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Highfield Level 3 End-point Assessment for ST0454 Teaching Assistant

End-Point Assessment Kit

Highfield Level 3 End-Point Assessment for ST0454 Teaching Assistant

EPA Kit

Contents

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Versions:

ST0454 / v1.0

TA v1.4

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Teaching Assistant apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 3 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

A teaching assistant supports the class teacher to enhance learner's progress and development either in groups or individually. Teaching assistants ensure that learners understand their work, know their learning objectives and display positive learning behaviours make progress. They deliver individual and small group teaching and apply a range of strategies to support learners of different abilities under the professional direction and supervision of a qualified teacher. Teaching assistants may support learners with special educational needs and disabilities and learners with social, emotional and mental health vulnerabilities.

This occupation is found in primary, secondary, special schools, alternative provision, and further education institutions such as sixth forms and colleges. Teaching assistants work across all age ranges, supporting all learners.

Key responsibilities are likely to include interaction with all learners. This includes but is not limited to high attaining, SEND, EAL and disadvantaged learners. Teaching assistant will also work in partnership with teachers and other professionals within the school and education system, as well as with learners' parents and carers.

Roles/occupations may include assistant teacher, classroom assistant, learning support assistant, learning support worker, specialist curriculum support, support assistant and teaching assistant.

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 Teaching Assistant 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 practical observation with questions and collation of the portfolio of evidence for the professional discussion.

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.
- completion of a portfolio of evidence to support the professional discussion.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion supported by a portfolio of evidence.

It should contain a **minimum of 10 and a maximum of 15 discrete pieces of evidence**.

Evidence sources for the portfolio may include:

- feedback from performance management review system
- evidence of pupil progression
- work produced by the teaching assistant, for example, interventions
- evidence from practical observations and general observations obtained over time
- observations carried out by competent teaching assistants and HLTAs, line managers, class teachers and mentors
- assessor reviews
- naturally occurring pieces of evidence, for example, feedback from visitors/ parents
- details of any training and courses attended
- notes from professional discussions

The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but supports the professional discussion.

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 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.

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- 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

The order of end-point assessment will be as follows: the practical observation with questions and answers and then the professional discussion supported by a portfolio of evidence.

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 portfolio of evidence to be used as the basis for the professional discussion

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 3 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

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The Teaching Assistant apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the 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.

Understanding how pupils learn and develop	
Knowledge	
K1 Understanding how pupils learn and develop • Understand the need to provide **feedback** to support and facilitate an appropriate level of independence. • Comprehend appropriate levels of **learning resources** to identify and help address weakness, consolidate strengths and develop individualised expectations. • Recognise different **stages of child development** through school, e.g.: transition between key stages.	
Professional discussion supported by a portfolio of evidence	
Pass criteria	**Distinction criteria**
ULD1 Share findings from delivered sessions in a required format. (K1) **ULD2** Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence. (K1) **ULD3** Evidences knowledge of several resources and strategies that are available, explaining how these can be used to support more than one group of learners including those from vulnerable groups, special educational needs and those with an additional learning support requirement. (K1)	**ULD8** *Demonstration of knowledge of a range of methods for teaching enhancement. (K1)* **ULD9** *Evidences their knowledge of **development theory** and how this is used for the development of the pupils they are working with in a staged approach to their cognitive and social growth. (K1)*

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ULD4 Evidences an understanding of common **transitions** that children will experience during their education, for example: moving up to the next class or key stage. (K1)	
ULD5 Evidences knowledge of how a pupil's **background and experiences** can impact on their learning. (K1)	
ULD6 Understand the different **learning styles** and adapt approach accordingly depending on the children they are supporting. (K1)	
ULD7 Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs. (K1)	

