

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

Mock Assessment Materials

Professional discussion underpinned by a portfolio of evidence

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

Advancing learning			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		

Planning and assessment			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
PA6	<i>Critically analyses assessment outcomes for their learners, and how these inform future planning (S7, S11)</i>		

Professionalism			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
PR4	<i>Critically evaluates professional development activities and explains the impact on own role and the wider organisation (S18, S19, B5)</i>		

Communication			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
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)		
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
CO5	<i>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)</i>		

Social and emotional well-being			
Ref	Assessment Criteria (Pass)	Criteria Met	Criteria Not Met
SW3	Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local policies, 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)		
Ref	Assessment Criteria (Distinction)	Criteria Met	Criteria Not Met
SW5	<i>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)</i>		