12 months and 142 GLH must be delivered in the final 6 months.

Minimum off-the-job guided learning hours

Minimum off-the-job GLH for the Intermediate Level Apprenticeship Framework - for this apprenticeship and pathway an apprentice will need to complete a minimum of 258 GLH off the job (69%) of the total GLH), over approximately 12 months.

Minimum off-the job GLH for the Advanced Level Apprenticeship Framework - for this apprenticeship and pathway an apprentice will need to complete a minimum of 260 GLH off the job (60%) of the total GLH), over approximately 18 months. This means that 174 GLH must be delivered in the first 12 months and 86 GLH must be delivered in the final 6 months.

Guided learning is made up of the time that is allocated to direct teaching, plus any other structured learning time. This includes directed assignments, on-the-job assessment, or individual study which is supported by a tutor or trainer.

Delivery of the GLH for this framework is flexible however the SASE guidelines must be adhered to. http://www.bis.gov.uk/assets/biscore
How this requirement will be met

Guided Learning Hours should:

- achieve clear specific outcomes which contribute directly to the successful achievement of the framework and this may include both accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor/teacher, mentor or manager
- allow access as and when required by the apprentice to a tutor/teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.
- be recorded, e.g. in a log book or diary.

The requirement for off the job guided learning within the Intermediate and Advanced Level Apprenticeship Frameworks will be met as follows:

**Intermediate Level Apprenticeship Framework**

- 80 GLH within the Level 2 Award in Support Work in Schools nested within the Level 2 Certificate in Supporting Teaching and Learning in Schools
- 45 GLH Level 1 Functional Skills in Mathematics (or alternative – see transferable skills section p.15).
- 45 GLH Level 2 Functional Skills in English (or alternative – see transferable skills section p.14).
- 45 GLH Level 1 Functional Skills in ICT (or alternative – see transferable skills section p.16).
- 8 GLH Appraisals related to this Apprenticeship Programme
- 15 GLH for ERR and Induction (to reflect the percentage of time for induction and ERR delivered and completed off the job).
- 20 GLH for PLTS (to reflect the amount of time learners will need to be able to understand how to identify PLTS elements).

**Evidence of off the job GLH for Intermediate Level Apprenticeship Framework.**

- Achievement of a minimum of 80 GLH within the Level 2 Award in Support Work in Schools nested within the Level 2 Certificate in Supporting Teaching and Learning in Schools.
Schools

- Level 1 Functional Skills certificate in Mathematics (or alternative – see transferable skills section p.15).
- Level 2 Functional Skills certificate in English (or alternative – see transferable skills section p.14)
- Level 1 Functional Skills certificate in ICT (or alternative – see transferable skills section p.16).
- Completion of the declaration that requirements for ERR have been met
- Completion of the declaration that requirements for GLH have been met
- Completion of the declaration that requirements for PLTS have been met

Advanced Level Apprenticeship Framework

- 80 GLH within the Level 3 Award in Supporting Teaching and Learning in Schools nested within the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- 45 GLH Level 2 Functional Skills in Mathematics (or alternative – see transferable skills section p.27).
- 45 GLH Level 2 Functional Skills in English (or alternative – see transferable skills section p.26).
- 45 GLH Level 2 Functional Skills in ICT (or alternative – see transferable skills section p.28).
- 10 GLH Appraisals related to this Apprenticeship Programme
- 15 GLH for ERR and Induction (to reflect the percentage of time for induction and ERR delivered and completed off the job).
- 20 GLH for PLTS (to reflect the amount of time learners will need to be able to understand how to identify PLTS elements).

Evidence of off the job GLH in the Advanced Level Apprenticeship

- Achievement of the 80 GLH within the Level 3 Award in Supporting Teaching and Learning in Schools nested within the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 2 Functional Skills certificate in Mathematics (or alternative – see transferable skills section p.27).
- Level 2 Functional Skills certificate in English (or alternative – see transferable skills section p.26).
- Level 2 Functional Skills certificate in ICT (or alternative – see transferable skills section p.28).
- Completion of the declaration that requirements for ERR have been met
- Completion of the declaration that requirements for GLH have been met
- Completion of the declaration that requirements for PLTS have been met
Training providers will be responsible for ensuring that the minimum of off the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: [http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx](http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx)

**Minimum on-the-job guided learning hours**

**Intermediate Level Apprenticeship Framework**

Minimum on-the-job GLH for the **Intermediate Level Apprenticeship Framework** - for this apprenticeship and pathway an apprentice will need to complete a minimum of **115 GLH** on the job over approximately 12 months.

