

Specialist Teaching Assistant Level 5

Programme Information



What is Level 5?

Academically:

- Roughly equivalent to foundation degree
- Mostly independent research with guidance from tutor
- Expectation that work will be Harvard referenced and include a bibliography as appropriate

Competency/job role:

- Able to work independently, know own role and responsibilities and work to these.*
- Be proactive as necessary
- Be aware of own limitations and boundaries of role and know who to go to for further support or guidance
- Be able to work unsupervised

*This could include taking responsibility for certain tasks, knowing who does what and who to address queries to. Being able to make suggestions for improvement where appropriate

Length of Programme

- Based on the funding rules around the minimum duration for an apprenticeship this programme will normally be approximately 24 months.
- This may be reduced if the apprentice has prior knowledge, qualifications and/or experience.
- This is 21 months on programme and then the final 3 months are for the end point assessments to be carried out.
- There may be an extension to this depending on the time of year the end point assessment will fall.*
- Employment contracts must be long enough for the apprentice to be able to complete and pass their end point assessments.

*End Point assessments cannot be completed during school holidays.

STA Training Programme

Initial Assessment

On Programme Learning (12 Months Minimum)

- Learning and Development
- On-the-Job Training
- Off-the-Job Training
- Apprenticeship Portfolio
- English and Maths – Level 2 Functional Skills or Equivalent

Assessment Gateway


- Employer determines when the apprentice is ready to proceed to the end-point assessment (EPA); employer may take guidance from the provider.
- EPA must take place after a minimum of 12 months of learning.

End Point Assessment (EPA)

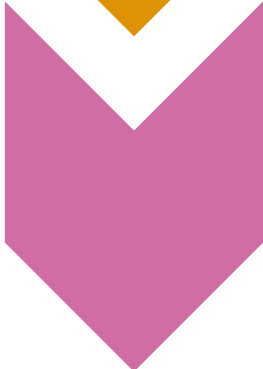
- Observation with Questions
- Professional Discussion (supported by the apprentice portfolio)
- Apprenticeship Completion and Certification

Pre-recruitment

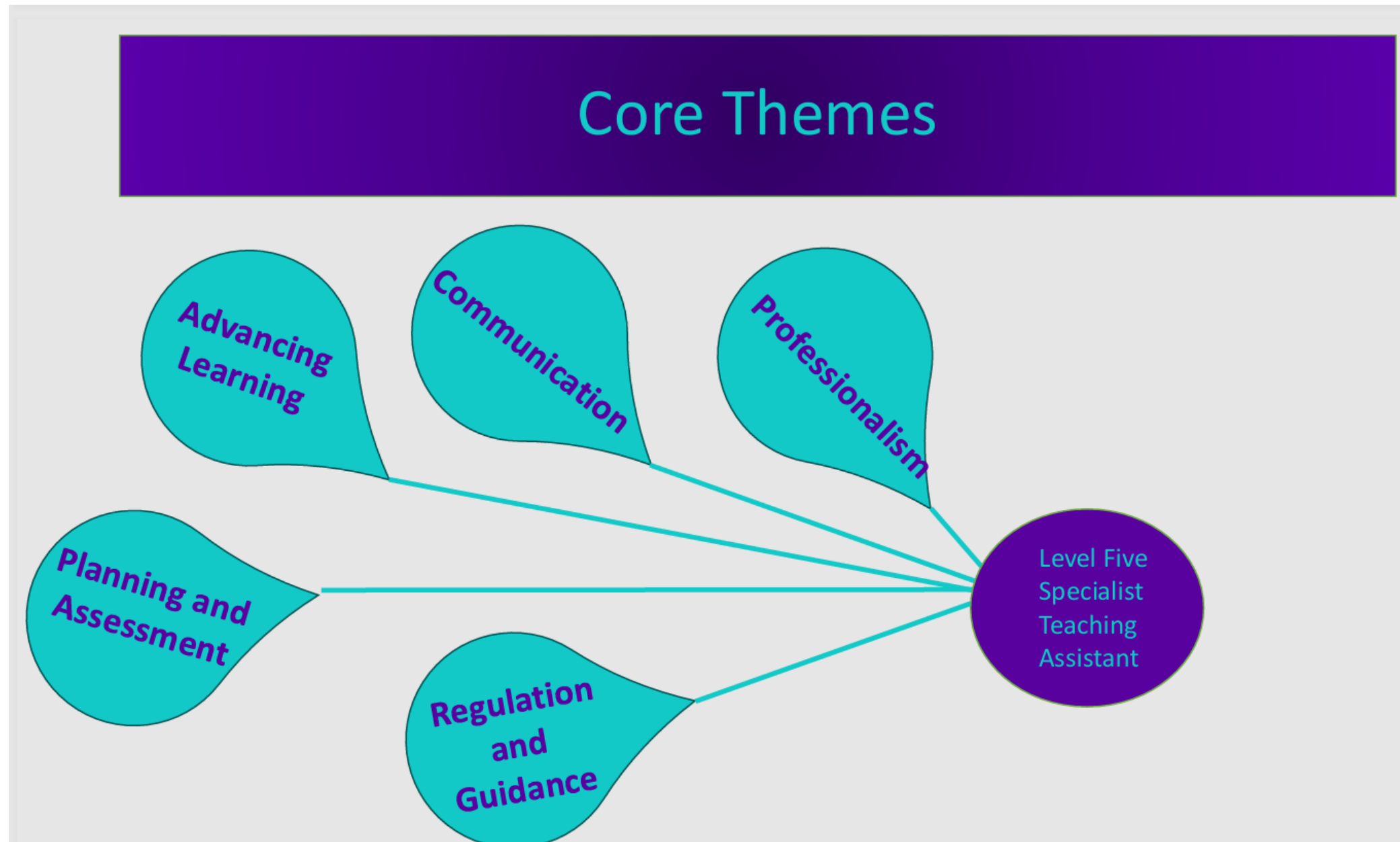
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- Check that the job role will meet the requirements of the apprenticeship (the knowledge, skills and behaviours - KSBs).

