# ST1414 Specialist Teaching Assistant

# Apprenticeship Assessment

## Model A

### Assessment methods

- **Professional Discussion**
- **Portfolio with a question and answer (Q&A)**

## Model B

### Assessment methods

- **Professional Discussion**
- **Observation with a question and answer (Q&A)**

## Professional Discussion

Assessment organisations must design apprenticeship assessments to include a professional discussion.

The professional discussion will last up to 60 minutes.

Highfield will assess the professional discussion.

### Rationale

- Mandatory assessment stated in the assessment plan.
- This method has been chosen as it allows assessors to tailor questioning to individual performance and supports deeper exploration of complex topics and clarifies areas where evidence may be incomplete or ambiguous.
- Professional discussions can be designed to explore synoptic understanding by asking apprentices to justify decisions and link together multiple strands of knowledge and skills from across the standard.

- Enables apprentices to demonstrate how different strands of knowledge and skills interconnect in response to structured questioning.

**The following will be assessed in the professional discussion:**

**Core**

**AO2: Curriculum, Pedagogy and Planning**

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| *K6: Theories of learning, their application and implications for learning.* | *Applied Knowledge* | *Distinction: Consistently demonstrates refined and insightful application of practical, theoretical or technological knowledge to advance learning, producing solutions that are both robust and enhance outcomes.* |

## AO3: Assessment and Progress Monitoring

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| **K14: Methods of recording and reporting on assessments.** | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| S13: Record and report information related to learners' progress to a range of stakeholders. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| ***S11: Analyse assessment outcomes to inform reporting and future planning.*** | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |

## AO4: Inclusion, Equity and Learner Support

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| **K7: Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.** | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |
| **K12: Barriers to learning and strategies to overcome them.** | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |
| K17: The principles of and approaches to learner voice. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| K19: The additional professional support available for learners. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| **K28: The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.** | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |

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| **S15: Advocate for and champion the needs of learners.** | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| **S23: Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being.** | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |

## AO5: Professional Practice and Development

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K20: The additional professional support available for their specialist role. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| **K25: The principles and importance of reflective practice.** | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |
| K26: Know and understand strategies to develop resilience in self and others. | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |
| S18: Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources. | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |
| S19: Update and maintain their own knowledge and skills as part of managing their own continuing professional development. | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |

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| S26: Prioritise and manage own workload, for example recognising the importance of capacity. | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |
| ***K8: Sources of information on research informed evidence-based practice.*** | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |
| *K24: The principles of effective coaching and mentoring and the difference between them.* | *Communication and Collaboration* | *Distinction: Demonstrates strategic communication skills, influencing outcomes through well-judged messaging and collaboration, fostering strong stakeholder relationships in educational settings.* |
| ***K27: Know how research findings are used to inform practices in education.*** | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |
| ***S16: Use a range of research to critically evaluate teaching and assessment approaches and practices.*** | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |
| ***S17: Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.*** | *Applied Skills* | *Distinction: Selects, adapts and applies methods with a high degree of judgment, drawing on existing knowledge, procedures or research to advance learning and mitigate problems, leading to efficiencies or improvements.* |

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| *S21: Support the development of effective practices in others, for example through mentoring and coaching colleagues.* | *Responsibility and Autonomy* | *Distinction: Exercises responsibility and autonomy, planning and leading courses of action with impact. Handles resource decisions and team coordination with clarity of purpose, accountability demonstrated in reflective evaluation and continuous improvement of educational outcomes.* |

## AO6: Communication and Collaboration

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K21: The principles of effective teamwork. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| K23: The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| **S20: 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.** | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| *S22: Identify, action, and challenge issues and undertake difficult conversations where appropriate.* | *Communication and Collaboration* | *Distinction: Demonstrates strategic communication skills, influencing outcomes through well-judged messaging and collaboration, fostering strong stakeholder relationships in educational settings.* |

## Option 1: SEND specialist teaching assistant duties

### AO7: SEND Support, Adaptation and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K32: Principles and approaches to early identification of SEND. | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |
| K33: The tools available for assessment of SEND. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| ***K31: The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.*** | *Applied Knowledge* | *Distinction: Consistently demonstrates refined and insightful application of practical, theoretical or technological knowledge to advance learning, producing solutions that are both robust and enhance outcomes.* |
| *K34: The impact of SEND on children and young peoples' learning and development.* | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |

## Option 2: Social and emotional well-being specialist teaching assistant duties

### AO8: Social and Emotional Well-being Support and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| **K37: The theoretical background to support social and emotional well-being in educational contexts.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K38: Principles and approaches to the promotion of social and emotional well-being in educational contexts. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K39: The tools available to promote social and emotional well-being to advance learning. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| *K40: The impact of social and emotional well-being on children and young people's learning and development.* | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |

## Option 3: Curriculum provision specialist teaching assistant duties

### AO9: Curriculum Area Planning and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K42: National and local curriculum policies, practices, processes, and procedures. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| **K43: The theoretical background to progression in the specific curriculum area(s).** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K44: Principles and approaches to planning sequences of learning in the specific curriculum area(s). | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K45: The tools available for assessment within the specific curriculum area(s) to advance learning. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K46: The importance of the specific curriculum area(s) on children and young peoples' learning and development. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |

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| **K47: Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |

*NOTE: Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available. Knowledge and skills statements in italics will be graded against the relevant distinction grading descriptor.*

## Model A – Portfolio with Q&A

The Q&A session will last for up to 30 minutes.

This can be conducted and assessed by the Training Provider.

**Rationale**

- Listed as an optional assessment method available for this standard. Others include an observation.
- This method has been chosen as it allows assessors to tailor questioning to individual performance and supports deeper exploration of complex topics and clarifies areas where evidence may be incomplete or ambiguous.
- Professional discussions can be designed to explore synoptic understanding by asking apprentices to justify decisions and link together multiple strands of knowledge and skills from across the standard.
- Enables apprentices to demonstrate how different strands of knowledge and skills interconnect in response to structured questioning.

## Model B – Observation with Q&A

The observation will last for up to 60 minutes and the Q&A session will last for up to 30 minutes.

This can be conducted and assessed by the Training Provider.

**Rationale**

- Listed as an optional assessment method available for this standard. Others include a portfolio.
- Duration ensures sufficient time to generate valid, reliable and representative evidence of performance, while maintaining a proportionate and manageable assessment approach.
- Ensure that assessment decisions are based on sufficient, valid and reliable evidence by enabling criteria that is demonstrated through behaviours and interactions being observed in practice.
- Q&A can explore understanding by asking apprentices to connect knowledge from different topics, justify decisions and apply learning to broader occupational contexts.

**The following will be assessed in both models of the assessment portfolio with Q&A/ Observation with Q&A:**

**Core**

**AO1: Learning Environment and Safeguarding**

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| **K2: Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.** | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| K3: Policies, processes, and procedures related to the collecting, storing, and sharing of information. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| K15: The features of enabling environments. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| **K16: The principles of behaviours for learning.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |

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| **S1: Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.** | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| **S2: Establish a safe, stimulating and nurturing environment for learners.** | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| S5: Undertake dynamic risk assessment of the learning environment. | Information Use and Decision Making | Pass: Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support. |
| S6: Respond to and mitigate potential hazards that may adversely affect a learning environment. | Responsibility and Autonomy | Pass: Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion. |
| S24: Implement strategies to support the social and emotional well-being of learners. | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| *K22: Know how and when to escalate to the appropriate professional for expert help and advice.* | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |

## AO2: Curriculum, Pedagogy and Planning

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K5: The principles of sustainability within the education context. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| **K9: The difference between curriculum, assessment and pedagogy and why this is important when planning.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| **K10: Rationale, methods, and approaches to planning for learning.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K11: Teaching strategies to advance learning. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| K18: The purpose, impact, and safe use of equipment and resources to advance learning. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| **K29: The appropriate digital and emerging technologies, and their applications to support learning.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |

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|---|---|---|
| **S7: Contribute to the planning of learning and assessment activities.** | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| S8: Apply teaching strategies to advance learning, for example scaffolding. | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| **S9: Select and use safely, appropriate equipment and resources to advance learning.** | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| S25: Select and use technologies safely and effectively to promote learning. | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| *K1: Statutory and non-statutory curriculum frameworks relevant to the provision.* | *Regulatory and Procedural Awareness* | *Distinction: Demonstrates confident and rigorously informed interpretation of overlapping regulations, balancing compliance with innovation or improvement in educational practice.* |

## AO3: Assessment and Progress Monitoring

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| **K13: Principles and different methods of assessment and observation.** | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| S10: Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments. | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| **S12: Provide ongoing feedback to learners and support them to respond to feedback.** | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |

### AO4: Inclusion, Equity and Learner Support

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K4: The principles of equity, equality, diversity, and inclusion, and why these are important. | Applied Knowledge | Pass: Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes. |
| S4: Demonstrate understanding of equality and diversity and sustainable development. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |

## AO6: Communication and Collaboration

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| S3: Establish nurturing, effective working relationships with learners, parents or carers and stakeholders. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |
| S14: Collaborate with colleagues and other professionals. | Communication and Collaboration | Pass: Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts. |

## Option 1: SEND specialist teaching assistant duties

### AO7: SEND Support, Adaptation and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K30: National and local SEND policies, practices, processes, and procedures. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| S27: Implement national and local SEND policy, practices, processes, and procedures. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| **S28: Apply approaches to the assessment and early identification of SEND.** | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| ***K35: Strategies to advance learning for learners with a range of SEND.*** | *Applied Knowledge* | *Distinction: Consistently demonstrates refined and insightful application of practical, theoretical or technological knowledge to advance learning, producing solutions that are both robust and enhance outcomes.* |
| ***S29: Apply strategies to adapt provision and practices to support learners with SEND.*** | *Applied Skills* | *Distinction: Selects, adapts and applies methods with a high degree of judgment, drawing on existing knowledge, procedures or research to advance learning and mitigate problems, leading to efficiencies or improvements.* |

## Option 2: Social and emotional well-being specialist teaching assistant duties

### AO8: Social and Emotional Well-being Support and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| K36: National and local policies, practices, processes, and procedures related to social and emotional well-being of learners. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| S30: Implement national and local policies, practices, processes, and procedures related to social and emotional well-being. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| **S32: Apply strategies to support the social and emotional well-being of learners.** | Applied Skills | Pass: Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning. |
| ***K41: Strategies to advance social and emotional well-being in learning and assessment contexts.*** | *Applied Knowledge* | *Distinction: Consistently demonstrates refined and insightful application of practical, theoretical or technological knowledge to advance learning, producing solutions that are both robust and enhance outcomes.* |
| ***S31: Identify and signpost learners in need of social and emotional well-being intervention.*** | *Information Use and Decision Making* | *Distinction: Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.* |

## Option 3: Curriculum provision specialist teaching assistant duties

### AO9: Curriculum Area Planning and Advocacy

| Knowledge/Skill Statement | Performance Category | Pass/Distinction Grading Descriptor |
|---|---|---|
| S33: Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision. | Regulatory and Procedural Awareness | Pass: Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness. |
| ***S34: Adapt planning and assessment to support learning and progress in the specific area of curriculum provision.*** | *Applied Skills* | *Distinction: Selects, adapts and applies methods with a high degree of judgment, drawing on existing knowledge, procedures or research to advance learning and mitigate problems, leading to efficiencies or improvements.* |
| ***S35: Support colleagues by advocating for the specific curriculum provision.*** | *Communication and Collaboration* | *Distinction: Demonstrates strategic communication skills, influencing outcomes through well-judged messaging and collaboration, fostering strong stakeholder relationships in educational settings.* |

