



IfATE

Shaping skills training

Learning and skills teacher

Details of standard

Occupation summary

This occupation is found in all parts of the Further Education and Skills Sector (FES), usually in settings where students are aged 16 and above (a small number of teachers may teach 14-16 year olds in alternative provision, including FE colleges). The majority of Further Education, Learning and Skills Teachers will work in FE colleges (whether general or specialist), independent training providers (ITPs), Adult Community Learning (ACL) providers or offender learning. A small number may work as trainers in large organisations. Teaching can be delivered at a range of levels including essential skills generally up to Level 3 including, academic, vocational and technical education, some teachers may deliver subjects up to post-graduate level; it will also cover a broad range of both academic and technical subject/sector areas. Many Learning and Skills Teachers are dual professionals drawing on their technical and vocational as well as academic experience and qualifications to provide a high-quality learning experience.

The broad purpose of the occupation is to ensure that students achieve the best possible knowledge, skills and behaviours. Learning and Skills Teachers do this by planning and delivering teaching that is current, comprehensive and challenging, and that inspires students to engage, progress and achieve their full potential.

In their daily work, an employee in this occupation interacts with other Teachers and FES professionals and students of different ages, abilities, backgrounds and ambitions. They may also interact with employers and stakeholders. Teachers who are specialists in a particular technical or vocational subject, sector or occupation will typically maintain close working relationships with others working in their industry/sector and keep their own knowledge and skills up to date.

An employee in this occupation is responsible for helping to prepare each of their students for progression to/or within employment or to further study. To deliver this to a diverse group of students, including those with special educational needs, a Learning and Skills Teacher needs to be flexible, innovative, and adaptable, changing their behaviour and teaching style to suit the environment and level of their students. A Learning and Skills Teacher needs to have a sound understanding of pedagogy and regularly engage with robust evidence of effective teaching and learning methods and practice relevant to their subject area(s). A Learning and Skills Teacher typically has significant autonomy and needs to demonstrate consistently high standards of personal and professional conduct and is accountable for their professional development. A Learning and Skills Teacher may be responsible for the managing of others, as well as managing budgets.

Typical job titles include:

Education practitioner

Fe learning and skills teacher

Learning and skills practitioner

Learning and skills teacher

Lecturer

Tutor

Occupation duties

DUTY

Duty 1 Promote a passion for learning and set high expectations of all students and support their personal and skills development

Duty 2 Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them

Duty 3 Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice

Duty 4 Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning

Duty 5 Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students

Duty 6 Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training

Duty 7 Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students

Duty 8 Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change

Duty 9 Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance

KSBS

K5 K9

S10

K5 K6 K8 K9

S1 S3 S10 S11

K2 K5 K6 K9 K14 K15 K16 K19 K20

S2 S3 S4 S7 S9 S15 S25

B2 B3

K3 K5 K6 K7 K9 K17 K18 K20

S1 S3 S4 S7 S11 S15 S17 S18 S19 S20
S22 S25

K4 K7 K10 K15 K16

S6 S8 S13 S18 S19 S22

B5

K11 K12 K15 K16

S14 S18 S19 S20

B4

K10

S13 S17 S18 S19 S24

K1 K2 K4 K19

S23

B1 B2 B3 B6

K7 K8 K13

S1 S5 S12 S14 S16 S21

Knowledge

K1: The pedagogical theory and how to apply this theory to practice

K2: How to support contextualized opportunities to develop English and Maths

K3: The principles of designing, planning, and organising curriculum

K4: Methods for creating and adapting inclusive learning resources

K5: Evidence-informed inclusive teaching, learning and assessment strategies

K6: Strategies to engage and challenge all learners

K7: How to implement ongoing initial and diagnostic assessment to inform planning and progression

K8: Techniques to involve learners in taking ownership of their own progress

K9: Principles and practices of assessment and feedback

K10: How to promote and foster a safe and supportive learning environment

K11: Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment

K12: The range of support available for learners related to health, wellbeing and safeguarding

K13: Sources of current information, advice, and guidance to support progression opportunities for learners

K14: The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks

K15: Techniques to develop collaborative relationships

K16: Communication techniques and how to adapt these for different audiences, including leading difficult conversations

K17: Coaching and mentoring principles and techniques

K18: Strategies for quality improvement

K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency

K20: Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety

Skills

S1: Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice

S2: Identify, consider and take steps to minimise the impact of barriers to learning

S3: Contextualise English and mathematics in a way that promotes understanding of key topics

- S4:** Use a variety of teaching and assessment methods depending on the learning environment and learners' needs
- S5:** Encourage learners to set challenging goals
- S6:** Promote understanding of equality and diversity and sustainable development
- S7:** Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice
- S8:** Design and use resources that are inclusive and add value to learners' development
- S9:** Engage and inspire all learners
- S10:** Identify and set outcomes to enable each learner to achieve or exceed targets
- S11:** Provide ongoing learner feedback
- S12:** Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey
- S13:** Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change
- S14:** Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners
- S15:** Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions
- S16:** Prepare learners for their transition through education, further training, and into employment
- S17:** Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners
- S18:** Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders
- S19:** Engage learners to establish standards of behaviour, mutual respect and safe working
- S20:** Challenge learners to address inappropriate behaviour or viewpoints
- S21:** Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)
- S22:** Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice
- S23:** Manage workload through preparation and prioritisation, time management, and responsiveness to change
- S24:** Act within, the statutory frameworks which set out their professional duties and responsibilities

S25: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment

Behaviours

B1: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control

B2: Underpin their practice by reference to professional standards and evidence-based teaching and learning

B3: Committed to continuous professional development

B4: Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders

B5: Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries

B6: Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism

Qualifications

English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Additional details

Occupational Level:

5

Duration (months):

18

Review

this apprenticeship will be reviewed in accordance with our change request policy.

Version log

VERSION	CHANGE DETAIL	EARLIEST START DATE	LATEST START DATE	LATEST END DATE
1.3	Occupational standard revised	05/06/2024	Not set	Not set
1.2	End-point assessment plan revised	12/09/2023	04/06/2024	Not set
1.1	Standard, funding and end-point assessment plan revised	04/01/2022	11/09/2023	Not set
1.0	Approved for delivery	29/01/2019	03/01/2022	Not set

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