



Specialist Teaching Assistant Apprenticeship Level 5

Funded through the Growth and Skills levy



Welcome to the Level 5 Specialist Teaching Assistant apprenticeship



Develop the knowledge, skills and behaviours to provide specialist support to pupils in your setting via this Level 5 Specialist Teaching Assistant apprenticeship.

This is a prime opportunity to upskill, progress your career and build specialist knowledge.

Expanding on your previous experience as a Teaching Assistant (TA), Learning Support Assistant (LSA) or Classroom Assistant, you'll plan, implement, and adapt activities in order to advance learning.

The programme covers some key themes that you'll need in your role, and additionally, you'll choose from one of our specialist options:

- SEND
- Social and Emotional Wellbeing (including ELSA status)
- Language and Literacy (with an optional value-added Elklan qualification)

Read on to find out more about these specialist pathways.

Our specialist pathways

SEND specialist: Learn how to provide specialist support for children and young people with special educational needs and disabilities in order to promote inclusion and advance learning and progression.

Social and Emotional Wellbeing specialist: Learn how to positively contribute to your pupils' social and emotional wellbeing, to support inclusion and advance learning. This specialism also includes training to become an Emotional Literacy Support Assistant (ELSA).

Language and Literacy specialist: Feel more confident in supporting all children and young people with their literacy, communication and language skills, including those with identified speech and language difficulties. Plus, opt-in to gaining an Elklan qualification alongside your apprenticeship. Choose any of Elklan's courses focused on Speech and Language Support, or extend your experience by choosing the Higher Level Communication Practitioner (HLCP) Award from OCN London.

It is also possible to gain HLTA status through this programme.
See page 18 'Interested in gaining HLTA status?' for further information.

Who we are

ESF Apprenticeships are an innovative training provider rated 'STRONG' in all areas by Ofsted. We create opportunities and raise aspirations through innovative apprenticeship pathways.

Founded in 2011, we have deep roots within education and partner with schools, Multi-Academy Trusts and colleges that help build successful and effective teams.

SEND and SEMH experts from our sister company Real Training have co-developed this programme with us, bringing together the very best of our collective expertise.



At a glance:

Duration: 18 months

Study method: Blended learning

Qualifications: Specialist Teaching Assistant apprenticeship

- **Optional HLTA status** available across all pathways
- **ELSA status** gained via Social and Emotional Wellbeing specialism
- **Elklan qualification** available via Language and Literacy specialism (Choose the most relevant of Elklan's Core Speech & Language courses OR **Higher Level Communication Practitioner (HLCP) Award**)

Delivery: By ESF Apprenticeships



Programme content

Specialist Teaching Assistant apprentices will benefit from a diverse programme, spread over several core themes:

- Learning Environment and Safeguarding
- Child Development
- Inclusion, Equity and Learner Support
- Curriculum Planning and Pedagogy
- Assessment & Progress Monitoring
- Communication & Collaboration
- Professional Practice & Development

You will also have the opportunity to elevate knowledge of your chosen specialism: (SEND, Social and Emotional Wellbeing or Language and Literacy)



Apprentice & Employer spotlight

Melbourn primary school is a large community school, with staff who are passionate about providing the very best education for all children. They are using the Level 5 Specialist Teaching Assistant Apprenticeship to upskill a key member of their teaching assistant team, Jessica Dale, with a transformative impact on inclusive provision throughout the school.

“

I would recommend the course to other head teachers. It's been an excellent way of us being able to give staff an opportunity to develop their skills when they're still in school. And we are seeing the benefits every day for our children

Steph Wilcox – Headteacher, Melbourn Primary School

”



Why choose the Level 5 Specialist Teaching Assistant apprenticeship?

Embark on this apprenticeship to unlock a wealth of benefits for your career and personal growth. Through this comprehensive programme, you will gain:

Specialist knowledge, critical understanding and practical teaching skills to plan, implement, evaluate and adapt activities to advance learning, for example, scaffolding.



