

# Learning and Skills Teacher

## Apprenticeship Programme



Level 5



24 Months

### Occupation Profile

As a Learning and Skills Teacher (LST) you will be a 'dual-professional', having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher.

The Learning and Skills Teacher 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.

As a Learning and Skills Teacher you will teach young people and adults within all parts of the education and training sector, including: work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector. You will be responsible for planning and delivering learning that is current, relevant, challenging, and that inspires learners to engage and achieve their full potential.

As a Learning and Skills Teacher you will collaborate closely with colleagues and other educational training sector professionals in supporting learner progress and ensure the physical, psychological and social wellbeing of learners.

### Entry requirements

Employers set their own entry requirements for this apprenticeship

### Programme qualifications & requirements



- Achieve Level 5 Diploma in Education and Training or equivalent
- Achieve Level 2 Safeguarding
- Achieve Level 2 English, maths and ICT (if not held)
- Achieve 20% off the job requirement
- Prepare a thematic case study
- Prepare an online presentation
- Work at or above the level required of a Learning and Skills Teacher



## SKILLS

Meet programme requirements and deliver learning outcomes in a realistic context
Ensure that learning activities are authentic in relation to workplace practice
Encourage learners to develop: <ul style="list-style-type: none"> <li>• Autonomy and resilience</li> <li>• Personal and interpersonal effectiveness</li> <li>• Social awareness and respect for others</li> <li>• Essential employability skills</li> </ul>
Engage learners to establish standards of behaviour, mutual respect and safe working
Avoid and overcome unfair disadvantage and barriers to learning
Develop mathematics and English skills necessary for vocational achievement
Actively engage and inspire all learners and encourage them to set challenging goals
Use resources that are inclusive and add value to learners' development
Use digital and mobile technologies in ways that are safe and support effective learning
Seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning
Compliance with internal and external regulations, legislation and guidance in respect of: teaching, learning and assessment recording, storing and sharing information relating to learners and learning the physical and psychological safety of all learners
Continually updating their own knowledge and skills as a teaching professional and a subject specialist
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
Supporting organisational development and quality improvement interventions

## KNOWLEDGE

How to organise and combine syllabus outcomes into meaningful/realistic learning opportunities
Current and emerging workplace practice
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
Sources of current information, advice and guidance
Effective use of initial and diagnostic assessment and their application at the start of or during a programme
Ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task
How to involve learners in understanding their own progress, and updating their learning records and plans
Valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey
Recognised coaching techniques and the circumstances in which referral may be necessary
How and where to access support for learners in achieving agreed developmental targets
The requirements and implications of: <ul style="list-style-type: none"> <li>• Organisational policies and procedures</li> <li>• OFSTED Common Inspection Framework</li> <li>• Awarding organisations</li> <li>• Funding agencies</li> <li>• Legislation (e.g. equalities and safeguarding)</li> </ul>
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
Ways to access personal and professional development and to maintain vocational currency
The use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners
Organisational, collaborative quality improvement strategies

## BEHAVIOURS

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 practice by reference to professional standards and evidence-based teaching and learning



## Details of programme

**During this apprenticeship you will participate in training, development and on-going review activities. These typically include:**

- Induction which is specific to your workplace
- Study days and training courses
- 20% off the job training
- Mentoring/buddy support
- Completion of a portfolio through which you gather evidence of your progress
- Structured one to one reviews of your progress with your employer and/or Dynamic Training

**You will be allocated a Skills & Development Coach who will support and guide you for the duration of your apprenticeship.**

The apprenticeship programme will be delivered as blended learning. Blended learning is a combination of both online and face to face delivery. You will need to have good internet access and a suitable device such as a smart phone, laptop, or tablet to work on. Microsoft Teams is used for coaching sessions and ZOOM is currently used for taught sessions. Please discuss accessibility with your employer as these applications are required, in order for you to complete your training.

## Assessment Gateway

Your employer will make the decision after a minimum of 24 months on programme, as to when you are ready to undertake the end point assessment. Before going forward for end point assessment, you must have:

- Achieved a Level 5 Diploma in Education and Training or equivalent
- Achieved a Level 2 Safeguarding qualification
- Achieved Level 2 English, maths and ICT (if not held)
- Met the skills, knowledge and behaviour requirement of the apprenticeship standard.
- 20% OTJ
- Collation of a portfolio of evidence
- Prepared the Thematic case study
- Prepared the Online Presentation

## End Point Assessment

Following successful completion of the Gateway, you will proceed to end point assessment (EPA). The EPA is undertaken by an independent assessment organisation chosen by your employer and has to be completed within an 8 week timeframe following the gateway.

**The End Point assessment components are:**

Assessment Method	Grading
Professional discussion	Fail / Pass
2 x Teaching Observations	Fail / Pass / Distinction

The Independent Assessor will determine the overall EPA grade of either fail, pass or distinction