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

Option: Social and Emotional Well-being

End-Point Assessment Kit

Highfield Level 5 End-Point Assessment for ST1414 Specialist Teaching Assistant - Social and Emotional Well-being

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Versions:

ST1414 / v1.0

STASW v1.0

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Specialist Teaching Assistant - Social and Emotional Well-being apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 5 Specialist Teaching Assistant apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

This occupation is found in primary, secondary, special schools, alternative provision, further education institutions such as sixth forms and colleges, and a range of other education settings such as music hubs. Specialist teaching assistants will work alongside colleagues to inspire learners to progress and achieve well. Specialist teaching assistants work across all age ranges, supporting a range of learners. In the Early Years, specialisms are achieved through continuing professional development opportunities subsequent to staff achieving a recognised qualification which enables them to work in a setting in accordance with the Early Years qualification requirements and standards. Specialist teaching assistants may support provision related to social and emotional well-being, English as an additional language (EAL), subject-based interventions or music education.

The broad purpose of the occupation is to support the education of learners by providing specialist support. Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve. They draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context. Social and emotional well-being specialist teaching assistants support the implementation of policy, processes, and procedure in this area. They will focus on learners' social and emotional well-being, to advance learning.

In their daily work, an employee in this occupation interacts with learners and teachers, or others acting in a supervisory capacity. They may work with other education professionals such as SENCO's, and external agencies such as early help, social services, or agencies that provide specialised support in the area of specialist provision.

An employee in this occupation will be responsible for supporting the education of individuals or groups of learners, often identified by their supervisor. They must ensure the safety of the learners in their care. They may have responsibility for supporting the work of colleagues. Within settings where they are undertaking specified work, they will be working under the supervision of a qualified teacher.

Typical job titles include specialist teaching assistant, specialist learning assistant or higher level teaching assistant.

Highfield

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Specialist Teaching Assistant – Social and Emotional Well-being apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation with questions, professional discussion underpinned by a portfolio of evidence and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship standard.
- completion of a portfolio of evidence through which the apprentice gathers evidence of their progress.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme. It should only contain evidence related to the knowledge, skills and behaviours that will be assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **15 discrete pieces of evidence**. Evidence may be used to demonstrate **more than one knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records, for example:
  - workplace policies and procedures
  - annotated plans and assessments of children
  - case studies
  - practical project work

- o research tasks
- o witness statements
- o annotated photographs
- o video clips with a maximum total duration of 10 minutes - the apprentice must be in view and identifiable

This is not a definitive list - other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions.

The portfolio of evidence must be submitted to Highfield at gateway. The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence is not directly assessed but underpins the professional discussion. An independent assessor will review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's

knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
  - o Statutory and non-statutory frameworks for health, safety and wellbeing
  - o Use of available tools and strategies to support social and emotional wellbeing
  - o Signposting of learners in need of social and emotional wellbeing intervention
  - o Collecting, storing and sharing of information
  - o National and local curriculum policies, practices, processes and procedures

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

Click here to return to contents

The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

Highfield's approach does not deviate from the assessment plan.

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion underpinned by a portfolio of evidence (see the portfolio matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all three parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements
Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

Click here to return to contents

The Specialist Teaching Assistant – Social and Emotional Well-being apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the Specialist Teaching Assistant standard and related assessment criteria from the Social and Emotional Well-being option assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Regulation and guidance	
Knowledge	**Skills**
K1 Statutory and non-statutory curriculum frameworks relevant to the provision **K2** Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding **K3** Policies, processes, and procedures related to the collecting, storing, and sharing of information **K4** The principles of equity, equality, diversity, and inclusion, and why these are important **K5** The principles of sustainability within the education context **K15** The features of enabling environments	**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 **S2** Establish a safe, stimulating and nurturing environment for learners **S4** Demonstrate understanding of equality and diversity and sustainable development
Observation with questions	
Pass criteria	*Distinction criteria*

