

**MAPPING MATRIX – L3 TEACHING ASSISTANT APPRENTICESHIP STANDARD TO LEVEL 3 5329-33 DIPLOMA IN SPECIALIST SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS**

REFERENCE FROM TEACHING ASSISTANT STANDARD	5329-33 STLS			LINKS TO ASSESSMENT STRATEGY METHOD	COMMENTS
	UNIT	LO	ACs		
<b>KNOWLEDGE, SKILLS, BEHAVIOURS</b>					
<b>KNOWLEDGE</b>					
K1 Understanding how pupils learn and develop	331      303 319   320	1 2 3 4 5  1 1 2 4  1 2  2	1.1 1.2 1.3 2.1. 2.2.2.3 3.1 3.2 3.3 3.4 4.1 4.2 4.3 5.1 5.2  1.1 1.2 1.3 1.4 1.5 1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 4.1 1,1 1.2 1.3 1.4 2.1	Normally, all knowledge would be assessed in STLS standards by either assignment, Q/A, PD, Reflective accounts, case study or a combination of those.	The mandatory units of the STLS Diploma qualification do not give sufficient detail on initial assessment and the tools that the TA could use to ascertain a starting point (although this could be deemed the job of the teacher, it could be expected that a TA at Level 3 would have some knowledge – the new TA standard places much more emphasis on the TA being a substitute teacher with additional skills and knowledge). Also included are units 319 and 320 as these include SEN and behavioural emotional and social development needs.
K2 Technology	219 303	1 6	1.1 1.2 1.3 1.4 1.5 6.1 6.2		This is a Level 2 unit currently, and so the content it provides will need building upon – the new TA standard gives examples of using appropriate technology to support use of copier, tablets, computers and the knowledge of the correct programmes to use. It is now a mandatory requirement to know about these areas – eg using interactive whiteboard. 303 LO6 asks the TA to reflect on their own IT skills.

K3 Working with teachers to understand and support assessment for learning	303 307 310 313	3 1 1 1 2 3	3.6 1.1 1.2 1.3 1.4 1.1 1.2 1.3 1.4 1.1 1.2 1.3 2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4		This links to S3 for practical application of the knowledge. Again the new TA standard places much more emphasis on the links with the teacher and the TA role in assessing learning.
K4 Curriculum	303 302      332	1 1 2 3 4 5 6 4 5	1.1 1.2 1.3 1.4 1.5 1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 4.1 4.2 4.2 5.1 5.2 5.3		Unit 302 is included as this sets the context for the whole of understanding the education sector, and then the particular school in which the apprentice is working.  Two LOs from 332 included as they are matched to personal development and recording in a PDP. K4 looks also at the ability of the TA to keep abreast of developments.
K5 Keeping children safe in education	333       334	1 2 3 4 5 7  1 2 3 4	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 6.4 7.1 7.2 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 3.1 3.2 3.3 4.1 4.2		The current STLS qualifications do not specify knowledge of Prevent, British Values Designated Safeguarding Lead role, Local Authorities' role and their role with the Local Safeguarding Boards. They do not spell out the TA's role in reporting etc. The new TA standard requires this.  These two full units are all of the knowledge for Safeguarding & Health & Safety within the current STLS qualifications.

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	UNIT	LO	ACs		
<b>SKILLS</b>					
S1 Developing strategies for support	304	1	1.1 1.2 1.3	Normally, all skills areas within STLS would be assessed by direct observation over a period of time, EWT as an alternative if the strategy allowed this, supported by reflective account, products of work.	In 304 TAs will need all of the knowledge as well as the application of it, hence the whole of Unit 304 applies to “embed effective behaviour management etc”. “Use appropriate vocabulary etc” would need the knowledge from Unit 301 Outcome 2 “Understand how to communicate with Children YP and adults. Other mapping has also included mapping against the bilingual unit 317 “support bilingual learners” but there is not a clear and direct correlation between this and S1. Unit 320 covers emotional and behavioural needs. 319 other SEN needs.
		2	2.2 2.3 2.4 2.5		
		3	3.1 3.2 3.3 3.4		
		4	4.1 4.2 4.3 4.4 4.5		
		5	5.1 5.2 5.2 5.4		
	319	1	1.1 1.2 1.3 1.4 1.5		
		2	2.1		
		3	3.1 3.2 3.3 ¾ 3.5		
		4	4.1 4.2 4.3		
	320	2	2.2		
		3	3.1 3.2 3.3 3.4 3.5 3.6		
		4	4.1 4.2 4.3 4.4 4.5 4.6		
		5	5.1 5.2 5.3 5.4		
	S2 Communication and team work	305	1-5		
306		1	1.4 1.5		
		3	3.3		
334		2	2.1		
		3	3.3		
303		2	2.1 2.2 2.3		
		3	3.5		
		4	4.1 4.2		
S3 Working with teachers to accurately assess	307	2	2.1 2.2 2.3 2.4 2.5		
		3	3.1 3.2 3.3 3.4		
		4	4.1 4.2		

S4 Using Technology	219 303	2 3 3	2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3 3.4 3.5 3.5 (c)		Level 2 unit not part of the L3 Diploma. This is a gap in the old standards as the usage of ICT in the classroom has developed so much over the past years.
S5 Problem Solving/ability to motivate pupils	303 304 305	3 2 1 2 3	3.1 3.3 3.4 2.1 2.2 2.3 2.4 2.5 1.1 1.2 1.3 1.4 2.1 2.2 2.3 3.1 3.2 3.3 3.4 3.5		

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<b>BEHAVIOURS</b>					
B1 Building relationships/embracing change	301       302       304	1 2 3  2 3 4 5 6  2	1.1 1.2 1.3 2.3 2.4 2.5 3.1 3.2 3.3  2.1 2.2 3.1 3.2 4.1 4.2 4.3 5.1 5.2 6.1 6.2 6.3  2.1 2.2 2.3 2.4 2.5	Normally behaviours within STLS would be assessed by a relevant combination of observation, EWT, case study, Reflective account, PD, Q/A, assignment – any combination of a wide range of methods as appropriate to what was being measured.	
B2 Adding value to education	307	1 2 3	1.4 1.5 2.2 2.3 2.4 2.5 3.1 3.2 3.3 3.4 4.1 4.2		This unit is about peer marking, assessment and using praise.
B3 Promoting Equality Diversity and Inclusion	331 306	4 1 2 3	4.1 4.2 4.2 1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3		331.4 is about helping children with speech language and communication difficulties. 306 is the main unit on ED and I.
B4 Professional standards and personal accountability	305  332	1 3 1 2 3 4 5	1.1 1.2 1.3 1.4 3.1 3.2 3.3 3.4 3.5 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 4.14.2 4.3 5.1 5.2 5.3		

B5 Team Working, collaboration and engagement	302	2 3 4 5 6	2.1 2.1 3.1 3.2 4.1 4.2 4.3 5.2 5.3 6.1 6.2 6.3		