*NOTE: Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available. Knowledge and skills statements in italics will be graded against the relevant distinction grading descriptor.*

**Documents required**

- Assessment specification
- Assessor guide
- Mock assessment materials
- Assessment feedback report
- Portfolio matrix



**Resit and retake guidance**

- There will be no cap on the grade that apprentices can achieve through a resit or retake
- Apprentices can resit or retake to achieve a higher grade
- There will be no cap on the number of resits or retakes that apprentices can undertake
- The failed assessment method will be resat or retaken in full

Please use the below table to provide feedback on how the **professional discussion** has been mapped:

| Assessment Outcome | Knowledge/ Skills | Performance Category | Pass/ Distinction | Comments |
|---|---|---|---|---|
| **AO2: Curriculum, Pedagogy and Planning** | *K6* | *Applied Knowledge* | *Distinction* | |
| **AO3: Assessment and Progress Monitoring** | **K14** | Communication and Collaboration | Pass | |
| | ***S11*** | *Information Use and Decision Making* | *Distinction* | |
| | S13 | Communication and Collaboration | Pass | |
| **AO4: Inclusion, Equity and Learner Support** | **K7** | Information Use and Decision Making | Pass | |
| | **K12** | Information Use and Decision Making | Pass | |
| | K17 | Communication and Collaboration | Pass | |
| | K19 | Communication and Collaboration | Pass | |
| | **K28** | Information Use and Decision Making | Pass | |
| | **S15** | Communication and Collaboration | Pass | |
| | **S23** | Information Use and Decision Making | Pass | |

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|---|---|---|---|---|
| **AO5: Professional Practice and Development** | ***K8*** | *Information Use and Decision Making* | *Distinction* | |
| | K20 | Communication and Collaboration | Pass | |
| | *K24* | *Communication and Collaboration* | *Distinction* | |
| | **K25** | Responsibility and Autonomy | Pass | |
| | K26 | Responsibility and Autonomy | Pass | |
| | ***K27*** | *Information Use and Decision Making* | *Distinction* | |
| | ***S16*** | *Information Use and Decision Making* | *Distinction* | |
| | ***S17*** | *Applied Skills* | *Distinction* | |
| | S18 | Responsibility and Autonomy | Pass | |
| | S19 | Responsibility and Autonomy | Pass | |
| | *S21* | *Responsibility and Autonomy* | *Distinction* | |
| | S26 | Responsibility and Autonomy | Pass | |

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|---|---|---|---|---|
| **AO6: Communication and Collaboration** | K21 | Communication and Collaboration | Pass | |
| | **K23** | Communication and Collaboration | Pass | |
| | **S20** | Communication and Collaboration | Pass | |
| | *S22* | *Communication and Collaboration* | *Distinction* | |
| **OPTION 1: SEND specialist teaching assistant duties** | | | | |
| **AO7: SEND Support, Adaptation and Advocacy** | ***K31*** | *Applied Knowledge* | *Distinction* | |
| | K32 | Information Use and Decision Making | Pass | |
| | K33 | Applied Knowledge | Pass | |
| | *K34* | *Information Use and Decision Making* | *Distinction* | |
| **OPTION 2: Social and emotional well-being specialist teaching assistant duties** | | | | |
| **AO8: Social and Emotional Well-being Support and Advocacy** | **K37** | Applied Knowledge | Pass | |
| | K38 | Applied Knowledge | Pass | |
| | K39 | Applied Knowledge | Pass | |