RG1 Creates a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing (K2, K4, K5, K15, S1, S2, S4)	*No distinction criteria available for this component.*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*
RG2 Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting, storing and sharing information, to adhere to organisational guidance and legislation (K1, K3)	*No distinction criteria available for this component.*
Amplification and guidance	

Creates a safe, nurturing, stimulating and enabling environment
- Awareness of risk assessments in settings to ensure classrooms are free from physical hazards
- Carry out risk assessments of the environment
- Report safeguarding concerns in line with the setting's policies and procedures
- Use interactive activities to keep learners engaged, demonstrating an awareness of individual needs
- Actively encourage all learners to participate, making adaptations as needed for differing learner needs
- Create a welcoming atmosphere by greeting each learner and checking in with them before a lesson starts
- Recognise when learners may need a break or emotional support

Inclusive, and sustainable practices
- Use resources in a sustainable way by reusing materials or encouraging learners to recycle supplies
- Demonstrate how props, materials or handouts can be recycled
- Incorporate environmental topics into curriculum

Adhere to organisational guidance and legislation

- Follows and adheres to:
  - Risk assessments
  - Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years
  - Early Years Foundation Stage (EYFS)
  - Developmental Matters
  - Keeping Children Safe in Education (KCSIE)
  - Equality and inclusion policies
  - Equality Act
  - Data Protection Act
  - Organisation's confidentiality policy
- Has knowledge of the United Nations Convention on the Rights of the Child (UNCRC) and has an understanding of children's rights regardless of additional needs or disability
- Adapts the environment or resources are required to suit children's individual needs, for example:
  - staff or group size
  - sensory resources/equipment
  - visual aids
  - quiet and calm spaces
  - accessible spaces and resources
  - adaptations to timetables and routines

Highfield

Advancing learning

Knowledge	Skills	Behaviours
K6 Theories of learning, their application and implications for learning **K7** Typical patterns of child development and age-related expectations. How these differ for individual learners and the implications of these **K8** Sources of information on research informed evidence-based practice **K11** Teaching strategies to advance learning **K12** Barriers to learning and strategies to overcome them **K16** The principles of behaviours for learning **K18** The purpose, impact, and safe use of equipment and resources to advance learning **K28** The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education **K29** The appropriate digital and emerging technologies, and their applications to support learning	**S5** Undertake dynamic **risk assessment** of the learning environment **S6** Respond to and mitigate potential hazards that may adversely affect a learning environment **S8** Apply teaching strategies to advance learning, for example scaffolding **S9** Select and use safely, appropriate equipment and resources to advance learning **S24** Implement strategies to support the social and emotional well-being of learners **S25** Select and use technologies safely and effectively to promote learning	**B2** Act professionally, positively, and proactively

Observation with questions	
Pass criteria	*Distinction criteria*
AL1 Completes a dynamic **risk assessment** of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards (K18, K29, S5, S6, S9, S25) **AL2** Drawing from **theory**, positively and professionally implements strategies to advance learning supporting the social and emotional wellbeing of learners, and recognises the implications of the chosen teaching strategies (K6, K11, S8, S24, B2)	*AL3 Critically evaluates theory and strategies they have used to advance learning including how they completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing supported to advance learning (K11, S5, S6, S9, S24)*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*
AL4 Summarises the **importance of social cultural context on learning** within their 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) **AL5** Explains how they use the **principles of behaviours for learning** to develop strategies to overcome barriers and advance learning, drawing from a range of research to inform their practice (K8, K12, K16)	*No distinction criteria available for this component.*
Amplification and guidance	
Risk assessment • Follows health and safety procedures • Creates risk assessments to ensure all children can take part in activities in a safe way • Involve learners in this process where appropriate	

Highfield

Theory

- Theorists could include:
  - John Bowlby – attachment theory
  - Jean Piaget – theory of cognitive development
  - Lev Vygotsky – sociocultural theory
  - Maria Montessori – Montessori method/Montessori education
  - Friedrich Froebel – 'play' theory
  - The Reggio Emilia approach

