



Specialist Teaching Assistant Apprenticeship

PE, Physical Activity and Inclusive Learning Specialist

Fact Sheet

Apprenticeship Standard	Level 5 Specialist Teaching Assistant Apprenticeship Standard Specialist Option - Curriculum Provision Specialist- PE
Duration of training	20 months (including Apprenticeship Assessment period)
Apprenticeship overview	The Specialist Teaching Assistant Apprenticeship develops highly skilled practitioners who support schools to improve learning, wellbeing, inclusion and educational outcomes through specialist curriculum provision. Aspire Training Solutions has developed a unique specialist pathway focused on PE, Physical Activity and Inclusive Learning. This programme recognises the growing importance of physical literacy, movement competence, inclusive practice and physically active learning within primary education. The programme has been designed to reflect current educational priorities including: • Physical literacy and movement competence • Adaptive teaching and inclusive practice • SEND and neurodiversity • Wellbeing and self-regulation • Attendance and belonging • Evidence-informed practice • Curriculum leadership • School improvement Apprentices will develop the knowledge, skills and behaviours required to become specialist practitioners who can influence learning beyond the classroom and support whole-school priorities. The curriculum is built around the principle that: Movement is a foundation for learning, not simply a subject area. Apprentices will explore how physical activity can improve cognitive development, engagement, wellbeing and curriculum access for all learners
Nature of job role relevant to Knowledge, Skills and Behaviours of the apprenticeship	Employers may personalise implementation of this apprenticeship to suit their setting and priorities. Typical responsibilities may include: • Working directly with learners across EYFS, KS1 and KS2. • Supporting teachers to deliver ambitious and inclusive curriculum provision. • Planning and delivering targeted interventions. • Using movement and physical activity to improve learning outcomes. • Supporting the development of physical literacy and movement competence. • Delivering physically active learning opportunities across the curriculum. • Supporting the implementation of high-quality PE and physical activity provision. • Developing interventions to improve attendance, engagement and wellbeing. • Supporting learners with SEND and neurodiverse needs. • Using movement-based approaches to support self-regulation and emotional wellbeing. • Supporting assessment and evaluation of learner progress. • Working collaboratively with teachers, SENDCos, families and external agencies. • Supporting curriculum development and improvement planning. • Delivering enrichment activities, clubs and physical activity opportunities. • Supporting staff development through sharing specialist knowledge and expertise. • Contributing to whole-school approaches to inclusion, physical activity and wellbeing.

Suggested projects and activities	To Generate High-Quality Apprenticeship Assessment Evidence • Physical literacy audit and improvement project. • Physically Active Learning implementation project. • Movement and wellbeing intervention programme. • Inclusive PE curriculum review. • Fundamental movement skills assessment project. • Active play and playground development initiative. • Attendance and engagement intervention using physical activity. • SEND inclusion through movement project. • Staff CPD workshop focused on physical activity and learning. • Curriculum enhancement project linked to school improvement priorities. • Physical activity enrichment programme. • Pupil leadership and sports ambassador initiatives.
Qualifications, certificates and training delivered	Apprenticeship Qualification • Level 5 Specialist Teaching Assistant Apprenticeship Standard Aspire Specialist Training/CPD • PE Curriculum • Physical Literacy and Movement Competence • Physically Active Learning • Inclusive Practice and Neurodiversity • SEND and sensory circuits • Behaviour Management • Primitive Reflexes and Early Development • Movement and Self-Regulation • Curriculum Leadership and School Improvement • Intervention Design and Evaluation • Assessment and Impact Measurement • Research-Informed Practice • Adaptive Teaching • Safeguarding and PREVENT
Apprenticeship Assessment (AA)	The AA process is conducted by an independent Apprenticeship Assessment Organisation. The AA consists of: • Observation with questions • Professional discussion underpinned by a portfolio of evidence The portfolio will showcase evidence gathered throughout the apprenticeship and demonstrate the apprentice's ability to apply specialist knowledge, skills and behaviours within the workplace. Performance in the AA will determine the apprenticeship grade of Distinction, Pass or Fail.
Professional recognition	This apprenticeship provides an excellent progression route for: • Level 3 Teaching Assistants • Level 4 Sports Coaches • Experienced teaching assistants • PE specialists • Inclusion practitioners Successful apprentices may progress into: • Higher Level Teaching Assistant (HLTA) responsibilities • PE and Physical Activity Leadership roles • Curriculum leadership opportunities • SEND-focused roles • Teacher Training pathways • Further higher-level study and professional development

Training model

This apprenticeship training programme includes a structured blend of learning and workplace application, supported by an allocated Skills Coach and workplace mentor.

The programme includes:

- Online Masterclasses
- Practical Skills Festival Days
- Digital Learning Resources
- Aspire:Ed Online Learning Platform
- Workplace Projects
- Research Activities
- 1:1 Progress Reviews
- Employer Reviews
- Professional Discussions
- Work-Based Observations
- AA Preparation Workshops

The programme has been carefully designed to ensure apprentices can immediately apply learning within their role whilst developing the confidence, knowledge and leadership skills required to become specialist practitioners who improve outcomes for all learners.



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