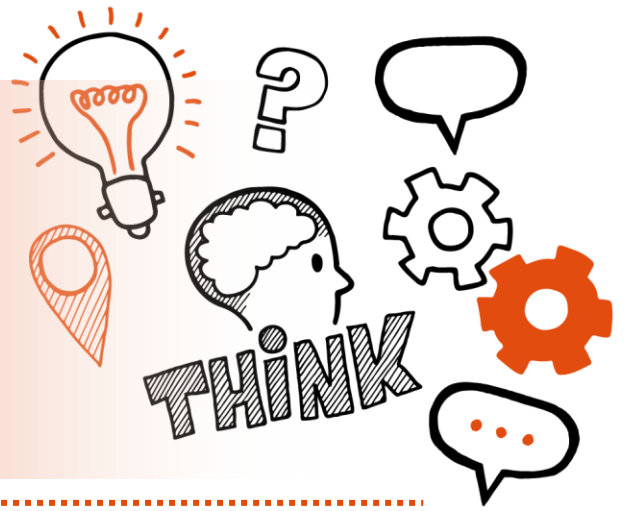## Think about…

Professional discussion underpinned by a portfolio of evidence

Level 5 ST1414 Specialist Teaching Assistant - Social and Emotional Well-being v1.0

On the day of this assessment you will carry out:

A 60-minute professional discussion underpinned by a portfolio of evidence

Remote or face-to-face

In a suitable, controlled environment free from distractions or influence

With an end-point assessor

Key point

You will have already submitted your portfolio of evidence, which is not formally assessed, but can be used to illustrate your answers.

Highfield

Do

- Review the criteria associated with the professional discussion underpinned by a portfolio of evidence - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer at least 10 questions and any follow-up questions that your assessor may ask

Don't

- Forget to bring your ID
- Forget to plan
- Forget to bring your portfolio to refer to during the professional discussion

Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results

Resits

- If you do not achieve a pass result on the professional discussion underpinned by a portfolio of evidence, you can resit the assessment

Use the table below to plan and prepare for the professional discussion underpinned by a portfolio of evidence

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Regulation and guidance	
(P) Explain your use of statutory and non-statutory curriculum frameworks in your provision, and the policies and procedures you consider when collecting, storing and sharing information, to adhere to organisational guidance and legislation (K1, K3)	
Advancing learning	
(P) Summarise the importance of social cultural context on learning within your provision, and how patterns of child development and age related expectations differ for individual learners, including the factors that may lead to inequalities in access to education (K7, K28)	

(P) Explain how you use the principles of behaviours for learning to develop strategies to overcome barriers and advance learning, drawing from a range of research to inform your practice (K8, K12, K16)	

Planning and assessment

(P) Evaluate teaching and assessment approaches and practice using a range of research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning (K9, S16)	
(P) Analyse assessment outcomes for learners, contributing to the planning of learning and assessment activities by recording and reporting on assessments to stakeholders supporting future planning (K14, S7, S11, S13)	

(D) Critically analyse assessment outcomes for your learners, and how these inform future planning (S7, S11)	

Professionalism

(P) Assess how you use reflective practice and research to inform practices in education and your own practice, demonstrating how you seek and respond to feedback, including professional support available for your role and how you develop resilience in self and others (K20, K25, K26, K27, S18)	
(P) Prioritise and manage capacity of your workload, continually updating your subject specialism knowledge and skills for your own continual professional development. Open and receptive to challenge and constructive criticism, demonstrating the ability to recognise signs of vulnerability in self and others, taking action in line with procedures to minimise risk to professional wellbeing (S19, S23, S26, B5)	

(D) Critically evaluate professional development activities and explain the impact on your role and the wider organisation (S18, S19, B5)	
Communication	
(P) Explain how you adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals, and demonstrate a collaborative approach with colleagues and other professionals (S14, S20)	
(P) Explain the differences between coaching and mentoring and how you improve effective practice in others, and how you apply the principles of teamwork to support effective working relationships, with learners, parents, or carers (K21, K23, K24, S3, S21)	

(P) Explain how you have demonstrated a respectful and empathetic approach to learners, colleagues and stakeholders identifying action and challenging issues by holding difficult conversations, knowing how and when to escalate for expert help and advice and what additional professional support is available to your learners in line with organisational procedures (K19, K22, S22, B3)	
(D) Analyse your approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies you use to tailor your approach to communicating with respect and care, to work collaboratively (K23, S3, S20, B3)	

Social and emotional well-being

(P) Explain how you identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarise how self-regulation theory supports your work and the impact of your intervention on the learning and development of the children or young people (K36, K37, K40, S31)	

(P) Evaluate the principles and approaches to the promotion of well-being in educational contexts, and how you have used strategies to advance social and emotional wellbeing in your work (K38, K41)	
(D) Critically evaluate the principles and approaches to the promotion of social and emotional wellbeing for children or young people supported by theory, and how this helps to identify those in need and the impact this has on the children or young people's learning and development (K37, K38, K40, S31)	

v1.0