

Be the best you can be
RESPECT. RESPONSIBILITY. RESILIENCE



Apprenticeships with **Cumbria Education Trust** help you *be the best you can be...*

Teaching Assistant (Level 3)



The ideal candidate

The ideal candidate will be enthusiastic, highly motivated with a passion to learn and to help children achieve their goals.

They will promote self-belief, inclusion and help create a positive, nurturing environment, where pupils feel safe.

They will be a good role model, be polite & courteous and demonstrate a can-do attitude.

As a Teaching Assistant Apprentice your role is to support children in understanding the work that has been set for them and contribute to planning class activities alongside the class teacher.



What are the entry requirements?

Applicants must have GCSE Grades 9 - 4 or A* - C in Maths & English, if not already achieved the ability to work towards achieving functional skills level 2)



Will my learning be assessed?

You will need to pass several assessments, which will include:

- Practical observation, followed by a 15 min Q&A session
- Evidence or testimonials of duties and tasks performed
- Reports from Managers, Colleagues or your Mentor
- Production of a portfolio
- An end point assessment or assessments



How long will I study?

Typically, 18 months

I want to know more....

Keep reading.....

Why CET?

Cumbria Education Trust is responsible for the education of more than 4,000 young people across eight primary schools, three secondaries and our West Coast Sixth Form.

“Be the best you can be” is our motto shared throughout our school as are the key characteristics of Respect, Responsibility and Resilience.

We firmly believe that schools are stronger when they work together and sharing best practice across our primaries and secondaries is part of everyday life.

CET strives to be recognised as an employer of choice. We want to attract high quality staff for our schools and in return offer a ‘people first’ approach so that staff feel part of a community.

We want staff to be confident to both support and challenge one another regardless of position or seniority, feel valued and able to contribute to the development of CET.

We also recognise the need to reward effort and good results. To learn more about Cumbria Education Trust visit <https://www.cumbriaeducationtrust.org/#>



How we support you

You will be allocated a dedicated mentor for the duration of your training period. However, alongside your mentor is a whole team of school staff ready to support and guide you.

CET’s Director of Learning Provision will oversee your training, ensuring that you are receiving the right support to keep you on track & achieve targets and assignments

In addition to workplace support, CET work in partnership with several of Cumbria’s top training providers, meaning you will have access to experts in their fields.

Where you will work

Cumbria Education Trust are looking for apprentices to work in both our primary and secondary schools. You can find more information about each of our schools by visiting: <https://www.cumbriaeducationtrust.org/our-academies/>

What you’ll achieve

A nationally recognised qualification in teaching a Learning.

Upon completion you will be a qualified Teaching Assistant, at Advanced Level 3.

Your future prospects?

As well as ensuring full competency as a Teaching Assistant, this standard provides a foundation for potential progression, including Higher Level Teaching or even Qualified Teacher Status.

Post Title	Teaching Assistant Apprentice – Level 3
Responsible To	Head Teacher
Salary	National Apprenticeship Wage (in accordance with current rates) increasing to National Minimum Wage Rate in 2 nd year of training .
Hours	36 hours, term time (38 + 1)

ROLE/DUTY	DESCRIPTION
Main Purpose	<p>Under the profession direction and supervision of your mentor and the wider school team the successful applicant will:</p> <ul style="list-style-type: none"> • To assist the team to enhance the learning of students who have a wide range of learning needs. • To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the school. • To be adaptable, have empathy and follow the school’s policies. • To work within the instruction and guidance of the Team Leader and Trust SENCO to support additional provision for students with SEND.
Support for the Student	<ul style="list-style-type: none"> • Assist with support for students with special needs, ensuring their safety and access to learning activities. • Assist with the development and implementation of individual educational / behavioural plans and personal care plans • To follow individual plans for provision, guidance and strategies • Establish constructive relationships with students and interact with them according to individual needs • Promote the inclusion and acceptance of students • Encourage students to interact with others and engage in activities led by the teacher • To set high expectations for participation, learning and behaviour in and out of the classroom • Provide feedback to students in relation to progress and achievement under the guidance of the teacher • Participate with students in 1:1, in groups or classroom situations under the guidance of the Team Leader • To assist colleagues with personal care needs of students with physical difficulties • To accompany students on organised school visits as appropriate • Under the guidance of specialists, participate in the development, delivery and monitoring of individual programmes
Support for the Teacher	<ul style="list-style-type: none"> • To develop a mutually supportive relationship with teaching staff • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of student’s work • To deliver identified support needs following the advice and guidance of the teacher, Team Leader and SENCO • To deliver the identified support in 1:1 and classroom situations under the guidance of the teacher, Team leader and SENCO. • Provide detailed and regular feedback to teachers on student’s achievement, progress, barriers etc.

	<ul style="list-style-type: none"> • Following training, advise on appropriate deployment and use of specialist aids, resources and equipment • To support the teacher in implementing the school's behaviour and consequences system and encourage students to take responsibility for their own behaviour. • Contribute to meetings with parents and other professionals as appropriate.
Support for the Curriculum	<ul style="list-style-type: none"> • Undertake structured and agreed learning activities. • Undertake training for programmes linked to local and national learning strategies e.g. KS3, literacy, numeracy, progress, feeding back to the teacher • Support the use of ICT in learning activities and develop students' competence and independence in its use. • Prepare, maintain and use equipment and resources required to meet the lesson plans and relevant learning activity and assist students in their use • To attend meetings as appropriate • To be involved in working groups where appropriate
Support for the School	<ul style="list-style-type: none"> • To abide by the school's policies and procedures • To attend relevant INSET. • To attend weekly meetings to develop and disseminate good practice. • Attend Staff Briefings/Meetings where appropriate. • Participate in training and other learning activities and performance development as required • Contribute to the overall ethos/work/aims of the school • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Other duties as required in support of the school within the scope of this post.

KEY SKILLS AND/OR KNOWLEDGE	EXPERIENCES REQUIRED/DESIRABLE
Qualification/Training Competences	<p>Essential</p> <ul style="list-style-type: none"> - GCSE Grades 9 -3 or A* - D in Maths & English, if not already achieved the ability to work towards achieving functional skills level 2) <p>Desirable</p> <ul style="list-style-type: none"> - Experience of working with children/children with SEND
Knowledge	<p>Essential</p> <ul style="list-style-type: none"> - Understanding of confidentiality - Understanding of child development <p>Desirable</p> <ul style="list-style-type: none"> - Knowledge of classroom roles and responsibilities
Skills	<p>Essential</p> <ul style="list-style-type: none"> - Willingness to learn - Ability to work effectively as part of a team. - Ability to maintain effective working relationships - Competent use of ICT <p>Desirable</p> <ul style="list-style-type: none"> - Ability to identify own training and development needs and co-operate with means to address these
Special Circumstances	<p>Essential</p> <ul style="list-style-type: none"> - Occasional attendance at meetings outside of normal hours. - Ability to work flexibly to meet the needs of the school.

Review:

It is the practice for the Trust periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations.