

LEARNING AND SKILLS TEACHER APPRENTICESHIP

The Learning and Skills Teacher (LST) is 'dual-professional', having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher. This means that many teachers in the Education and Training Sector (ETS) begin teaching as a second, or even later, career. The LST role is pivotal to the success of traineeship and apprenticeship programmes, in delivering effective vocational education and training that meets both learners' and employers' needs.

LSTs teach young people and adults within all parts of the ETS, including: work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector. LSTs are responsible for planning and delivering learning that is current, relevant, challenging, and that inspires learners to engage and achieve their full potential. LSTs collaborate closely with colleagues and other ETS professionals in supporting learner progress. LSTs ensure the physical, psychological and social wellbeing of learners.

ENTRY

Employers will set their own entry requirements in order to start on this apprenticeship.

DURATION

Typically 24 months to gateway i.e. excluding EPA period.

LEVEL

This apprenticeship standard is set at level 5.

QUALIFICATIONS

Outcomes of this standard must include: Level 5 Diploma in Education and Training or equivalent and Level 2 Safeguarding.

PROGRESSION

With the employer's approval, the LST could progress onto curriculum/training leadership roles following an adequate period of experience teaching at this level, within the sector.

FUNCTIONAL SKILLS

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

END ASSESSMENT

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent end point assessment.

EDN PROFESSIONAL TRAINERS

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The EDN Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.



FOR MORE INFORMATION CONTACT US AT:

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REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

PROFESSIONAL BEHAVIOURS

The Learning and Skills Teacher will:

- Operate at all times to ethical and legal standards and within professional boundaries
- Value diversity and actively promote equality of opportunity and inclusion
- Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control

- Promote a passion for learning and high expectations of all learners
- Model exemplary communication skills with learners and in all professional relationships
- Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning
- Underpin their practice by reference to professional standards and evidence-based teaching and learning.

The Learning and Skills Teacher will be able to:		The Learning and Skills Teacher will understand:	
Plan learning to		Principles of effective programme design	
S1	Meet programme requirements and deliver learning outcomes in a realistic context	K1	How to organise and combine syllabus outcomes into meaningful/realistic learning opportunities
S2	Ensure that learning activities are authentic in relation to workplace practice	K2	Current and emerging workplace practice
S3	Encourage learners to develop: <ul style="list-style-type: none"> Autonomy and resilience Personal and interpersonal effectiveness Social awareness and respect for others Essential employability skills 	K3	Evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities
Design and deliver learning sessions and activities to		Principles of effective learning	
S4	Engage learners to establish standards of behaviour, mutual respect and safe working	K4	How to engage learners in maintaining ground-rules for safe and effective learning
S5	Avoid and overcome unfair disadvantage and barriers to learning	K5	The causes of unfair disadvantage and barriers to learning, and ways to overcome them
S6	Develop mathematics and English skills necessary for vocational achievement	K6	Mathematics and English in the vocational context and opportunities and support for their development
S7	Actively engage and inspire all learners and encourage them to set challenging goals	K7	How to ensure that learning activities actively engage and challenge all learners
S8	Use resources that are inclusive and add value to learners' development	K8	When best to use learning resources to support learners without excluding others
S9	Use digital and mobile technologies in ways that are safe and support effective learning	K9	Current and emerging learning technologies and how they can be used safely and effectively

The Learning and Skills Teacher will be able to:		The Learning and Skills Teacher will understand:	
Facilitate individualised learning through		Principles of individualised (differentiated) learning	
S10	Access to up-to-date information, advice and guidance	K10	Sources of current information, advice and guidance
S11	Reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey	K11	Effective use of initial and diagnostic assessment and their application at the start of or during a programme
S12	Varied learning activities that naturally allow all learners to contribute	K12	Ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task
S13	Facilitate regular 360° feedback that empowers learners in their own development	K13	How to involve learners in understanding their own progress, and updating their learning records and plan
S14	Regular formative assessment processes and updated individual learning plans	K14	Valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey
S15	Coaching (or referral) of learners' to address unhelpful behaviours or viewpoints	K15	Recognised coaching techniques and the circumstances in which referral may be necessary
S16	Collaboration with relevant colleagues and professionals to support individual action plans	K16	How and where to access support for learners in achieving agreed developmental targets
Quality assure outcomes for learners through		Quality assurance within the education context	
S17	Compliance with internal and external regulations, legislation and guidance in respect of: <ul style="list-style-type: none"> Teaching, learning and assessment Recording, storing and sharing information relating to learners and learning The physical and psychological safety of all learners 	K17	The requirements and implications of: <ul style="list-style-type: none"> Organisational policies and procedures OFSTED Common Inspection Framework Awarding organisations Funding agencies Legislation (e.g. equalities and safeguarding)
S18	Seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning	K18	Effective methods of securing valid feedback from stakeholders (e.g. learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources
S19	Continually updating their own knowledge and skills as a teaching professional and a subject specialist	K19	Ways to access personal and professional development and to maintain vocational currency
S20	Using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners	K20	The use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners
S21	Supporting organisational development and quality improvement interventions	K21	Organisational, collaborative quality improvement strategies