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- Consider who will mentor the apprentice – this is a commitment of around 30 minutes a week with additional responsibilities (and time) for observations and progress reviews.

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- Plan where the apprentice will be placed as they must be able to achieve all of the KSBs.

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- Consider any additional induction and training requirements – see the employer role document.

Core Themes



Specialist Pathways

You will need to choose a pathway to support the core topics of the role including:

- 1) SEND Specialist Teaching Assistant
- 2) Social, Emotional and Wellbeing Specialist Teaching Assistant
- 3) Curriculum Provision Specialist Teaching Assistant

SEND Pathway

The Special Educational Needs and Disabilities (SEND) Option

As the number of children and young people with SEND continues to rise and the complexity of their needs are better recognised; the Level 5 apprenticeship will contribute towards colleagues developing the expertise to enable such learners to thrive. A range of evidence from both policy and practice initiatives recognise that support staff play a key role in supporting our most vulnerable learners when they benefit from specialist knowledge themselves. The SEND option is encapsulated in the KSBs associated with Duties 15 and 16.

Duty	KSBS
Duty 15 Under appropriate supervision, drawing on specialist knowledge of SEND, plan, prepare, deliver and evaluate learning and assessment activities including for individuals and groups or classes.	K30 K31 K32 K33 K34 K35 S27 S28 S29
Duty 16 Advocate for children and young people with SEND in order to support learning and progression.	K30 K31 K32 K33 K34 K35 S27 S28 S29

Social, Emotional & Wellbeing Pathway

The Social and Emotional Well-being Option

The social and emotional well-being option enables apprentices to develop the knowledge to help their learners to better understand their thoughts and emotions, to become more self-aware and to develop a greater understanding for others. Such knowledge helps to support learners to flourish, positively impacting on behaviour and attendance. This is significantly different to supporting children with social emotional and mental health needs, which forms part of the SEND option above. The Social, Emotional and Well-Being option is encapsulated in the KSBS associated with Duties 17 and 18.

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 and groups of classes.	K36 K37 K38 K39 K40 K41 S30 S31 S32
Duty 18 Advocate for children and young people within the area of social and emotional well-being in order to support learning and progression.	K36 K37 K38 K39 K40 K41 S30 S31 S32

Curriculum Provision Specialist Pathway

The Curriculum Provision Specialist Option

The curriculum provision specialist option recognises apprentices who support a curriculum area, a specific intervention, or a curriculum provision such as Forest Schools or English as an Additional Language. It also recognises colleagues who develop specialist music, drama, dance or other creative opportunities as well as those involved in sport education. The trailblazer group has benefitted from the insights offered by colleagues working in music education. Their insights have helped to strengthen this specialism. The Curriculum Provision option is encapsulated in the KSBS associated with Duties 19 and 20

Duty	KSBS
Duty 19 - Under appropriate supervision, drawing on specialist knowledge of curriculum provision, plan and prepare, deliver and evaluate learning and assessment activities including for individuals and groups or classes.	K42 K43 K44 K45 K46 K47 S33 S34 S35
Duty 20 Advocate for children and young people within the curriculum area in order to support learning and progression.	K42 K43 K44 K45 K46 K47 S33 S34 S35

End Point Assessment

(following completion of on-programme section)

- The Independent Assessment Organisation (IAO) is responsible for EPA and will feedback to the employer.