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|---|---|---|---|---|
| | *K40* | *Information Use and Decision Making* | *Distinction* | |
| **OPTION 3: Curriculum provision specialist teaching assistant duties** | | | | |
| **AO9: Curriculum Area Planning and Advocacy** | K42 | Regulatory and Procedural Awareness | Pass | |
| | **K43** | Applied Knowledge | Pass | |
| | K44 | Applied Knowledge | Pass | |
| | K45 | Applied Knowledge | Pass | |
| | K46 | Applied Knowledge | Pass | |
| | **K47** | Applied Knowledge | Pass | |

Please use the below table to provide feedback on how the **portfolio with Q&A** and **observation with Q&A** has been mapped:

| Assessment Outcome | Knowledge/ Skills | Performance Category | Pass/ Distinction | Comments |
|---|---|---|---|---|
| **AO1: Learning Environment and Safeguarding** | **K2** | Regulatory and Procedural Awareness | Pass | |
| | K3 | Regulatory and Procedural Awareness | Pass | |
| | K15 | Applied Knowledge | Pass | |
| | **K16** | Applied Knowledge | Pass | |
| | *K22* | *Information Use and Decision Making* | *Distinction* | |
| | **S1** | Regulatory and Procedural Awareness | Pass | |
| | **S2** | Applied Skills | Pass | |
| | S5 | Information Use and Decision Making | Pass | |
| | S6 | Responsibility and Autonomy | Pass | |
| | S24 | Applied Skills | Pass | |

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|---|---|---|---|---|
| **AO2: Curriculum, Pedagogy and Planning** | *K1* | *Regulatory and Procedural Awareness* | *Distinction* | |
| | K5 | Applied Knowledge | Pass | |
| | **K9** | Applied Knowledge | Pass | |
| | **K10** | Applied Knowledge | Pass | |
| | K11 | Applied Knowledge | Pass | |
| | K18 | Applied Knowledge | Pass | |
| | **K29** | Applied Knowledge | Pass | |
| | **S7** | Applied Skills | Pass | |
| | S8 | Applied Skills | Pass | |
| | **S9** | Applied Skills | Pass | |
| | S25 | Applied Skills | Pass | |
| **AO3: Assessment and Progress Monitoring** | **K13** | Applied Knowledge | Pass | |
| | S10 | Applied Skills | Pass | |

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|---|---|---|---|---|
| | **S12** | Communication and Collaboration | Pass | |
| **AO4: Inclusion, Equity and Learner Support** | K4 | Applied Knowledge | Pass | |
| | S4 | Regulatory and Procedural Awareness | Pass | |
| **AO6: Communication and Collaboration** | S3 | Communication and Collaboration | Pass | |
| | S14 | Communication and Collaboration | Pass | |
| **OPTION 1: SEND specialist teaching assistant duties** | | | | |
| **AO7: SEND Support, Adaptation and Advocacy** | K30 | Regulatory and Procedural Awareness | Pass | |
| | ***K35*** | *Applied Knowledge* | *Distinction* | |
| | S27 | Regulatory and Procedural Awareness | Pass | |
| | **S28** | Applied Skills | Pass | |
| | ***S29*** | *Applied Skills* | *Distinction* | |
| **OPTION 2: Social and emotional well-being specialist teaching assistant duties** | | | | |
| | K36 | Regulatory and Procedural Awareness | Pass | |

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|---|---|---|---|---|
| **AO8: Social and Emotional Well-being Support and Advocacy** | ***K41*** | *Applied Knowledge* | *Distinction* | |
| | S30 | Regulatory and Procedural Awareness | Pass | |
| | ***S31*** | *Information Use and Decision Making* | *Distinction* | |
| | **S32** | Applied Skills | Pass | |
| **OPTION 3: Curriculum provision specialist teaching assistant duties** | | | | |
| **AO9: Curriculum Area Planning and Advocacy** | S33 | Regulatory and Procedural Awareness | Pass | |
| | ***S34*** | *Applied Skills* | *Distinction* | |
| | ***S35*** | *Communication and Collaboration* | *Distinction* | |