Importance of social cultural context on learning

- Refers to the environment in which a child grows up, including cultural, social and economic factors
- How these factors influence their learning experiences and outcomes
- Children from different cultural backgrounds may approach learning differently

Patterns of child development and age related expectations

- Discuss how different age groups exhibit different developmental needs and abilities, for example:
  - early years (4-7 years old) will focus on developing basic cognitive skills, emotional regulation and social interactions
  - primary school (7-11 years) will focus on beginning to build on more complex cognitive skills, such as logical thinking and problem solving while developing independence
  - secondary school (12-16 years) should be encouraged to apply critical thinking, self-regulation and personal responsibility in their learning
  - post-16 (16+ years) will be focused on preparing for adult life, further education or employment, requiring advanced cognitive and decision-making skills
- Each learner develops at their own pace – some may develop language skills at a faster rate

Principles of behaviours for learning

- Refers to the understanding that behaviour plays a significant role in how learners engage with the learning process
- Positive behaviours can enhance learning, while negative behaviours can hinder progress
- The goal is to foster an environment where learners' behaviour supports their own and their peers' learning

Planning and assessment	
Knowledge	**Skills**
K9 The difference between curriculum, assessment and pedagogy and why this important when planning **K10** Rationale, methods, and approaches to planning for learning **K13** Principles and different methods of assessment and observation **K14** Methods of recording and reporting on assessments	**S7** Contribute to the planning of learning and assessment activities **S10** Apply an appropriate **range of assessment methods**, including formative, summative and individual needs-based assessments **S11** Analyse assessment outcomes to inform reporting and future planning **S12** Provide ongoing feedback to learners and support them to respond to feedback **S13** Record and report information related to learners' progress to a range of stakeholders **S16** Use a range of research to critically evaluate teaching and assessment approaches and practices **S17** Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs
Observation with questions	
Pass criteria	*Distinction criteria*
PA1 Applies a **range of assessment methods**, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners (K10, K13, S10, S12)	***PA3*** *Justifies their approach to the **range of assessment methods** used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners (K13, S10, S12, S17)*

Highfield

PA2	Applies and is able to give reasons for the **choice of teaching and assessment methods** in the learning environment to support learners (S17)	

Professional discussion underpinned by a portfolio of evidence	

Pass criteria	*Distinction criteria*
PA4 Evaluates teaching and assessment approaches and practices using a range of research, summarising **the difference between curriculum, assessment and pedagogy** explaining why this is important when planning (K9, S16) **PA5** Analyses 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)	*PA6 Critically analyses assessment outcomes for their learners, and how these inform future planning (S7, S11)*

Amplification and guidance

The difference between curriculum, assessment and pedagogy
- Curriculum:
    - o refers to the structured content or subjects that are taught, the knowledge and skills learners are expected to acquire and the sequence in which the content is delivered
    - o understanding the curriculum ensures that you are teaching the right content in the right order and according to the standards or goals set for the learners
- Assessment:
    - o refers to the methods used to measure learners' understanding, skills and progress
    - o can include both formative and summative assessments
    - o helps to identify how well learners are meeting the learning objectives and where adjustments need to be made in teaching
    - o also provides learners with feedback on their progress
- Pedagogy:
    - o refers to the methods and strategies used to teach the curriculum content and support learners' engagement and understanding

Highfield

- o is classed as the 'how' of teaching
- o pedagogical strategies are crucial for creating an environment in which learners are engaged, motivated and able to make meaning from the curriculum content

Range of assessment methods
- Formative assessment (ongoing):
  - o can involve methods such as quizzes, discussions, observations or peer assessments
  - o can be used to gauge understanding, for example, by using a show of hands or other visual methods in line with setting policies
- Summative assessment (final):
  - o can involve tests, exams or projects at the end of a lesson or unit
  - o often used to accurately measure a learner's understanding of a subject area