Amplification and guidance

- **Feedback** refers to the information given to students about their performance relative to the learning outcomes. The purpose is to improve students' knowledge, skills and understanding through constructive guidance and encouraging self-reflection. Feedback must be age appropriate and constructive to be effective.
  - Feedback can be given to students:
    - verbally
    - during meetings or consultations, along with parents
    - in the moment offering suggestions or support
    - in their end-of-term reports
    - within their work and marking
    - through individual support plans

- **Learning resources** – all children will learn differently, therefore, using strategies that a child is comfortable with will promote engagement in tasks and allow the child to process the information in a way that is appropriate for them. Using a variety of different, appropriate and exciting methods will enhance the teaching and learning experience for children.
  - Learning recourses may include:
    - ear defenders for children that may be sensitive to noise or struggle to concentrate

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- visual timetables or resources for children who have English as an additional language (EAL), children with a hearing impairment or nonverbal children
- fiddle toys for children that struggle to focus and stay still or children who suffer with anxiety
- use of manipulatives and concrete apparatus to aid understanding of abstract concepts particularly in maths

- **Stages of child development** can be broken down into different age categories with identified expected milestones relating to learning and development for each area. There is recognition that these milestones are not a 'tick list' and that children may develop through these milestones in various orders.
  - Generalised categories could include:
    - early childhood
    - middle childhood
    - adolescence
  - Stages of development can also be split down further, which could include:
    - newborn (0-3 months)
    - infant (3-12 months)
    - toddler (1-3 years)
    - pre-school (3-4 years)
    - school age (5-12 years)
    - teens (13-19 years)
  - Within each of these stages, children will pass through various milestones ensuring development through areas of learning. This could include:
    - physical
    - personal
    - social
    - emotional
    - cognitive
    - language
    - motor development (both fine and gross)

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- **Transitions** that impact children could include:
  - moving school
  - moving class or key stage
  - moving house
  - bereavement
  - medical issues
  - becoming a blended family
  - parental separation
  - new sibling
  - abuse
  - refugee status
  - bullying

- **Background and experiences** that may impact a child's learning could include:
  - low-income families or area
  - religious beliefs
  - cultural backgrounds
  - if supported by local authority such as family support workers, social workers or safeguarding officers
  - disabilities or additional needs
  - children with social, emotional and mental health (SEMH) needs or parents with SEMH needs
  - children from armed forces families
  - trauma experiences, both past and present
  - abusive or unsettled homes
  - refugee status
  - inexperienced parents or parents lacking skills and/or knowledge
  - premature birth

- **Learning styles** may include:
  - visual - children who learn best via visually presented formats. This may include:
    - videos
    - slide presentations
    - work sheets
    - pictures and diagrams
  - auditory - children who learn best via listening. This may include:
    - verbal instruction
    - podcasts
    - songs
    - verbal rehearsal
  - kinaesthetic – children who learn best via practical hands-on activities that incorporate tactile objects. This may include:
    - dinosaurs for counting
    - making letters out of play-dough
    - glitter boards for writing out sounds
    - play-based learning and role-play

- **Development theory** of children within a school setting could include:
  - Sigmund Freud's psychoanalytic theory
  - Lev Vygotsky's socio-cultural theory
  - Erik Erickson's psychosocial theory of development
  - Jean Piaget's cognitive development theory
  - Lawrence Kohlberg's moral stages
  - Jerome Bruner's constructivist theory
  - Language development and acquisition theories

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Technology

Knowledge

K2 Technology
- Recognise the importance of using appropriate **technology to support learning**, for example: use of photocopier, tablets, computers, correct programs, for example English, Maths, topic, IT programs

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
T1 Evidences knowledge of specific computer programs and APPs that are used in school and evidence how these are used in teaching and learning, for example: Scratch for computer programming. (K2)	
T2 Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources. (K2)	*T5 Being able to describe **positives and negatives of using different technologies in the support of learning**. (K2)*
T3 Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. (K2)	**T6 Report issues to the ICT co-ordinator and log faults for the technician to address**. *(K2)*
T4 Understands their school's **IT structure** and explains where/how information is saved and retrieved, for example: resources to support children's learning. (K2)	

