

Mapping to the Level 3 Teaching Assistant Apprenticeship Standard

NCFE CACHE Level 3 Award in Supporting Teaching and Learning (603/2495/8)

NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning (603/2498/3)

NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)

CACHE were involved with employer groups and standard developers during the development of the above qualifications to ensure the redeveloped qualification would be rigorous and fully fit for purpose.

Links between each standard of the Teaching Assistant Apprenticeship Standard and relevant units of the Level 3 Diploma are identified below. As this is a fully nested qualification, units which are present in the Award and Certificate qualification are identified. However, if you wish to use the qualification to fully meet the standards, you will need to achieve the Diploma.

Please note: aspects of many of the standards are embedded throughout the qualification, providing further opportunities for mapping.

Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning					
Standard	What is required	Links to Unit	Awd	Cert	Dip
Knowledge					
Understanding how pupils learn and develop	<ul style="list-style-type: none"> Understand the need to provide feedback to support and facilitate an appropriate level of independence. Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations. Recognise different stages of child development through school, eg: transition between key stages. 	STL3C5: Understand how children and young people develop	✓	✓	✓
Technology	<ul style="list-style-type: none"> Recognise the importance of using appropriate technology to support learning. 	STL3C9: Support the use of ICT in the learning environment		✓	✓

Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning

Standard	What is required	Links to Unit	Awd	Cert	Dip
Working with teachers to understand and support assessment for learning	<ul style="list-style-type: none"> • Understand the need to accurately observe, record and report on pupil's participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils. • Understand the school's assessment procedures for benchmarking against targets set by the class teacher. • Be familiar with assessment materials. 	STL3C10: Support assessment for learning		✓	✓
Curriculum	<ul style="list-style-type: none"> • An appropriate knowledge of the curriculum and context you are working in. 	STL3C7: Support children and young people during learning activities		✓	✓
Keeping Children Safe in Education	<ul style="list-style-type: none"> • Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy. • Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy. 	STL3C2: Support health and safety in a learning environment STL3C3: Understand how to safeguard children and young people	✓	✓	✓

Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning

Standard	What is required	Links to Unit	Awd	Cert	Dip
Skills					
Developing strategies for support	<ul style="list-style-type: none"> • Develop strategies to support and encourage pupils to move towards independent learning. • Use appropriately varied vocabulary to ensure pupils' understanding. • Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy. • Deliver interventions in accordance with training given (RAG rating). • Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements. • Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables. 	<p>STL3C6 Support positive behaviour in children and young people</p> <p>STL3D13 Understand how to support bilingual learners</p> <p>STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities</p>		✓	✓
Communication and team work	<ul style="list-style-type: none"> • Work closely with teachers to ensure own contribution aligns with the teaching. • Ensure regular communication with teachers to provide clarity and consistency of role within lessons. 	<p>STL3C1: Schools and colleges as organisations</p> <p>STL3C3 Understand how to safeguard children and young people</p>	✓	✓	✓

Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning

Standard	What is required	Links to Unit	Awd	Cert	Dip
	<ul style="list-style-type: none"> • Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding. • Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders. • Comply with policy and procedures for sharing confidential information and know when and where to seek advice. • Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy. • Undertake safeguarding training every 3 years. • Support pupils' well-being whilst embedding the importance of online safety. 	<p>STL3C4 Develop professional relationships with children, young people and adults</p>		✓	✓
Working with teachers to accurately assess	<ul style="list-style-type: none"> • Contribute to a range of assessment processes and use information effectively for example: written records. • Use specific feedback to help pupils make progress. • Apply good subject knowledge to support accurate assessment. 	<p>STL3C7: Support children and young people during learning activities</p> <p>STL3C10 Support assessment for learning</p>		✓	✓
Using technology	<ul style="list-style-type: none"> • Use school computer systems, including specialist software eg: online registration, intervention programmes and management information systems. 	<p>STL3C9: Support the use of ICT in the learning environment</p>		✓	✓

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Standard	What is required	Links to Unit	Awd	Cert	Dip
	<ul style="list-style-type: none"> Use relevant technology competently and effectively to improve learning. Ensure pupils use technology safely. 				
Problem solving/ability to motivate pupils	<ul style="list-style-type: none"> Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning. Recognise the difference between pastoral and academic issues and model good behaviour for learning. 	STL3C6: Support positive behaviour in children and young people STL3C7: Support children and young people during learning activities		✓	✓
Behaviours					
Building relationships/embracing change	<ul style="list-style-type: none"> Flexibility, trust, professional conduct, confidentiality and being respectful. Promote the school's efforts to build positive behaviour for learning. Promote and exemplify positive behaviour and uphold the school ethos. Be enthusiastic and open to new ideas. 	STL3C1: Schools and colleges as organisations	✓	✓	✓
		STL3C4 Develop professional relationships with children, young people and adults		✓	✓
Adding value to education	<ul style="list-style-type: none"> Praise; provide constructive and specific feedback and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through peer marking and reflection. 	STL3C10: Support assessment for learning		✓	✓
Promoting equality, diversity and inclusion	<ul style="list-style-type: none"> Keep pupils at the centre of everything. Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos. 	STL3C1: Schools and colleges as organisations	✓	✓	✓

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Professional standards and personal accountability	<ul style="list-style-type: none"> • Demonstrate professional relationships in line with Staff Handbook. • Be diplomatic, a positive role model and maintain confidentiality. • Optimise learning opportunities and reflect on their personal development. • Demonstrate a willingness to learn and improve personal skill set. 	STL3C4: Develop professional relationships with children, young people and adults STL3C11 Engage in personal and professional development		✓	✓
Team working, collaboration/engagement	<ul style="list-style-type: none"> • Work collaboratively and constructively with the whole school team. • Engage professionally as appropriate with outside professionals. 	STL3C1: Schools and colleges as organisations	✓	✓	✓
		STL3C4: Develop professional relationships with children, young people and adults		✓	✓