Choice of teaching and assessment methods
- Teaching methods could include:
  - o direct instruction – when new knowledge needs to be conveyed clearly and explicitly
  - o collaborative learning – through activities, like group work or discussions
  - o inquiry-based learning – encourages learners to ask questions and explore answers on their own
- Assessment methods could include:
  - o formative assessment
  - o summative assessment
  - o diagnostic assessment – can be used at the beginning of a lesson or unit to gauge learners' prior knowledge

Professionalism

Knowledge	Skills	Behaviours
K20 The additional professional support available for their specialist role **K25** The principles and importance of reflective practice **K26** Know and understand strategies to develop resilience in self and others **K27** Know how research findings are used to inform practices in education	**S18** Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources **S19** Update and maintain their own knowledge and skills as part of managing their own continuing professional development **S23** Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being **S26** Prioritise and manage own workload, for example recognising the importance of capacity	**B1** Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts **B4** Adaptable and resilient **B5** Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism **B6** Model appropriately aspirational practices

Observation with questions	
Pass criteria	*Distinction criteria*
PR1 Models **aspirational, consistent and impartial practices**, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs (B1, B4, B6)	*No distinction criteria available for this component.*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*

Highfield

PR2 Assesses how they use **reflective practice** and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others (K20, K25, K26, K27, S18)	
PR3 Prioritises and manages capacity of their workload, continually updating their subject specialism knowledge and skills for their 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)	*PR4 Critically evaluates professional development activities and explains the impact on own role and the wider organisation (S18, S19, B5)*

Amplification and guidance

Aspirational, consistent and impartial practices
- Aspirational practices:
  - it is important to model high standards of behaviour and professionalism that learners can aspire to
  - includes demonstrating a strong work ethic, ethical decision-making, respect for diversity and commitment to learners' success
- Consistent and impartial practices:
  - consistency in actions and decisions is critical for maintaining fairness and respect in the learning environment
  - includes ensuring the same rules, expectations and standards are applied to all learners
  - impartiality means treating all learners equitably, regardless of their background, needs or abilities
  - involves avoiding favouritism or bias and ensuring each learner has an equal opportunity to succeed

Reflective practice
- The process of regularly evaluating teaching methods
- Assessing what worked well and considering areas for improvement
- Involves both self-reflection and feedback from others

Communication		
Knowledge	**Skills**	**Behaviours**
K17 The principles of and approaches to learner voice **K19** The additional professional support available for learners **K21** The principles of effective teamwork **K22** Know how and when to escalate to the appropriate professional for expert help and advice **K23** The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders **K24** The principles of effective coaching and mentoring and the difference between them	**S3** Establish nurturing, effective working relationships with learners, parents or carers and stakeholders **S14** Collaborate with colleagues and other professionals **S15** Advocate for and champion the needs of learners **S20** Communicate information and analysis in variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents or carers **S21** Support the development of effective practices in others, for example through mentoring and coaching colleagues **S22** Identify, action, and challenge issues and undertake difficult conversations where appropriate	**B3** Show respect, care, approachability and empathy for children, colleagues and stakeholders

Highfield

Observation with questions	
Pass criteria	*Distinction criteria*
CO1 In line with the principles, demonstrate approaches to the learner voice through advocating and **championing learner needs** (K17, S15)	*No distinction criteria available for this component.*

Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*
CO2 Explains how they adapt **different communication styles and strategies** to provide advice and guidance to maximise understanding for individuals, and demonstrates a collaborative approach with colleagues and other professionals (S14, S20) **CO3** Explains the **differences between coaching and mentoring** and how they improve effective practice in others, and how they apply the principles of teamwork to support effective working relationships, with learners, parents, or carers (K21, K23, K24, S3, S21) **CO4** Explains how they 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 their learners in line with organisational procedures (K19, K22, S22, B3)	*CO5 Analyses their approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies they use to tailor their approach to communicating with respect and care, to work collaboratively (K23, S3, S20, B3)*

Amplification and guidance
Championing learner needs • Actively identify the individual needs of learners • Can be academic, emotional or social

- Involved observing and engaging with learners to understand their challenges and goals
- Means not only identifying but also acting on those needs to ensure every learner has the opportunity to succeed