Amplification and guidance

- **Technology to support learning** refers to the use of digital tools and resources to enhance learning outcomes. Technology is a highly engaging and motivational tool within classrooms and the number of educational apps that can be used to enhance teaching and learning are growing rapidly.
  - Examples of online learning platforms could include:
    - TT Rockstars
    - Lexia
    - Bug club

- - Spelling shed
  - Scratch
  - Teams, Zoom or Google Classroom
  - Technological devices which could be used include:
    - Tablets and iPads
    - Laptops or computers
    - Programmable devices
    - Audio technology such as podcasts
    - Recording notes and talking tins
    - Reading adaptions for children with dyslexia
    - Speech recognition
    - Bee Bots for coding

- **IT Structure** refers to the understanding of where information is stored, and new information should be saved. This could include:
  - timetables
  - policies
  - planning and schemes of work (SOW)
  - resources
  - special educational needs (SEN) files
  - digital records

- **Positives and negatives of using different technologies in the support of learning** may include:
  - positives may include:
    - large amounts of information at your fingertips in seconds
    - allows communication in many forms such as eye gaze technology, text to speech apps and translation apps
    - promotes healthy competition and engagement through educational apps
    - promotes engagement

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- negatives may include:
  - the internet can be a dangerous place, as images and YouTube clips are often unregulated even through firewalls
  - if the internet is down or devices are not charged, this can disrupt lessons
  - technology is expensive to buy, repair and replace
  - children may lose their work
  - children may have differing levels of ability and struggle using technology
  - children may become frustrated when asked to come away from the device
  - children may become over-reliant on technology, spending too much time on screen and less time being physically active

- **Report issues to the ICT co-ordinator and log faults for the technician to address** refers to the understanding of how to report any concerns or faults, who is in charge of filtering and monitoring information in schools, and how to ensure the safe use of technology

Working with teachers to understand and support assessment for learning

Knowledge

K3 Working with teachers to understand and support **assessment** for learning
- Understand the need to accurately observe record and report on pupil's participation, conceptual understanding and progress to improve practice and **assessment** for different groups of pupils.
- Understand the school's **assessment** procedures for benchmarking against targets set by the class teacher.
- Be familiar with **assessment** materials.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
WT1 Actively participate, on a daily basis, in the **assessment** of children and young people's development. (K3)	
WT2 Describe how to use a required given format to record observations. (K3)	**WT6** *The ability to use **assessment** format to record children's learning. (K3)*
WT3 The ability to offer and share constructive **feedback** on learning. (K3)	**WT7** *An understanding of the advantages and disadvantages with using different observation methods and assessments. (K3)*
WT4 An understanding of age related expectations for all age groups that they work with and the next steps for their progress. (K3)	**WT8** *Ability to use correct and accurate **assessment** to construct **feedback** to pupils and teachers. (K3)*
WT5 An understanding of the range of assessments: such as summative. (K3)	

Amplification and guidance

- **Assessment** refers to the process of defining, selecting, designing, collecting, analysing, interpreting and using information to enhance children's learning and development
  - types of assessments that may be used could include:
    - summative assessments - these are performed at the end of a period or stage to measure a pupil understanding against standardised criteria. These could include:

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- GL Assessments (or other brand of published assessments)
- End-of-term testing
- ELGs
- SATs
- GCSEs
- Phonics screening
- Multiplication tables check
  - formative assessments - involve diagnostic testing, which identifies gaps in learning. These could include:
    - quizzes (Cahoot or Blooket)
    - spelling tests
    - times tables test
    - question and answer
    - ongoing observations (anecdotal, structured or timed)
    - show me
    - running reports from apps such as Lexia or TT Rockstars
  - strategies for assessment could include:
    - assessment and planning cycles
    - observations:
      - looking, listening and recording
      - formal and informal
      - planned and unplanned
    - sharing learning objectives
    - self/peer marking
    - questioning

