

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

Apprentice Details

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| Name | |
| Employer | |
| Training Provider | |
| Option | |

Portfolio of evidence

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

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

Core

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

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

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

Special Educational Needs and Disabilities (SEND)

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

Social and Emotional Well-being

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

Curriculum Provision

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

Apprentice Declaration

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

| Signed by apprentice (name) | Signature | Date |
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Employer Declaration

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

| Signed on behalf of employer (name) | Signature | Date |
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