

Feedback

Level 3 Teaching Assistant Apprenticeship Programme

What apprentices and employers think about the programme

APPRENTICES 1. In your own words, how useful to your work has the learning from your apprenticeship programme been?

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(0 being lowest rating and 5 being the highest):

- I am now a fabby TA!
- It has been useful in so many ways, but particularly with how I support learning with scaffolding, prompting and clueing, and using questioning more effectively.
- This has allowed me to learn new skills on the job to support students inside school and outside school.
- Scaffolding technique. Being confident in challenging other members of staff.
- Some learning has been more useful than others. I have used behaviour strategies regularly. Maths mastery made me alter my practices and effective use of a TA.
- I have been able to implement most (if not all) of the learning from the workshops and training days into my practice.
- I have used my learning to progress in my career and within six months of starting the course I was offered a Level 3 SEN position. I am now half way through my first year of my degree in the hope of becoming a teacher in the near future.
- I've been able to reflect and adjust my practice from the apprenticeship course. I've also been able to develop confidence and share my learning with others. Using the scaffolding framework has been a great success in my practice as a TA and for the learner and support for pupils.

APPRENTICES 2. Overall, how useful have you found the workshops?

5 5 5 5 5 5 4 4

APPRENTICES 3. Overall, how useful have you found the resources provided by your tutor?

5 5 5 5 5 5 4 4

APPRENTICES 4. Overall, how much have you gained from your off the job learning time?

5 5 5 5 4 4 3 2

APPRENTICES 5. Overall, how useful have you found the review meetings with your mentor and assessor?

5 5 5 5 5 5 4 3

APPRENTICES 6. Overall, how useful have you found having a mentor?

5 5 5 5 5 3 2 1

- Everyone at work has been supportive. They have always given me advice when needed and make sure I am ok within work.
- Sue has been absolutely amazing. Any questions I had at any time throughout she has only been an email away. She is a woman full of knowledge and experience and I feel so privileged that she has shared so much of that during our workshops. Even when I have struggled and lost focus, she was always supportive and helped me ensure I was back on track in no time.
- Sue Hinchcliffe has been greatly supportive and encouraging throughout the apprenticeship, also has Andy Willson whilst being my mentor.
- Having a range of professionals deliver workshops has been of great help and interest.
- I have not had any specific meetings with my mentor about the apprenticeship, and I think my mentor probably doesn't know that much about what I'm doing. My mentor has also changed due to staff changes. However, I have been supported in getting off the job learning and I know I could have approached my mentor if I needed.

APPRENTICES 7. Do you feel you have a safe environment in which to work?

Yes Yes Yes Yes Yes Yes Yes No

APPRENTICES 8. Do you feel you have received the support you need?

Yes Yes Yes Yes Yes Yes No No

- Great support from mentor and tutor. Not supported by headteachers, by not always getting time for off the job.
- Not within school setting – everyone is too busy.

What we have done in response:

Any shortfalls in off the job hours or difficulty in allocating learning and development time have been addressed directly with mentors and headteachers and all issues resolved. Tutors have worked with schools to ensure understanding of the importance of Off the Job Learning and to find models that work best with the setting.

We have worked to involve and engage school-based mentors through the introduction of mentor induction, sharing documents and drives, as well as inviting mentors to review meetings and engaging them directly in schools.

APPRENTICES 9. Do you feel that the programme is preparing you for what you want to do next?

Yes Yes Yes Yes Yes Yes Yes No

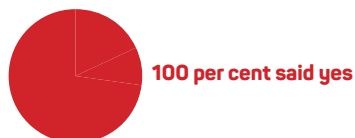
- I want to be a teacher.
- I'm not sure what I would like to do next. I have considered HLTA or teaching. In either case, this prepares me well because I'm learning a lot about how children learn and how to help them make progress. The AFL work was especially helpful. I feel a bit unsure about doing the HLTA course as I don't know how or if it would build on what we've done in this course.
- I am wanting to be an IT and Computing teacher within school. I am passionate about IT and Computing and making sure students get the most out of technology. I am currently studying at Open University and am wanting to do my HLTA qualification so I can teach, while continuing my studies.
- I have no plans at the moment. TA3s are currently not being recruited at my school.
- I wish to be a HLTA; I need this step to get there.
- To become a teacher. The course is preparing me for this by allowing me to spend time in the classroom, where I am able to see teaching and learning in action. The course training days and workshops show me how I can better myself to teach and help pupils.
- I am nearly a year into my degree studying BA Hons Childhood and Youth. This course reminded me that I am capable of anything I put my mind to and gave me the confidence to go out and achieve what I want to.
- I would like to develop my skills with working with children and young people with the possibility of building a future, if possible, in social care/SEND/well-being.

