

# Accounting, Business and Management

## Apprenticeship Standard in Teaching Assistant

**Campus:** Rotherham College

**Code:** F21ST10

**Level:** 5

### About This Course

This Specialist Teaching Assistant course prepares you to support learners of all ages in a variety of educational settings, from primary schools to colleges and beyond. You'll gain the skills to plan and deliver specialised learning activities, drawing on research and your chosen area of expertise.

The course offers three specialism options: supporting learners with Special Educational Needs and Disabilities (SEND), focusing on learners' social and emotional well-being, or specialising in a specific curriculum area like early literacy, maths interventions, forest schools, or English as an Additional Language (EAL).

You'll learn to build strong relationships with learners, families, and other professionals, contributing to a more inclusive learning environment.

The course will also cover safeguarding, working with teachers and other professionals, and reflecting on your own practice to continuously improve. Essentially, you'll develop the expertise to make a real difference in learners' educational journeys.

In addition, you'll work towards gaining Higher Level Teaching Assistant (HLTA) status, with the final assessment for this qualification taking place after you've completed your End Point Assessment (EPA).

### What Will I Study?

During the apprenticeship, apprentices will study and learn the knowledge, skills and behaviours which will prepare for the End Point Assessment:

- Curriculum Frameworks and Planning:

Statutory and non-statutory frameworks, curriculum, pedagogy and assessment, rationale and methods for planning learning, and adapting planning to specific needs.

- Child Development and Learning Theories: Typical patterns of child development, age-related expectations, individual differences, learning theories and their application.
- Inclusive Practice and Equality: Principles of equity, equality, diversity, and inclusion, social cultural context of learning, factors leading to inequalities, and advocating for learner needs.
- Safeguarding and Wellbeing: Statutory and non-statutory frameworks, policies, processes, procedures, creating a safe environment, dynamic risk assessment, and responding to hazards.
- Assessment and Observation: Principles and methods of assessment and observation, recording and reporting, analysing outcomes, and providing feedback to learners.
- Teaching Strategies and Resources: Teaching strategies to advance learning (e.g., scaffolding), selecting and using equipment and resources, and adapting resources for all learners.
- Barriers to Learning and Support: Identifying barriers to learning, strategies to overcome them, additional professional support available for learners (including in their specialist area), and escalation procedures.
- Communication and Collaboration: Principles of effective communication with learners, parents/carers, and stakeholders, collaborating with colleagues and other professionals, and supporting the development of effective practices in others (e.g., mentoring and coaching).
- Learner Voice and Engagement: Principles and approaches to learner voice, and fostering learner engagement.
- Professional Development and Reflection: Principles of reflective practice, continuous professional development, using research to inform practice, and developing resilience.

- Technology in Education: Appropriate digital and emerging technologies and their applications to support learning, and using technology safely and effectively.
- Professional Behaviours and Ethics: Modelling ethical behaviours, acting professionally, showing respect and empathy, adaptability, resilience, and aspirational practices.

Optional areas, one pathway to be chose:

- **SEND Support:**  
National and local SEND policies, theoretical background to SEND, early identification, assessment tools, impact of SEND, and strategies to advance learning.
- Social and Emotional Wellbeing: National and local policies, theoretical background, promotion of wellbeing, assessment tools, impact of wellbeing, and strategies to advance wellbeing.
- Specialist Curriculum Provision: National and local policies, theoretical background, planning sequences of learning, assessment tools, impact on learning, and promoting the curriculum area.

**HLTA status in optional at the end of your qualification.**

**Mandatory qualifications will be completing throughout the course:**

**Functional Skills Maths and English Level 2 (if applicable)**

## Why Study Here?

We provide state of the art facilities, close links with employers to ensure you develop the knowledge and skills needed in industry, excellent teaching from specialist staff and a small cohort so you will have a high level of support during your time with us.

## Entry Requirements

GCSE grade A-C/4-9 or Level 2 Maths and English equivalent.

## How To Apply

You can apply using our online application form and clicking the **Apply Now** button at the top of this page.

For more information support with your enquiry or application please contact Student Services by emailing [info@rotherham.ac.uk](mailto:info@rotherham.ac.uk) [mailto:[info@rotherham.ac.uk](mailto:info@rotherham.ac.uk)] or by calling **01709 362111**.

## Tuition Fees

The fees for all apprenticeships are paid for by your employer. Employers access funding through the Apprenticeship Levy or their Digital Apprenticeship Service account. Employers can gain additional information from our apprenticeship team, contact [enquiries@rnntraining.co.uk](mailto:enquiries@rnntraining.co.uk) [mailto:[enquiries@rnntraining.co.uk](mailto:enquiries@rnntraining.co.uk)] or call 01909 504777.

### PLEASE NOTE

We make every effort to ensure information within our online course directory is accurate and a true representation of the courses we are offering in 2025 – 26. However, we do reserve the right to make changes if necessary.

**Last updated:** 17th February 2026