



LEVEL 3

# TEACHING ASSISTANT APPRENTICESHIP

with



## What is this role / apprenticeship?

The purpose of a teaching assistant is to support the class teacher to enhance learners' progress and development either in groups or individually. Teaching Assistants ensure that learners understand their work, know their learning objectives, and display positive learning behaviours in order to make progress. They deliver individual and small group teaching and apply a range of strategies to support learners of different abilities under the professional direction and supervision of a qualified teacher. Teaching Assistants may support learners with special educational needs and disabilities and learners with social, emotional, and mental health vulnerabilities.

In their daily work, an employee in this occupation may interact with all learners. This includes but is not limited to high attaining, SEND, EAL, and disadvantaged learners. Teaching Assistants will also work in partnership with teachers and other professionals within the school and education system, as well as with learners' parents or carers.

## How long does the apprenticeship take?

The apprenticeship will take around 18 months to complete.

## What qualifications will the learner receive?

- Level 2 Certificate in Functional Skills English
- Level 2 Certificate in Functional Skills Mathematics
- Level 3 Teaching Assistant

## Contact us

**Telephone:** 01782 827 827

**Email:** [info@acorntraining.co.uk](mailto:info@acorntraining.co.uk)

**Visit:** [www.acorntraining.co.uk](http://www.acorntraining.co.uk)

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## What are the entry requirements?

Typically an apprentice might be expected to have already achieved 5 GCSEs, including Maths and English, Grade C or above or 4/5.

## Why choose Acorn Training?

We put our learners at the heart of everything we do. All of our apprentices receive tailored one to one support from both a dedicated learning tutor and a learning mentor to ensure they are well-supported throughout their apprenticeship journey with us. We are an award-winning training provider renowned for our diversity and inclusion values and have recently been awarded a 'Good' rating in our first full Ofsted Inspection.