INDEPENDENT END POINT ASSESSMENT

The end point assessment will only commence once the employer, apprentice and EDN Training Consultant are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent end point assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the fifteen month minimum period of learning and development. Prior to independent end point assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

SUMMARY OF INDEPENDENT END POINT ASSESSMENT PROCESS

The apprentice will be assessed to the apprenticeship standard using complementary assessment methods adjacent. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end point assessment organisation.

INDEPENDENT END POINT ASSESSMENT ORGANISATIONS

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit:

<https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>

The employer will approve and appoint the assessment organisation to undertake the independent end point assessment of the apprentice.

PROFESSIONAL DISCUSSION (PD)



The PD will last for 60 minutes (with a variance of +10% where the assessor has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete this method of the EPA). In this time-period, the IA will ask the LST a minimum of 15 prepared questions, based on an evaluation of the TCS and OP in relation to the relevant themes to be assessed and their associated KSBs. The purpose of the questioning will be to confirm the validity and sufficiency of the evidence presented in the professional discussion in relation to the relevant KSBs mapped to this assessment method within the context of the Themes. The LST apprentice will have the TCS to use as evidence in the PD.

Thematic Case-Study (TCS)

The LST will prepare a Thematic Case Study (TCS), detailing evidence of their experience and understanding. The LST should provide a narrative of their best examples of practice relating to each theme in-turn and ensure that the narrative is accurately cross-referenced (for example as Review Comments in Word) to the knowledge, skills and behaviours (KSBs) relevant to that theme.

Online Presentation (OP)

The apprentice will prepare, record (e.g. Youtube, Vimeo, etc) 20 minute (variance +10%) online presentation and make it available to the IA by a date agreed, and prior to the EPA on-site visit. The assessor will review the OP and prepare questions that probe further into the apprentice's ability to achieve this.

COMPLETION

The Independent end assessor confirms that each assessment element has been completed. The apprenticeship includes Fail, Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the assessments. Apprentices who fail one or both EPA methods will be offered the opportunity to take a re-sit/re-take. Resits/retakes must not be offered to apprentices who pass and wish to achieve a higher grade. A re-sit does not require further learning, whereas a re-take does.

For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via:

<https://findapprenticeshiptraining.sfa.bis.gov.uk/>

TEACHING OBSERVATIONS (TO)



Apprentices will be observed delivering 2 teaching sessions, enabling direct assessment of the professional behaviours, knowledge and skills. It is also essential that the LST is observed teaching 'normally' with 'real' learners and that the TO is, in no way, simulated. It would be advisable for the employer and the IA to confirm, 48hrs ahead, that the planned sessions are still expected to go ahead.

At least one of the observations will be in a formal setting, for example a lecture theatre, workshop or classroom (minimum 60 minutes). The second observation could be carried out in a different teaching environment, for example the natural work environment. The duration of the two teaching observations, combined, will be 120 minutes (variance +10% where the assessor has the discretion to increase the time of the teaching observations by up to 10% to allow the apprentice to complete this method of the EPA). A further 20 minutes question and answers (with a variance of +10% where the assessor has the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete this method of the EPA) should be set-aside, during and/or following both TOs. The question and answer session is to:

- Clarify any aspects of the TOs
- Explore KSBs that the LST was unable to demonstrate, naturally, during the observed sessions.



Divisions of HIT Training Ltd.

Course sheet for Learning and Skills Teacher Apprenticeship

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