A deep understanding of policies, practices, and procedures relevant to your role.



ELSA status is available through the Social and Emotional Wellbeing specialism and the Language and Literacy specialism offers the option to achieve the Elkan qualification of your choice, including the Higher Level Communication Practitioner (HLCP) Award.



The experience needed to create an inclusive and supportive environment in which learning outcomes are improved.



Specialist training in SEND, Social and Emotional Wellbeing or Language and Literacy with training and support from experienced professionals and your apprenticeship tutor.



The ability to collaborate more effectively with colleagues and other professionals, and support the development of effective practices in team members, for example through mentoring and coaching.



Optional HLTA status and a clear route for career progression.



Your apprenticeship programme

How will I study?

Throughout your programme, you will receive support from your dedicated apprenticeship tutor.

Additional support will be provided by your in-school mentor who will join your apprenticeship tutor to review your progress on six occasions throughout the programme.

You will engage in a variety of learning activities, enabling you to learn and apply your new knowledge and skills through practical activities and projects. This includes:



Asynchronous Online Learning

Supported learning using our bespoke learning platform at a time and place that suits you



Online Personal Progress Reviews

One review per term with your apprenticeship tutor and in-school mentor



Synchronous Learning

18 two-hour live online workshops and webinars with your apprenticeship tutor and peers



Networking

Opportunities to network and share good practice with other TAs



Self-directed Project Work

Practical projects and research in your setting through which to apply your knowledge and skills



Exclusive Invitations

To our series of SEND Masterclasses, hosted by experts



We are given so much support that really helps us along the way. No question is too silly and that really helps in building your confidence. ...I'm really starting to like [the online learning]. Having everything saved in one online place is brilliant – especially the library of extra resources.

Tina – Primary TA, Fernhurst Primary School



Meet the Curriculum Lead and Course Tutor

Sarah Small

Specialist Teaching Assistant
Curriculum Lead and Tutor



Sarah Small is the Specialist TA Apprenticeship Curriculum Lead and a dedicated course tutor. With 18 years of experience as a Class Teacher and Assistant Head, Sarah brings a deep understanding of the classroom and the day-to-day realities faced by school staff.

Having recently transitioned from teaching into the apprenticeship sector, she now uses her wealth of knowledge to support and guide future Specialist Teaching Assistants. Sarah's passion lies in making a meaningful impact through high-quality training that reflects the real challenges and opportunities within education today.



It's been a pleasure to witness TAs developing expertise, which translates into more effective, evidence-based interventions with pupils. They go far beyond supporting class teachers; they're leading small groups, planning bespoke activities, and even mentoring their peers.

Both the ESF tutoring team and the in-school mentors have seen a huge rise in confidence among TAs studying the programme. These TAs aren't keeping new skills to themselves, they're sharing them across their school, with some even leading whole-school staff meetings to introduce their colleagues to specialist strategies and resources.

The insights into theory leading into practice really adds value to their apprenticeship experience. As well as written evidence tasks, they're networking with experienced TA's around the country, sharing experience in the whole range of settings from small SEND hubs to large independent secondary settings – a joy to see!



The Learning Journey

Phase: Welcome to your Apprenticeship

Navigating your learning platforms: ESF Learn & BUD
Tracking your learning and supporting your progress
Capturing your learning through evidence tasks
Utilising resources for wider reading
How you will be assessed: Formative and Summative processes

Phase: Learning Environment & Safeguarding

Topic 1: Legislation, Guidance & Policy
Master education legalities, including safeguarding and SEND codes. Learn to confidently manage EHCPs, ISPs, timelines, and legal duties within your school.

Topic 2: Creating an Enabling Environment
Understanding school improvement goals for SEND, safety procedures, record-keeping, and the school's commitment to inclusion and sustainability, all while maintaining confidentiality.