Different communication styles and strategies
- Styles could include:
  - verbal
  - non-verbal (picture exchange or visual cues to assist learners as required)
  - written
  - electronic
- Essential to adapt communication style based on the needs of the individual being worked with
- Provide guidance and advice to maximise understanding
- Apply a collaborative approach with colleagues and other professionals to support learners, which could involve:
  - sharing resources
  - discussing learners' progress
  - supporting colleagues with behaviour management strategies

Differences between coaching and mentoring
- Coaching:
  - typically short-term, performance-driven and focused on developing specific skills or improving performance in a particular area
  - is often more structured and directive
- Mentoring:
  - usually a longer-term, relationship-focused process where the mentor offers guidance, support and advice based on their experience
  - often less about specific tasks and more about overall development

Highfield

Social and emotional well-being

Knowledge	Skills
K36 National and local policies, practices, processes, and procedures related to social and emotional well-being of learners **K37** The theoretical background to support social and emotional well-being in educational contexts **K38** Principles and approaches to the promotion of social and emotional well-being in educational contexts **K39** The tools available to promote social and emotional well-being to advance learning **K40** The impact of social and emotional well-being on children and young people's learning and development **K41** Strategies to advance social and emotional well-being in learning and assessment contexts	**S30** Implement national and local policies, practices, processes, and procedures related to social and emotional well-being **S31** Identify and signpost learners in need of social and emotional well-being intervention **S32** Apply strategies to support the social and emotional well-being of learners
Observation with questions	
Pass criteria	*Distinction criteria*
SW1 Using tools available, **apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing** (K39, S30, S32)	*SW2 Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning (K39, S32)*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	*Distinction criteria*

Highfield

SW3 Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarises how self-regulation theory supports their work and the impact of their intervention on the learning and development of the children or young people (K36, K37, K40, S31) **SW4** Evaluates the principles and approaches to the promotion of well-being in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work (K38, K41)	*SW5* *Critically evaluates 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)*

Amplification and guidance

Apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing
- Promoting self-regulation
- Managing emotions and relationships
- Calming techniques:
  - movement
  - sensory circuit/bottles
  - peer massage
  - group discussions
  - weighted blankets
  - quiet, safe spaces for self-regulation
  - accessible sensory resources/equipment as needed for the individual child
- Books to support conversation around naming/recognising feelings
- Wellbeing tools:
  - wellbeing surveys
  - emotional check-ins
  - feedback forms
  - reflective journals

Assessment summary

The end-point assessment for the Specialist Teaching Assistant – Social and Emotional Well-being apprenticeship standard is made up of 2 assessment methods:

1. A 2-hour observation with questions
2. A 60-minute professional discussion underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questions

Both assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

The observation will be conducted in the apprentice's normal place of work.

Professional discussion underpinned by a portfolio of evidence

Both assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Highfield

Grading

The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass both of the assessment methods.

To achieve a merit, the apprentice is required to pass one assessment method and gain a distinction in the other.

To achieve a distinction, the apprentice is required to achieve a distinction in both the observation with questions and the professional discussion underpinned by a portfolio of evidence.

The overall grade for the apprentice is determined using the matrix below:

Observation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**
Distinction	Distinction	**Distinction**

Retake and resit information

If the apprentice fails one assessment method or more, they can take a resit or retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **two months** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within **four months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Highfield

Any EPA component resit/retake must be taken within a **six-month** period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a **maximum grade of pass**, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Assessing the observation with questions

The assessor will observe the apprentice in their workplace and ask questions. The observation will be of the apprentice completing their day-to-day duties under normal working conditions. Simulation is not allowed. The assessor will only observe one apprentice at any one time to ensure quality and rigour. Highfield will give the apprentice **14 days'** notice of the observation with questions.

The observation with questions will last a total of **two hours**, with **90 minutes** for the observation followed by **30 minutes** allocated for questioning.

