

# No days lost — just smarter training, built into your school day.

## The Weekly Timetable of a Coaching Apprentice

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (8:30-11:30am)	<ul style="list-style-type: none"> <li>Classroom teaching</li> <li>Learning walk</li> <li>Staff check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teaching</li> <li>Coaching observation</li> <li>Pupil progress review</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy support</li> <li><b>- Pupil progress observation*</b> <b>(30 mins)</b></li> <li>- Break duty</li> </ul>	<ul style="list-style-type: none"> <li>- Small group reading</li> <li><b>- Intervention planning*</b> <b>(45 mins)</b></li> <li>- Morning assembly</li> </ul>	<ul style="list-style-type: none"> <li>- In-class support</li> <li><b>- Reflective log writing*</b> <b>(30 mins)</b></li> <li>- Circle time</li> </ul>
Midday (11:30-1:30pm)	<ul style="list-style-type: none"> <li>Break duty</li> <li>Professional reading &amp; research (30 mins)</li> <li>Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Lunch</li> <li>eLearning module (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>- Lunch cover</li> <li>- Break</li> <li><b>- Mentor meeting*</b> <b>(30 mins)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Lunch duty</li> <li>- Pastoral support</li> <li><b>- SENCO shadowing*</b> <b>(45 mins)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Lunch cover</li> <li><b>- Training video + reflection*</b> (1 hr)</li> </ul>
Afternoon (1:30-4:30pm)	<ul style="list-style-type: none"> <li>Department leadership</li> <li>Staff support</li> </ul>	<ul style="list-style-type: none"> <li>- Group activity</li> <li><b>- Weekly reflection*</b> <b>(30 mins)</b></li> <li>- Display board work</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour strategy meeting* <b>(30 mins)</b></li> <li>- Outdoor duty</li> <li>- Art support</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum planning review* <b>(30 mins)</b></li> <li>- Paired reading</li> <li>- Classroom tidy-up</li> </ul>	<ul style="list-style-type: none"> <li>- Assembly support</li> <li>- TA team meeting</li> <li>- Resource prep</li> </ul>

**Off-the-job training activities are highlighted in bold**

This timetable shows that Teaching Assistants on the Specialist Level 5 Apprenticeship can complete their off-the-job training entirely within the working week without needing to be out of class or off-site for a full day. Each OTJ activity is carefully scheduled during quieter periods such as after lunch, during cover duties, or as part of relevant classroom experiences like SEND shadowing or behaviour planning. This allows the apprentice to remain part of the team, maintain pupil relationships, and build their expertise in real time proving that high-quality training doesn't mean sacrificing staff availability.

**SEND shadowing (45 mins)** – Observing SEND provision and inclusive practices in the classroom. / **Pupil progress observation (30 mins)** – Focused observation of pupil engagement and learning to inform practice. / **Intervention planning (45 mins)** – Designing or reviewing targeted support plans for small group interventions. / **Reflective log writing (30 mins)** – Writing a structured reflection linking experience to apprenticeship goals. / **eLearning (1 hour)** – Online learning focused on pedagogy, behaviour or inclusion. / **Mentor meeting (30 hour)** – Discussion with mentor to review progress and set targets. / **SENCO shadowing (45 mins)** – Observing SENCO responsibilities including paperwork and support planning. / **Training video + reflection (1 hour)** – A one-to-one discussion with the mentor to review progress, discuss challenges, and plan upcoming development targets. / **Weekly reflection (30mins)** – Consolidating the week's learning and updating development log. / **Behaviour strategy meeting (30 mins)** – Attending a meeting or CPD session on positive behaviour strategies. / **Curriculum planning review (30 mins)** – Reviewing curriculum plans with a teacher to understand intent and delivery.