Phase: Child Development

Topic 5: Barriers to Learning
National and local SEND Analyse how personal and environmental factors cause attainment gaps amid budget challenges. Reflect on the 2026 SEND Reforms to align your practice with current national inclusion priorities.

Topic 4: Child development
Explore developmental milestones and learning theories to see how typical and atypical progress impacts the classroom. Apply the Graduated Approach to spot needs early and support learners effectively.

Topic 3: Environment for Learning
Understanding school improvement goals for SEND, safety procedures, record-keeping, and the school's commitment to inclusion and sustainability.

Phase: Curriculum Planning & Pedagogy

Topic 6: Planning
Master curriculum, pedagogy, and assessment to plan strategically. Learn adaptive teaching and the EEF Implementation Cycle to optimise resource planning for SEND.

Topic 7: Effective Teaching
Implement high-quality strategies to advance learning. Focus on memory and cognitive load theories to boost pupil retention and ensure your department is Ofsted-ready.

Topic 8: Approaches to Assessment
Evaluate assessment methods using validity, reliability, and utility. Use school datasets to spot trends and combine data with pupil and parental voice.

Phase: Communication and Collaboration

Topic 9: Feedback, Recording & Reporting
Learn to report pupil progress to stakeholders and help students act on feedback. Gain skills to compile the annual SEND Information Report and give strategic recommendations to leadership.

Topic 12: Professional Wellbeing
You will adopt strategies to maintain and manage your own workload while building resilience within your professional role. You will learn to implement performance management cycles for TAs to identify training needs and lead overall team growth.

Topic 11: Stakeholder Communication
Develop strategies for strong relationships with pupils, parents, and professionals. Learn to mediate concerns, manage difficult conversations, and involve families as equal partners in co-production.

Topic 10: Working with colleagues
Explore values-based leadership models to motivate your team. Master change management cycles to lead colleagues successfully through new educational practices.

Topic 13: Professional development & Reflective Practice
You will engage in continuous self-reflection using the 'Do, Assess, Adapt' model to improve your practice as a lifelong learner. You will also learn to differentiate between coaching and mentoring to support the development of your colleagues.

Release time

Live delivery is one morning per month. We also advise one additional half-day (2 hours) release per week in which you'll complete your asynchronous learning and work-based projects; the timings for these can be flexible to fit around your work commitments. You and your mentor, will also need to be available for one 30-minute progress review per term.



Exclusive invitations to SEND Masterclasses

Available to all ESF apprentices, our online masterclasses will develop knowledge and understanding of supporting children with SEND.

Our SEND Masterclasses are delivered by experts in their field, offering a unique blend of specialist knowledge, practical strategies, and real-world experience.

With a focus on current research and inclusive practices, these masterclasses offer invaluable professional development tailored to the evolving needs of the SEND community. They provide educational professionals with the tools and confidence to support all learners effectively.

Attendance of the SEND Masterclasses is optional, although highly recommended and recordings are made available to those unable to attend the live sessions.

Topics include:

- Autism Spectrum Conditions
- Behaviour and barriers to learning including mental health
- Challenges related to accessing Maths
- Communication needs
- Dyslexia & practical tips to support pupils
- Executive functioning and concentration difficulties (including ADHD)
- Speech and Language delay
- Supporting and understanding attachment disorder
- Trauma
- Understanding and supporting learners with sensory and visual needs



Learn about the experts who deliver our SEND Masterclasses

SEND specialism

By gaining expertise in supporting and advancing the learning of pupils with SEND, you'll ensure full compliance with SEND regulations and implement best practices for inclusive education.

You'll also gain the skills to confidently address diverse learning needs, provide individualised support for pupils, foster a supportive environment and provide capacity for early identification of SEND.