APPRENTICES 10. Would you recommend this apprenticeship to a friend?

Yes Yes Yes Yes Yes Yes Yes Yes



MENTORS/EMPLOYERS 1. Have you noticed any changes in the learner's behaviour or ability since s/he embarked upon the programme?

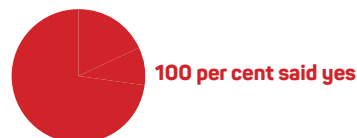


- The learner I am supporting is more confident and assertive since embarking on the programme.
- More professional in their approach.
- More confident, researches around issues or learning.
- Confidence has grown.
- Both Holly and Sophie have made an excellent start to their apprenticeship programme. As the weeks have gone by, both are now much more confident when it comes to working with students in the classroom, liaising with teaching staff and dealing with students around school and on a 1-1 basis.
- During the programme I have noticed that my apprentice's ability to talk about the children in a professional manner has definitely improved. She definitely knows more about how to communicate with the children and she understands their development better.
- Both are very professional and flexible - putting the needs of the children first.
- More confidence.
- More confidence in new situations. Use of different teaching styles.
- More confident.
- The learners are definitely applying new skills that they have learned on courses and have all gained confidence which has improved their ability.

MENTORS/EMPLOYERS 2. How well do you feel that the programme tutor(s) work with the school to review learner progress and to plan future training needs?

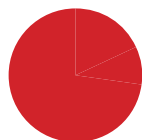


MENTORS/EMPLOYERS 3. From your experience so far, would you be willing to support another member of your staff on an apprenticeship programme in future?



- The learner and I have been supported with issues and problems that have arisen in a timely and professional manner. The programme is well structured and ensures that the learners are not only supported but empowered through their skill development.
- More notice for tutor visits would be appreciated as two members of staff require cover and this can be tricky to manage.
In response: all visits are planned in advance and usually during review meetings or during face-to-face training days. All mentors are copied into emails or calendar invites and are invited to attend scheduled meetings.
- Has been very successful and has really developed the knowledge and understanding of staff member.
- If a member of staff would benefit and at the right time in their career.
- The programme is well structured, organised and the students and school are well supported and informed.
- I enjoy supporting people to work alongside children. However, I feel that I would have benefitted from a few more meetings to explain how to support my apprentice. I did take over from a colleague in the nursery (who I understand may have met with someone).
In response: all mentors are included in induction training with a detailed session specifically focussed on the role of the mentor. Mentor information packs, shared google drive folders including details of the programme, training content, details of EPA are provided. Mentors are invited to all review meetings.
- Yes – we would be more aware of our commitment to giving the required time out of class etc.
- It has been great to see the course benefiting my staff and I can see the potential for other staff to benefit too.
- The support from Sue Hinchcliffe has been really useful. Sue has made herself available to both myself and the TA Apprentice as and when needed, as well as with the scheduled meetings.
- I definitely think that the course has been beneficial to our staff in improving their confidence in the classroom and is something we would support other members of staff with in the future!

MENTORS/EMPLOYERS 4. From your experience so far, would you recommend this apprenticeship programme to other schools/ employers?



100 per cent said yes

- I have only had positive experience throughout the learning programme so therefore would recommend it to other settings.
- Great on the job CPD. The release time is difficult, though, especially if there is more than one person in the school.
In response: we have developed further guidance on Off The Job Learning and shared this with schools. We also offer to work with each school to explore best models for Off the Job Learning and individual circumstances.
- The programme has been very professional and my staff member has developed tremendously during this time.
- The depth of understanding the trainees go into is above what I would expect.
- The hands-on and practical nature of this programme make it a fantastic way to develop the required skills to be a successful TA.
- My understanding of what the students learn from the course is very good and prepares them well for classroom practice.
- I think I shall be able to answer this more fully when they have been doing it for longer.
- It has a variety of areas which help in a range of aspects.
- This has been a valuable experience and I would definitely recommend it to other schools.
- We would recommend the apprenticeship to others. Our staff are enjoying the apprenticeship, they are learning and improving their abilities all the time as well as their subject knowledge!

The hands-on and practical nature of this programme make it a fantastic way to develop the required skills to be a successful TA.

MENTOR/EMPLOYER

It has been useful in so many ways, but particularly with how I support learning with scaffolding, prompting and clueing, and using questioning more effectively.

APPRENTICE