**Advanced Level Apprenticeship Framework**

Minimum on-the-job GLH for the **Advanced Level Apprenticeship Framework** - for this apprenticeship and pathway an apprentice will need to complete a minimum of **170 GLH** on the job over approximately 18 months. This means that **114 GLH** must be delivered in the **first 12 months** and **56 GLH** must be delivered in the **final 6 months**.

**How this requirement will be met**

On the job guided learning hours should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework.
- be planned, reviewed and evaluated jointly between the apprentice and a tutor/teacher, mentor or manager
- allow the apprentice access, as and when required, to a tutor/teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers.
- be recorded in a log-book or learning diary

**Intermediate Level Apprenticeship**

For the Intermediate Level Apprenticeship the requirement for the minimum amount of on the job guided learning is calculated as follows:
• A minimum of 100 GLH from the competence elements of the Level 2 Certificate in Supporting Teaching and Learning in Schools
• 15 GLH as a minimum for mentoring within the workplace

Evidence for on the job GLH within the Intermediate Level Apprenticeship:

• Level 2 Certificate in Supporting Teaching and Learning in Schools
• Completion of the declaration that requirements for GLH have been met
• Completion of a log-book or learning diary (not required for certification)

Advanced Level Apprenticeship

For the Advanced Level Apprenticeship the requirement for the minimum amount of on the job guided learning is calculated as follows:

• A minimum of 152 GLH from the competence elements of the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
• 18 GLH as a minimum for mentoring within the workplace

Evidence for on the job GLH within the Advanced Level Apprenticeship:

• Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
• Completion of the declaration that requirements for GLH have been met
• Completion of a log-book or learning diary (not required for certification)

Training providers will be responsible for ensuring that the minimum of on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: [http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx](http://www.tda.gov.uk/training-provider/support-staff/standards-frameworks/apprenticeships/apprenticeship-frameworks.aspx)
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Personal, learning and thinking skills (PLTS) provide a framework for describing the qualities and skills needed for success in learning and life. The PLTS framework has been developed and refined over a number of years in consultation with employers, parents, schools, students and the wider public.

The framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

For each group of skills, a focus statement sums up the range of skills and qualities involved. This is accompanied by a set of outcome statements that describe the relevant skills, behaviours and personal qualities.

Each group of skills is distinctive and coherent. The groups are also interconnected and learners are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer sets goals for their research with clear success criteria (reflective learner) and organises their time and resources effectively to achieve these goals (self-manager). To develop independence, learners need to apply skills from all six groups in a wide range of contexts.

The TDA have developed a PLTS workbook which gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship and which could be used to evidence achievement of the PLTS component.

Creative thinking

Apprentices think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
Creative thinking has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to creative thinking during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link:
http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx

**Independent enquiry**

Apprentices can process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent enquiry has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to independent enquiry during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link:
http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx

**Reflective learning**
Apprentices evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective learning has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to reflective learning during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link: http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx

**Team working**

Apprentices work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to, and take account of, different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team working has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to team working during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link:
Self management

Apprentices organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self management has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to self management during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link: http://www.tda.gov.uk/support-staff/becoming-support-staff/f/apprenticeships/apprenticeship-frameworks.aspx

Effective participation

Apprentices actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective participation has been mapped to the combined competence and knowledge qualifications within this framework.

- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
The mapping document gives an indication as to the most likely places where each of the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to effective participation during the induction so that they learn to recognise when they are achieving this skill for themselves. Apprentices, line managers and providers must provide evidence in the PLTS workbook of where each of these skills has been demonstrated.

The PLTS workbook and mapping document can be accessed from the following link: http://www.tda.gov.uk/support-staff/becoming-support-staff/apprenticeships/apprenticeship-frameworks.aspx
Additional employer requirements

There are no additional employer requirements for this framework.