

## Highfield Level 5 End-Point Assessment for ST1414 Specialist Teaching Assistant

### Apprentice Details

Name	
Employer	
Training Provider	
Option	

### Portfolio of evidence

It is a requirement of this assessment plan that a portfolio of evidence is submitted at Gateway to support the professional discussion underpinned by a portfolio of evidence. This is not assessed. Please see the EPA Kit for more information on the requirements for the portfolio of evidence.

Please indicate below which piece of evidence is mapped to each KSB covered in the professional discussion underpinned by a portfolio of evidence. Please use the same reference as the file name to ensure the correct piece of evidence can be located.

### Core

KSB	Evidence reference	Evidence location
<b>K1</b> Statutory and non-statutory curriculum frameworks relevant to the provision (RG2)		
<b>K3</b> Policies, processes, and procedures related to the collecting, storing, and sharing of information (RG2)		
<b>K7</b> Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these (AL4)		
<b>K8</b> Sources of information on research informed evidence-based practice (AL5)		
<b>K9</b> The difference between curriculum, assessment and pedagogy and why this is important when planning (PA4)		

<b>K12</b> Barriers to learning and strategies to overcome them (AL5)		
<b>K14</b> Methods of recording and reporting on assessments (PA5)		
<b>K16</b> The principles of behaviours for learning (AL5)		
<b>K19</b> The additional professional support available for learners (CO4)		
<b>K20</b> The additional professional support available for their specialist role (PR2)		
<b>K21</b> The principles of effective teamwork (CO3)		
<b>K22</b> Know how and when to escalate to the appropriate professional for expert help and advice (CO4)		
<b>K23</b> The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders (CO3, CO5)		
<b>K24</b> The principles of effective coaching and mentoring and the difference between them (CO3)		
<b>K25</b> The principles and importance of reflective practice (PR2)		
<b>K26</b> Know and understand strategies to develop resilience in self and others (PR2)		
<b>K27</b> Know how research findings are used to inform practices in education (PR2)		
<b>K28</b> The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education (AL4)		
<b>S3</b> Establish nurturing, effective working relationships with learners, parents or carers and stakeholders (CO3, CO5)		
<b>S7</b> Contribute to the planning of learning and assessment activities (PA5, PA6)		
<b>S11</b> Analyse assessment outcomes to inform reporting and future planning (PA5, PA6)		
<b>S13</b> Record and report information related to learners' progress to a range of stakeholders (PA5)		
<b>S14</b> Collaborate with colleagues and other professionals (CO2)		
<b>S16</b> Use a range of research to critically evaluate teaching and assessment approaches and practices (PA4)		

<b>S18</b> Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources (PR2, PR4)		
<b>S19</b> Update and maintain their own knowledge and skills as part of managing their own continuing professional development (PR3, PR4)		
<b>S20</b> Communicate information and analysis in a variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents or carers (CO2, CO5)		
<b>S21</b> Support the development of effective practices in others, for example through mentoring and coaching colleagues (CO3)		
<b>S22</b> Identify, action, and challenge issues and undertake difficult conversations where appropriate (CO4)		
<b>S23</b> Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being (PR3)		
<b>S26</b> Prioritise and manage own workload, for example recognising the importance of capacity (PR3)		
<b>B3</b> Show respect, care, approachability and empathy for children, colleagues and stakeholders (CO4, CO5)		
<b>B5</b> Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism (PR3, PR4)		

## Special Educational Needs and Disabilities (SEND)

<b>K30</b> National and local SEND policies, practices, processes, and procedures (SE4)		
<b>K31</b> The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia (SE3, SE5)		
<b>K32</b> Principles and approaches to early identification of SEND (SE3)		
<b>K34</b> The impact of SEND on children and young peoples' learning and development (SE4)		
<b>K35</b> Strategies to advance learning for learners with a range of SEND (SE4)		
<b>S28</b> Apply approaches to the assessment and early identification of SEND (SE4, SE5)		

## Social and Emotional Well-being

<b>K36</b> National and local policies, practices, processes, and procedures related to social and emotional well-being of learners (SW3)		
<b>K37</b> The theoretical background to support social and emotional well-being in educational contexts (SW3, SW5)		
<b>K38</b> Principles and approaches to the promotion of social and emotional well-being in educational contexts (SW4, SW5)		
<b>K40</b> The impact of social and emotional well-being on children and young people's learning and development (SW3, SW5)		
<b>K41</b> Strategies to advance social and emotional well-being in learning and assessment contexts (SW4)		
<b>S31</b> Identify and signpost learners in need of social and emotional well-being intervention (SW3, SW5)		

## Curriculum Provision

<b>K42</b> National and local curriculum policies, practices, processes, and procedures (CP3, CP5)		
<b>K43</b> The theoretical background to progression in the specific curriculum area(s) (CP3)		
<b>K45</b> The tools available for assessment within the specific curriculum area(s) to advance learning (CP4)		
<b>K46</b> The importance of the specific curriculum area(s) on children and young peoples' learning and development (CP4, CP5)		
<b>K47</b> Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people (CP3, CP5)		
<b>S35</b> Support colleagues by advocating for the specific curriculum provision (CP3)		

## Apprentice Declaration

I confirm that the evidence contained in this portfolio of evidence is all my own work and any assistance given and/or sources used have been acknowledged.

Signed by apprentice (name)	Signature	Date

## Employer Declaration

I confirm that the portfolio of evidence is valid and attributable to the apprentice.

Signed on behalf of employer (name)	Signature	Date