- **Feedback** refers to the information given to students about their performance relative to the learning outcomes. The purpose is to improve students' knowledge, skills and understanding through constructive guidance and encouraging self-reflection.
  - methods of providing feedback to students may include:
    - verbally

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- during meetings or consultations, along with parents
- in the moment offering suggestions or support
- in their end-of-term reports
- within their work and marking
- through individual support plans

Curriculum
Knowledge
K4 Curriculum • An appropriate knowledge of the **curriculum** and context you are working in
Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
C1 An understanding of the **National Curriculum** and its relevance for the **key stage** the apprentice is working within. (K4) **C2** The ability to monitor knowledge and practice in at least two **curriculum** areas relevant to their practice identifying possible CPD opportunities. (K4)	*C3* *The ability to use curricular **subject knowledge** to **contribute to the planning, delivery and evaluation of activities and lessons**. (K4)* *C4* *Evidence an understanding of the **National Curriculum** across all key stages and be able to implement this into children's learning. (K4)*

Amplification and guidance

- **Curriculum** refers to the subjects comprising a course of study. This could include:
  - the national curriculum
  - an independent curriculum used in private or academy schools

- **National Curriculum** refers to the set subjects and standards for schools so children learn the same things, covering what subjects are taught and the standards children should reach in each subject. This could include:
  - core subjects
    - English
    - Maths
    - Science
  - foundation subjects
    - Art and design
    - Citizenship

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- Computing
- Design and Technology
- Modern Foreign Languages (MFL)
- Geography
- History
- Music
- Physical education

- **Key stage** refers to the blocks that the national curriculum is organised into and sets the educational expectations for students of different age ranges. This could include:
  - Early Years Foundation Stage (EYFS)
    - Birth to 5-years-old
    - Nursery and reception
  - Key Stage 1
    - 5 to 7-years-old
    - Year 1 and Year 2
  - Key Stage 2
    - 7 to 11-years-old
    - Year 3 to Year 6
  - Key Stage 3
    - 11 to 14-years-old
    - Year 7 to Year 9
  - Key Stage 4
    - 14 to 16-years-old
    - Year 10 and Year 11
  - Key Stage 5

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- 16 to 18-years-old
- Year 12 and Year 13

- **Subject knowledge** refers to the understanding of the fundamental principles and the interrelation between different pieces of information regarding a particular academic discipline

- **Contribute to planning, delivery and evaluation of activities and lessons** could include:
  - suggesting adaptations of tasks to suit individuals, for example, considerations of activities pitched at an incorrect level, unsuitable due to emotional issues
  - evaluation of an activity
  - feedback to support the class teacher in future planning, for example, verbal feedback
  - considering attendance, pastoral and SEN needs

Keeping children safe in education

Knowledge

K5 Keeping children safe in education
- Understand current statutory guidance including '**Keeping Children Safe in Education**' Part 1, **safeguarding** policies, **Prevent** Strategy.
- Understand the importance of sharing relevant information, in a timely manner with the designated **Safeguarding** lead.
- Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of **Health & Safety** Policy.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
KCS1 Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and **legislation**. (K5) **KCS2** Evidences an understanding of the Threshold document '**Keeping Children Safe in Education**' document. (K5) **KCS3** Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of **Prevent** Strategy. (K5) **KCS4** Able to identify who the Designated/Deputy **Safeguarding** Officer is in school. (K5) **KCS5** Describe how to implement requirements of **safeguarding** procedures as stated in schools **safeguarding** policy. (K5) **KCS6** Be able to correctly discuss of online safety procedures within school. (K5) **KCS7** Discuss understanding of school's health and safety and first aid procedures, including knowledge of a range of **behavioural strategies** and reporting to parents. (K5)	*KCS8 Describe an understanding of how **Serious Case Reviews** inform changes to school procedures. (K5)* *KCS9 Evidence of working with/be able to explain the roles of external agencies to keep children safe. (K5)*