- **Enhanced knowledge of SEND policies and procedures:** Gain a deep understanding of national and local SEND policies, practices, processes, and procedures
- **Improved understanding of SEND:** Understand the theoretical background of a range of SEND, such as autism, attachment, trauma, and dyslexia
- **Early identification and assessment skills:** Develop skills in the early identification and assessment of SEND, using appropriate tools and techniques
- **Deliver effective support for pupils with SEND:** Learn how to adapt provision and practices to effectively support pupils with SEND and promote their learning and development
- **Creation of an inclusive learning environment:** Implement strategies to create an inclusive learning environment where every pupil, including those with SEND, can thrive

95%

of learners rate our SEND Masterclasses as 'Excellent' or 'Good'





Language and Literacy specialism

Opt-in to studying an Eklan Speech and Language qualification of your choice, or the Higher Level Communication Practitioner (HLCP) Award at no extra cost alongside your apprenticeship.

Learn how to identify and support pupils with speech, language and communication needs. In your role as a Language and Literacy specialist, you'll gain the skills to develop and implement effective literacy lessons and develop children and young people's speech, language and communication skills.

- **Improved knowledge of literacy and communication difficulties:** Learn to identify literacy-related and speech, language and communications difficulties, and to implement effective support strategies
- **Design and evaluation of targeted interventions:** Acquire the knowledge to design, implement, and critically evaluate targeted and effective literacy and SLCN interventions with confidence
- **Championing inclusive institutional practices:** Cultivate the opportunity to champion inclusive practices across your setting
- **Effective professional liaison skills:** Develop the ability to liaise effectively with the SENCO, parents, and local SLCN and Speech and Language Therapy (SaLT) services
- **Enhanced team management and mentoring skills:** Formulate skills including coaching and mentoring of colleagues to effectively support strong literacy and speech, language and communication skills within pupils in your setting
- **Nationally-recognised practitioner qualification:** Achieve the nationally-recognised Higher Level Communications Practitioner award from OCN London

If you opt in, you'll select your preferred Eklan course after 3 months on the programme. This enables you to pick the training that aligns with the age range and developmental level most relevant to your role.

Available options include:



If you have previous training or experience in Speech, Language and Communications, you might like to consider the **Higher level Communications Practitioner (HLCP) award**.



About Eklan

Eklan delivers courses to teaching assistants, teachers, early years practitioners and parents, empowering them with the knowledge and practical strategies to utilise speech and language therapy methods in the classroom to develop children's communication skills. Eklan has trained over 100,000 educational practitioners through a network of over 4,500 tutors.



Scan the QR code to visit Eklan's website where you will find further information about the available range of courses.



Social and Emotional Wellbeing specialism

Building on the core programme content, you'll develop knowledge, skills and behaviours (KSBs) which specifically focus on Social and Emotional Wellbeing. You will gain:

- **Enhanced knowledge of social and emotional wellbeing policies and procedures:** Gain a deep understanding of national and local policies, practices, processes, and procedures related to social and emotional wellbeing
- **Improved understanding of the theoretical background of social and emotional wellbeing:** Understand the theoretical background of supporting social and emotional wellbeing in educational contexts
- **Knowledge of approaches to promoting social and emotional wellbeing:** Learn the principles and approaches to promoting social and emotional wellbeing in educational contexts
- **Skills in using tools to promote social and emotional wellbeing:** Develop skills in using appropriate tools to promote social and emotional wellbeing and advance learning
- **Improved understanding of impact:** Understand the impact of social and emotional wellbeing on pupil development and learning
- **Implementing effective strategies:** Implement effective strategies to advance social and emotional wellbeing in learning and assessment contexts

By choosing this specialism, in addition to becoming a specialist TA, you will also become a qualified Emotional Literacy Support Assistant (ELSA).

If you are already a trained ELSA, but wish to continue developing your practical skills in social and emotional wellbeing, don't worry – you can still choose this specialism. ELSA training is a core part of the programme which means all participants will need to attend the ELSA sessions. If you are already a qualified ELSA, you'll have the opportunity to refresh your knowledge and practice your skills, whilst developing new expertise from the apprenticeship curriculum.