The observation with questions may be split into discrete sections held on the same working day. This includes comfort breaks as necessary and to allow the apprentice to move from one location to another where required. Breaks will not count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with questions will take place in the apprentice's workplace. Apprentices should provide the assessor with a copy of their session plan and any support materials **at least one day** before the session observation.

The assessor should observe the following during the observation:
- conduct planned session(s) with an individual, group or class of learners as part of a course or series of teaching sessions
- deliver a session using relevant technology and or resources to support learners' understanding and outcomes
- demonstrate curriculum and pedagogical understanding through their teaching activity
- create a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice
- provide feedback to learners

Questions must be asked after the observation. The assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum. The assessor will ask a **minimum of six questions**. Follow-up questions will be asked where required.

If required, Highfield will appoint an external subject specialist advisor to serve in an advisory capacity. In exceptional circumstances, where an external subject specialist advisor cannot be appointed, Highfield can appoint a subject specialist advisor from

the employer's organisation. The subject specialist advisor will have no direct connection or conflict of interest with the apprentice or training provider.

The observation with questions must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by Highfield, who can liaise with the employer to provide these. They must be in good and safe working condition.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Specialist Teaching Assistant criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questions

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under 'Observations with questions criteria').

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

Observation with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questions should take place in a suitable location.
- a 2-hour time slot should be available for the observation with questions, if it is intended to be a complete mock observation with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use at least six structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
    - regulation and guidance
        - In what ways do you integrate sustainable practices into your work with learners?
    - advancing learning
        - How do you ensure that learners use equipment and technology safely and appropriately?
    - planning and assessment
        - Can you explain the range of assessment methods you used in this session?
    - professionalism
        - How do you ensure that your professional behaviour remains consistent and impartial when working with different learners?
    - communication
        - How do you gather and respond to learner voice in your practice?
    - social and emotional well-being
        - Which tools do you use to identify and monitor social and emotional wellbeing?

Observation with questions criteria

Throughout the **2-hour** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Regulation and guidance
To pass, the following must be evidenced.
RG1 Creates a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing (K2, K4, K5, K15, S1, S2, S4)
To gain a distinction, the following must be evidenced.
No distinction criteria available for this component.

Advancing learning
To pass, the following must be evidenced.
AL1 Completes a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards (K18, K29, S5, S6, S9, S25)
AL2 Drawing from theory, positively and professionally implements strategies to advance learning supporting the social and emotional wellbeing of learners, and recognises the implications of the chosen teaching strategies (K6, K11, S8, S24, B2)
To gain a distinction, the following must be evidenced.
AL3 *Critically evaluates theory and strategies they have used to advance learning including how they completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing supported to advance learning (K11, S5, S6, S9, S24)*

Planning and assessment
To pass, the following must be evidenced.
PA1 Applies a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners (K10, K13, S10, S12)
PA2 Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners (S17)
To gain a distinction, the following must be evidenced.
PA3 *Justifies their approach to the range of assessment methods used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners (K13, S10, S12, S17)*

Professionalism
To pass, the following must be evidenced.
PR1 Models aspirational, consistent and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs (B1, B4, B6)
To gain a distinction, the following must be evidenced.
No distinction criteria available for this component.

Communication
To pass, the following must be evidenced.
CO1 In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs (K17, S15)
To gain a distinction, the following must be evidenced.
No distinction criteria available for this component.

Highfield

Social and emotional well-being
To pass, the following must be evidenced.
SW1 Using tools available, apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing (K39, S30, S32)
To gain a distinction, the following must be evidenced.
SW2 *Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning (K39, S32)*

Highfield

Assessing the professional discussion underpinned by a portfolio of evidence

In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

Apprentices must have access to their portfolio of evidence and can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. However, the portfolio of evidence is not directly assessed. The assessor will have two weeks to review the supporting documentation.