Amplification and guidance

- **Keeping Children Safe in Education** - this is a statutory guidance document that provides comprehensive instructions to ensure the safeguarding and protection of children and young people. This document outlines the legal duties and responsibilities of educational institutions to protect children from harm, abuse and neglect.
  - o the understanding teaching assistants must have could include:
    - what the document is for
    - what it contains
    - when it is updated
    - why it is updated
    - the latest updates
    - how this document links to the role of a teaching assistant

- **Safeguarding** - relates to understanding the signs and indicators of abuse and the procedures that should be followed within the setting and in their local authority to promote the welfare of children.
  - o This could include:
    - offering children help and support as soon as an issue arises to address children's needs
    - protecting children from abuse, whether this occurs at home, elsewhere or online
    - preventing harm to children's mental and physical health or development
    - ensuring children are raised in environments that provide safe and effective care
  - o Legislations, policies and procedures could include:
    - Whistleblowing
    - Keeping Children Safe in Education (KCSIE)
    - Children's Act
    - Worker Protection (Amendment of Equality Act) Act
    - Recording and reporting
    - Missing children

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- Fire and evacuation
- Collection of children
- Visitors
- Mobile phones
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
    - Safeguarding agencies could include:
        - Local Authority Designated Officer (LADO) - responsible for managing allegations against adults who work with children
        - Multi-Agency Safeguarding Hub (MASH) or Multi-Agency Safeguarding Team (MAST) - to bring together all the agencies involved in safeguarding vulnerable children
        - Social workers - safeguard and promote the welfare of children
        - Police - work alongside other agencies to share information
        - National Society for the Prevention of Cruelty to Children (NSPCC) - prevents abuse and to work with children who are most vulnerable
        - The UN Convention on the Rights of the Child (UNCRC) - international agreement that protects the rights of children and provides a child-centred framework for the development of services to children

- **Prevent** is a counter terrorism strategy that focuses on stopping people from becoming drawn into or supporting terrorism.
    - the factors teaching assistants need to understand may include:
        - how to recognise concerning behaviours in learners, which may indicate they are involved in a terrorist organisation
        - how to report any concerns
        - be aware of CHANNEL, who they are and what they do
        - be aware of how the British values link to the prevent strategy

- **Health & safety** within the workplace could include:
    - Considerations of daily checks
    - Risk assessments of activities or outings
    - Manual handling (includes lifting, lowering, pushing, pulling, moving or carrying a load)

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- o Fire evacuation
- o Lock down procedure
- o Team teach procedure (de-escalation skills and positive handling techniques)
- o Holding to care
- o First-aid procedures and systems
- o Known serious allergies and medical conditions
- o Control of Substances Hazardous to Health (COSHH)
- o Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- **Legislation** in the workplace could include:
  - o Prevent duty
  - o Keeping Children Safe in Education
  - o Working Together to Safeguard Children
  - o The Children's Act
  - o Health and Safety at Work etc. Act
  - o The United Nations Convention on the Rights of the Child (UNCRC)
  - o Management and storage of medicines - Children and Families Act section 100
  - o General Data Protection Regulation (GDPR) and confidentiality

- **Behavioural strategies** - follow procedures to manage challenging behaviour and promote positive behaviours for learning.
  - o methods could include:
    - communicating with parents to discuss and create plans
    - class charts
    - dojo
    - email
    - phone calls

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- - face-to-face meetings
  - home and school communication book

- **Serious case reviews** are where serious harm or the death of a child, young person or vulnerable adult has occurred from abuse and a review of the event has taken place.
  - o the impact of serious case reviews could include:
    - enables professionals to identify areas where there are flaws in policies and procedures
    - identify what actions can be taken to reduce the possibility of it happening again
    - they inform legislations and guidance that are used in educational settings