I'm very excited to be on this journey to Specialist TA. I have chosen the Social and Emotional Wellbeing pathway. I love to explore different growth mindset practices and alternative methods to create impact and achieve our desired goals.

Kelly – Primary TA, Manor Fields Primary School

Emotional Literacy Support Assistants (ELSAs)

An Emotional Literacy Support Assistant (ELSA) is a specialist teaching assistant who supports children and young people to develop essential emotional literacy and social skills.

By working closely with pupils, ELSAs help foster a sense of safety and happiness in school, while equipping them with the tools to understand and manage their emotions effectively. They work with pupils either individually or in small groups, and can help with a range of issues, including:

- Anxiety
- Low self-esteem
- Anger management
- Loss and bereavement
- Friendship issues
- Relationships
- Behaviour
- Conflict

ELSAs receive specialised training from Educational Psychologists (EPs) and benefit from ongoing supervision, ensuring they provide high-quality support. The ELSA curriculum covers:

- What is Emotional Literacy and how do we improve it?
- Building resilience
- Emotional regulation, including anger management and cognitive behavioural techniques
- Social and friendship skills
- Loss, bereavement and family break-up
- Therapeutic stories and social stories
- Active listening and reflective conversations
- Neurodiversity and emotions

Important considerations for the Social and Emotional Wellbeing specialism:

Beyond the apprenticeship, ELSA qualification requires extra dedicated release time (equivalent to 6 days).

- One day of the ELSA training must be delivered face-to-face. The location for this is TBC, however it may be in London and attendance is mandatory.
- There is an ongoing time commitment to being an ELSA. There is an expectation that you will have 2-5 hours per week available for planning, delivery and review.
- Regular group supervision sessions with your ELSA coach and other specialist TAs are built into the programme. These sessions will provide you with the opportunity to ask questions, reinforce your knowledge, reflect on your learning and understand how to embed best practice.

In order for you to remain an ELSA once the programme has concluded, you will need to continue attending supervision sessions with an Educational Psychologist. This is sometimes offered through your Local Authority or other organisations.

Please visit realtraining.co.uk/elsa-supervision-package to find out about the package we offer for ongoing supervision.



Employer support and expectations

For an apprentice to be successful in their programme, support from their employer is essential. Key expectations of employers include:

Provide adequate support and release time

Off-the-job-training is an essential part of an apprentice's development. It is dedicated time, during normal working hours in which apprentices can focus on learning and applying new skills.

This protected time is required for apprentices to engage fully with their learning and development activities. All of the required learning during the programme count towards off-the-job hours however, it can also include activities such as:

- Reading relevant articles or publications and staying up-to-date with education trends and developments
- Applying new knowledge to real-world projects
- Networking or shadowing colleagues
- Setting personal and career objectives and reflecting on progress
- Research and revision
- Coaching and mentoring

Our apprenticeship tutors will signpost opportunities which count as off-the-job hours and during the enrolment meeting we can discuss how this can work alongside busy job roles.

Nominated mentor in school

All apprentices require an in-school mentor. A mentor's role is to support the apprentice and should be someone who has capacity to provide guidance to help the apprentice grow and develop in the workplace.

Expectations of a mentor:

- Attend the enrolment meeting with the ESF Apprenticeships Enrolment Team
- Be available to attend and provide feedback during the termly progress reviews
- Work in partnership with the apprentice tutor to support the apprentice through to achievement
- Provide feedback to help apprentices scope out impactful projects to complete as part of their programme
- Provide opportunities for additional professional development that complement and reinforce an apprentice's learning
- Able to carry out on-programme observations, having received training, and providing feedback to your apprentice

Access to ESF's CPD & Careers Hub:

Workplace mentors also receive access to the same high quality learning as their apprentice enabling them to take advantage of our range of practical and engaging CPD units focusing on a wide variety of topics. This includes access to our monthly SEND Masterclasses.