The purpose of the professional discussion is to assess the apprentice's competence against the following themes:
- regulation and guidance
- advancing learning
- planning and assessment
- professionalism
- communication
- social and emotional well-being

Highfield will give the apprentice **14 days'** notice of the professional discussion. It will take place in a suitable venue selected by Highfield and can be conducted by video conferencing. The professional discussion should take place in a quiet room, free from distractions and influence. It will last for **60 minutes**. The independent assessor can increase the time of the professional discussion by **up to 10%** to allow the apprentice to respond to a question if necessary.

The assessor will ask **at least 10 questions**. Follow-up questions are allowed where clarification is required.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which professional discussion underpinned by a portfolio of evidence criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard

- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion underpinned by a portfolio of evidence

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

Professional discussion underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by a portfolio of evidence should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion underpinned by a portfolio of evidence if it is intended to be a complete discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by a portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.

Highfield

- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use at least 10 structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - regulation and guidance
    - Which statutory and non-statutory frameworks do you use in your curriculum area?
    - How do they shape your planning and provision?
  - advancing learning
    - How do social and cultural contexts influence learning in your setting and how do you take these into account in your provision?
    - How do you use the principles of behaviours for learning to support positive engagement in your classroom?
  - planning and assessment
    - Can you evaluate some of the teaching and assessment approaches you use and explain how research has informed your practice?
    - How do you analyse assessment outcomes to identify learner progress and areas for development?
  - professionalism
    - What kinds of feedback and professional support do you draw on in your role and how have these influenced your development?
    - Can you explain how you keep your subject knowledge and skills up to date and how CPD has influenced your practice?
  - communication
    - Tell me about a time when you had to hold a difficult conversation. How did you handle it and what actions followed?
  - social and emotional well-being
    - Which strategies have you used to advance learners' social and emotional wellbeing?

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Regulation and guidance
To pass, the following must be evidenced.
RG2 Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting, storing and sharing information, to adhere to organisational guidance and legislation (K1, K3)
To gain a distinction, the following must be evidenced.
No distinction criteria available for this component.

Advancing learning
To pass, the following must be evidenced.
AL4 Summarises the importance of social cultural context on learning within their 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)
AL5 Explains how they use the principles of behaviours for learning to develop strategies to overcome barriers and advance learning, drawing from a range of research to inform their practice (K8, K12, K16)
To gain a distinction, the following must be evidenced.
No distinction criteria available for this component.

Highfield

Planning and assessment
To pass, the following must be evidenced.
PA4 Evaluates teaching and assessment approaches and practices using a range of research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning (K9, S16)
PA5 Analyses 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)
To gain a distinction, the following must be evidenced.
PA6 *Critically analyses assessment outcomes for their learners, and how these inform future planning (S7, S11)*

Professionalism
To pass, the following must be evidenced.
PR2 Assesses how they use reflective practice and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others (K20, K25, K26, K27, S18)
PR3 Prioritises and manages capacity of their workload, continually updating their subject specialism knowledge and skills for their 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)
To gain a distinction, the following must be evidenced.
PR4 *Critically evaluates professional development activities and explains the impact on own role and the wider organisation (S18, S19, B5)*

Highfield

Professionalism
To pass, the following must be evidenced.
CO2 Explains how they adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals, and demonstrates a collaborative approach with colleagues and other professionals (S14, S20)
CO3 Explains the differences between coaching and mentoring and how they improve effective practice in others, and how they apply the principles of teamwork to support effective working relationships, with learners, parents, or carers (K21, K23, K24, S3, S21)
CO4 Explains how they 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 their learners in line with organisational procedures (K19, K22, S22, B3)
To gain a distinction, the following must be evidenced.
CO5 *Analyses their approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies they use to tailor their approach to communicating with respect and care, to work collaboratively (K23, S3, S20, B3)*

Social and emotional well-being
To pass, the following must be evidenced.
SW3 Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarises how self-regulation theory supports their work and the impact of their intervention on the learning and development of the children or young people (K36, K37, K40, S31)
SW4 Evaluates the principles and approaches to the promotion of well-being in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work (K38, K41)
To gain a distinction, the following must be evidenced.
SW5 *Critically evaluates 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)*