Develop strategies for support

Skills

S1 Develop strategies to support and encourage pupils to move towards **independent learning**.
- Use appropriately varied vocabulary to ensure pupils' understanding.
- Embed effective **behaviour management strategies** using discipline appropriately and fairly in line with the school's policy.
- Deliver **interventions** in accordance with training given (RAG rating).
- **Foster and encourage positive, effective, nurturing and safe learning environments** inspiring pupils to take pride in and learn from their individual achievements.
- Recognise, **adapt** and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, Visual timetables.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
DSS1 Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning. (S1)	*DSS7 Use of effective questioning skills and dialogue that deepens children's understanding. (S1)*
DSS2 Follow and implement the school's **behaviour policy**. (S1)	*DSS8 Use of developmental feedback to encourage learner's independence. (S1)*
DSS3 Demonstrates more than one behaviour management strategy in a class room setting. (S1)	*DSS9 Ability to provide considered feedback on the effectiveness of behaviour management strategies. (S1)*
DSS4 Contribute to reviews of behaviour including bullying and attendance. (S1)	*DSS10 Successfully use a range of behaviour strategies. (S1)*
DSS5 Ability to deliver **interventions** in partnership with the class teacher, use and/or create a range of resources to support the delivery. (S1)	*DSS11 Demonstrates broader support in behaviour management utilising the schools Behaviour Management System. (S1)*
DSS6 Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs. (S1)	

Amplification and guidance

- **Independent learning** refers to the aim of teaching all children strategies to support them in taking responsibility for their own learning journey.
  - o Methods of promoting independent learning could include:
    - ▪ peer assessment
    - ▪ the use of questioning to guide rather than give answers
    - ▪ setting goals and targets
    - ▪ encouraging self-reflection
    - ▪ giving feedback
    - ▪ rewarding/praising when going well
    - ▪ allowing them to learn from trial and error
    - ▪ encouraging and allowing children to choose and find resources for themselves

- **Behaviour management strategies** - reinforcing positive behaviour through a range of strategies and using discipline fairly in line with the school's policy, to create individual action plans.
  - o Strategies could include**:**
    - ▪ positive praise
    - ▪ using the school's rewards and sanctions system
    - ▪ modelling pro-social behaviour and interactions
    - ▪ using a restorative approach
    - ▪ antecedent, behaviour and consequence (ABC) approach
    - ▪ interventions
    - ▪ self-regulation and sensory areas
    - ▪ circle time
    - ▪ fidget and sensory toys
    - ▪ identifying triggers
    - ▪ visuals
    - ▪ setting rules and boundaries

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- referring to the school's rules
- using positive behaviour strategies such as distractions and humour
- reward time/ golden time
  - o Theorists of behaviour management could include:
    - Fredrick Jones
    - Albert Bandura

- **Interventions** are based on data collected on individuals through various types of assessments. Interventions are implemented to plug any gaps in learning that are highlighted through analysing assessment data. Progress should be tracked and monitored and can be colour-coded to show progression, where the child has plateaued or even demonstrated regression.
  - o Interventions could include:
    - targeted one-to-one tutoring
    - specialist intervention such as Read Write Inc, emotional literacy support assistants (ELSA) support and Fresh Start
    - using resources to support with learning such as technology and research
    - peer tutoring
    - feedback and guidance
    - metacognition (directing own learning)

- **Foster and encourage positive, effective, nurturing and safe learning environments** could include:
  - o providing children a safe environment to encourage better learning – children learn better in environments where they feel physically and emotionally safe
  - o creating a positive and prosocial environment where all children feel that they are heard and valued no matter what their individual need or ability
  - o taking into account individual holistic needs and development of a child should be as important as their academic progress

- **Adapt** is where the teacher changes their approach to support and meet individual children's learning needs.
  - o Resources to support this could include:
    - props or additional materials

- allowing more time
- differentiated worksheets with different levels of challenge
- adapting expectations for outcome