Assessment

You will have termly progress reviews in which you'll celebrate your growth and successes and discuss any challenges you have been facing. These will be scheduled with your mentor and apprenticeship tutor at a time that is convenient.

The final progress review is combined with a Gateway Meeting. Once you have completed this, you'll then undertake the End-Point Assessment (EPA).

The EPA for this programme involves:

- Observation with questions – the assessor will observe you teaching and interacting with learners (90 minutes plus 30 minutes of questions)
- Professional discussion underpinned by a portfolio of evidence (60 minutes)

Throughout the apprenticeship you'll work on projects and activities, supported by your tutor, which will make up your portfolio.

Apprentices are required to pass both components. The results from these assessments are then combined to form your overall apprenticeship grade (fail, pass, merit or distinction).

Whilst nerves are always to be expected when being assessed, your apprenticeship tutor is on-hand to support you in the run up to the End-Point Assessment. We'll ensure that you have everything you need to approach it with confidence!





Interested in gaining HLTA status?

Gaining HLTA status is an optional add-on.

Upon completion of your apprenticeship, you will be able to proceed with an assessment only route to the award of HLTA status.

This will involve:

- A review of the work completed during the apprenticeship (your portfolio of evidence). It will be cross-referenced to ensure that it meets the requirements of the HLTA standards
- You will then attend a discussion between yourself, the assessor and a nominated member of the Senior Leadership Team. This will confirm that you are able to advance learning when working with whole classes without the designated teacher present and that you are able to contribute to the planning, delivery and assessment of learning activities with individuals, groups and whole classes
- You'll share your experience of managing these activities to ensure all pupils are able to access the learning and make appropriate progress

You will not be required to undertake a preparation route or to complete any additional written work in order to gain HLTA status via this route.

Please note that there is an additional cost of £350 for gaining HLTA status alongside your apprenticeship. This cannot be funded by the Growth and Skills levy.

To be eligible for HLTA status, you will need to demonstrate proficiency in literacy and numeracy by providing evidence of having achieved a minimum GCSE English at Grade 4 (Grade C) or above, or hold an equivalent Level 2 Functional Skills qualification.

Growth and Skills Levy funding

How does the funding work?

The Level 5 Specialist Teaching Assistant apprenticeship is eligible for full funding through the Growth and Skills Levy. The programme has a funding band of £12,000 (subject to reductions based on recognition of prior learning and experience).

- If your employer (school, nursery, MAT, or local authority) has a salary bill of over £3 million, they will be a levy-paying organisation, which means 100% of the cost of the programme can be funded from the employer's levy pot. Levy-paying employers can access their funds through the central Digital Apprenticeship Service (DAS).
- Local Authority schools contribute to a large levy, known as a shared levy pot. Funding can be accessed even if your school payroll is below the £3 million levy threshold and this can be requested via the Local Authority's Apprenticeship Levy Manager.
- Where a maintained school sits within a Local Authority levy arrangement, ESF Apprenticeships can work with the Local Authority to explore procurement processes.
- Non-levy paying employers (i.e. with a salary bill of under £3 million). The Government will fund 95% of the apprenticeship, and you will need to commit to paying 5% of the fee.
- Levy Transfer: Larger organisations can support other organisations, by making up to 50% of their annual levy funds available to eligible employers who need financial assistance with apprenticeships. ESF Apprenticeships should be able to support your organisation to fund the whole cost of this apprenticeship using another organisation's unused funds via a process known as Levy Transfer.

We can provide more information if you are interested in pursuing this route. However, this cannot be guaranteed.

100% Fully Funded Training for ALL Under 25s

Training costs are 100% covered by the government across all levy and non-levy settings - even if your levy funds are spent! There are also a wide range of employer incentives, which we will be happy to talk you through.

For further information about apprenticeship funding, please visit our dedicated webpage.



Off-the-job training

Off-the-job training is a key part of your development. This means dedicated time during your normal working hours to focus on learning and applying new skills related to your apprenticeship.

Think of it as your chance to dive deeper, expand your knowledge, and grow professionally.