Observation with
Questions (120
minutes)



Professional Discussion
Underpinned by Portfolio
of Evidence (60 minutes)

- Learner Completes Assessment:
 - Assessment is expected to be completed within three months of triggering gateway.
 - Each assessment method needs to be passed, and the learner receives a grade of fail, pass, merit or distinction; to be determined by weighting.
 - Appropriate records are kept for review and quality assurance, internal and external.
 - The learner has the right of appeal.

Portfolio of Evidence

- Only evidence related to the KSBs that will be assessed by this assessment method.
- It will typically contain 15 discrete pieces of evidence.
- Evidence must be mapped against the KSBs. It may include:
 - Workplace policies and procedures
 - Safeguarding and prevent certificates
 - Records of continuing professional development
 - Mentor observation records
 - Peer observations or peer training records
 - Witness statements
 - Annotated photographs
- The portfolio of evidence should not include reflective accounts or any methods of self-assessment.
- Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.
- The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The Apprenticeship Overview

The apprenticeship includes:

Maths and English
development
(and/or Functional
Skills exams)

Work placement

Workplace mentor

Personal tutor

Opportunities to
specialise

Assessment

- ▣ Formative assessment will take place throughout the apprenticeship.
- ▣ The more effort that is put in at this stage the better the apprentice will be prepared.
- ▣ The KSB (Standards) document and the Induction Workbook outline the final End Point Assessment (EPA) that will be undertaken.

Bear in Mind



- ❑ The qualification is the apprenticeship.
- ❑ Formal assessment is conducted at the end (like learning to drive).
- ❑ Withdrawal at any point before passing the end point assessments results in having nothing to show for time and effort already invested.

Off-the-job-training (OJT)

All apprenticeship work must be carried out in paid hours.

Apprentices will be required to keep a log of these hours (guidance and a template will be provided).

Funding rules require that the apprentice has 20% of their working hours (capped at 6 hours) for off-the-job training time.

The employer should timetable 4 to 6 hours a week (or a monthly equivalent) for the apprentice to be relieved of their duties in order to complete course work.

The remainder of the 20% consists of activities such as team meetings, adhoc training by colleagues etc. (guidance in separate document).

The apprentice must not waste this time – if they do then they will need to make it up outside of paid hours.

Additional Requirements for Maths and English (Age 16-18)

- The apprentice will need to have a Level 2 in Maths and English before they can complete their End Point Assessment.
- For this requirement to be relaxed the apprentice will need to have achieved a 4 or above at GCSE.*
- If the apprentice needs to do their Functional Skills exams in Maths and/or English, they will require additional time out of class to develop their skills and prepare for the exam.
- Profile will provide a tutor, but additional support from the employer may be appropriate.

*This will need to be evidenced by their Personal Learning Record or statement of results.

Additional Requirements for Maths and English (19+)

- Functional Skills Qualifications are now optional for apprentices age 19+ when they start their apprenticeship.
- The decision of whether the apprentice is required to complete their functional skills qualifications, is down to the apprentice and employer together.*
- If the apprentice needs to do their Functional Skills exams in Math and/or English, they will require additional time out of class to develop their skills and prepare for the exam.
- Profile will provide a tutor, but additional support from the employer may be appropriate.

*Although FSQs are now optional, it is recommended for the apprentice to complete the qualifications to aid with their career opportunities.

Additional Requirements

The apprentice will need access to:

- A laptop or computer in order to research and complete assignments. It will need a camera and microphone for their tutor meetings (via Teams or similar).
- A quiet space for study in their off the job training time and for online meetings with their tutor.
- Adequate internet/WiFi in school.

Pay

□ Current Rates:

- These rates are for the National Living Wage (for those aged 21 and over) and the National Minimum Wage (for those of at least school leaving age). The rates change on 1 April every year.

	21 and Over	18 to 20	16 to 17	Apprentice
April 2025	£12.21	£10.00	£7.55	£7.55

□ Apprentices are entitled to the apprenticeship rate if they're either:

- Aged under 19
- Aged 19 or over in the first year of their apprenticeship
- Please bear in mind if they work term time only, they will be paid on a pro-rata basis

Expected Contact

Mentor

Ideally weekly 30 minutes or equivalent - see mentor handbook for further details.



Tutor

Approximately every 4 weeks and conducted remotely via Teams or similar platform.

- ❑ Face to face contact may be arranged as a special measure but subject to individual apprentice/school/tutor agreement and negotiable. (This will not apply to schools outside of Kent).
- ❑ Further meetings may be arranged for Functional Skills and/or additional support.

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Please note that Casey Gibbons is the Designated Safeguarding Lead (DDSL)

Please note that Sarah Holton is the Data Protection Officer

Useful Links

[Specialist Teaching Assistant Level 5 – Apprenticeship Standards](#)

[ACAS – Pay and Hours for Young Workers \(under 18\)](#)

[Gov.uk – National Minimum and Living Wage Rates](#)

[Profile Development and Training Ltd Homepage](#)