

Highfield Level 5 End-Point Assessment for ST1414 Specialist Teaching Assistant – Special Educational Needs and Disabilities (SEND)

Mock Assessment Materials

Observation with questions

Regulation and guidance			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		

Advancing learning			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
AL3	<i>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)</i>		

Planning and assessment			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
PA3	<i>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)</i>		

Professionalism			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		

Communication			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
CO1	In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs (K17, S15)		

SEND			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
SE1	Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes (K33, S27, S29)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
SE2	<i>Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy (K33, S29)</i>		