All of the required learning during the programme (asynchronous learning, workshops, webinars and progress reviews) count towards your off-the-job hours.

It can however also include a variety of other activities, such as:

- Reading relevant articles or publications and staying up-to-date on education trends and developments

- Applying your knowledge to real-world projects, solidifying your skills and confidence
- Networking with peers and colleagues
- Spending time learning from colleagues and leaders across your setting
- Setting personal and career objectives and reflecting on progress
- Research and revision
- Coaching and mentoring with both your apprenticeship tutor and your in-school mentor

This dedicated learning time is crucial for your success and will help you become a skilled and competent educator.

Eligibility

To be eligible for this programme, you will need to:

- Have worked as a Teaching Assistant (TA), Learning Support Assistant (LSA) or equivalent role for at least a year (full-time equivalent)
- Have the right to work in the UK
- Be employed for a minimum of 16 hours per week in England
- Have achieved a minimum of GCSE English at Grade 4 (Grade C) or above, or hold an equivalent Level 2 Functional Skills qualification. This level of English proficiency is required as the apprenticeship is equivalent in academic standard to a foundation degree.

Your employer must agree to your participation in the programme and to appoint a workplace mentor who will attend your termly progress reviews.

If choosing the Social and Emotional Wellbeing specialism, your workplace mentor should be part of the Senior Leadership Team (SLT). In addition to termly reviews, they will need to attend a 1-hour induction session at the start of the ELSA programme.

Please note: This programme is open to delegates in England only.



Frequently asked questions

01. Can I complete an apprenticeship as a part-time member of staff?

You need to be employed for a minimum of 16 hours per week to undertake the apprenticeship. It is likely that the duration of the apprenticeship will be extended so that you have longer to complete the evidence tasks and asynchronous learning.

02. How do I know if my school pays into the Growth and Skills Levy?

If your employer (school, nursery, MAT, or local authority) has a salary bill of over £3 million, they will be a levy-paying organisation, which means 100% of the cost of the programme can be funded from the employer's levy pot.

Non-levy paying employers (i.e. with a salary bill of under £3 million) are required to contribute 5% to the cost of the programme – this is £600. Where this is the case, we can work with your employer to seek support from a levy transfer partner with the aim of alleviating the fees, however this cannot be guaranteed.

Speak to your Business or Finance Manager for clarity around the Levy.

03. What if my school is a local authority school and doesn't have a payroll of £3 million?

Local Authority schools contribute to a large levy, known as a shared levy pot. Funding can be accessed even if your school payroll is below the £3 million levy threshold and this can be requested via the Local Authority's Apprenticeship Levy Manager.

Most Local Authorities have a list of the apprenticeship providers they work with. If you let us know which local authority you fall under and we can check whether we are already on their list or work with your Local Authority to explore procurement processes.

04. What commitment do I need to make during my time at work in order to fulfil the requirements of the apprenticeship? Do I need to be 'off the job' 1 day per week?

Off-the-job training is dedicated time, during your normal working hours, in which you focus on learning and applying new skills related to your apprenticeship.

All of the required learning during the programme (asynchronous learning, workshops, webinars, and progress reviews) count towards your Off-the-job hours. Additional activities such as project work, shadowing colleagues, wider reading and research all count. Via our online platform, ESF Learn, we're able to signpost a number of opportunities which count as off-the-job. During your enrolment meeting we can discuss how this can work alongside a busy job role!

05. If I move school halfway through the apprenticeship, is it transferrable to my new employer?

Yes, it is possible to change schools and continue on the apprenticeship. You'll need to speak to your apprenticeship tutor if this situation occurs so that we can ensure your new employer is suitable.

06. How can I apply for this programme?

Please see the 'How to Apply' page for a breakdown of the application steps. These will be completed online. You will be required to upload photo ID – you might like to locate this early on in the application process.



Contact us:

hello@apprenticeships4education.co.uk