- **Behaviour policy** - this is the starting point for laying out the vision of the school. This will include the values, attitudes and beliefs the school wants to promote.
  - This could include:
    - identifying permitted and prohibited behaviours
    - encouraging good behaviour and respect for others
    - securing an acceptable standard of behaviour
    - promoting, among pupils, self-discipline and proper regard for authority
    - preventing all forms of bullying, for example, cyberbullying, prejudice-based and discriminatory bullying

Communication and team work

Skills

S2 Communication and team work
- Work closely with teachers to ensure own contribution aligns with the teaching.
- Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
- Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.
- **Build appropriate relationships** with colleagues, pupils, parents, adults and stakeholders.
- Comply with policy and procedures for sharing confidential information and know when and where to seek advice.
- Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Undertake safeguarding training every 3 years.
- Support pupils' wellbeing whilst embedding the importance of **online safety**.

Practical observation with questions and answers

Pass criteria	Distinction criteria
CT1 Ability to provide effective support for colleagues in line with the responsibilities of your role. (S2)	
CT2 Work well within a team and **contribute effectively to the planning and implementation of joint actions**. (S2)	
CT3 Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and teamwork. Be a role model to all pupils. (S2)	*CT8 Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements*. (*S2)*
CT4 Ability to comply with all requirements and expectations for confidentiality of information in a timely manner. (S2)	
CT5 Demonstrates the ability to converse respectfully and in a way the child understands. (S2)	

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CT6 Ability to **recognise communication difficulties and adapt accordingly**, maintain positive relationships. (S2)	
CT7 Ability to support **online safety** and adhere to school policy. (S2)	

Amplification and guidance

- **Build appropriate relationships** refers to the understanding that building positive relationships is an ongoing process
  - The factors involved in creating appropriate and positive relationships could include:
    - good communication skills
    - active listening skills
    - negotiation skills and sometimes agreeing to disagree
    - giving ongoing feedback and updates
    - sharing relevant information and good practice within the team and with the children
  - Resources that can be used to support building relationships with learners could include:
    - all about me records
    - one-to-one sessions
    - parents/learner evenings
    - giving positive feedback and praise
    - playing games that require interaction and the demonstration of skills such as sharing and turn taking
    - not putting out enough resources so that children must share and ask each other to use equipment
  - Building relationships with teachers could include:
    - within meetings
    - projects such as improving areas within the setting
    - team building exercises
    - showing appreciation and respecting individuals' boundaries and cultural backgrounds
    - working towards a common goal set out by management, governors or Ofsted

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- **Online safety** refers to the responsibility of schools for ensuring that policies and procedures are followed to ensure children are protected and educating children about online safety both in and out of school
  - This could include:
    - Keeping Children Safe in Education (KCSIE) - groups online safety risks into areas of content, contact, conduct and commerce (or contract)
    - Policies and procedures to risk assess and respond to concerns
    - Parental support and advice
    - Consent forms (photography, image sharing and social media)
    - Data Protection Act - passwords, filters, firewalls, encrypted and password protected Wi-Fi networks
    - 2 step verification process
    - Behaviour management
    - Cyberbullying and social media

- **Contribute effectively to the planning and implementation of joint actions** - an understanding of how to be an effective member of a team is invaluable
  - Skills that staff will need to demonstrate may include:
    - being able to actively listen
    - consider everyone's views and opinions
    - being honest and transparent
    - being supportive
    - sharing expertise

- **Recognise communication difficulties and adapt accordingly** could include:
  - taking into account the ages and stages, using language appropriate to this
  - flash cards where children might have English as an additional language (EAL), be hard of hearing or a hearing impairment
  - sign language/Makaton or gesture
  - simplifying sentences

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- speaking in learners' language
- over pronunciation
- delivery method, for example, delivering at a slower pace
- avoiding jargon, local sayings/slang terms
- braille worksheets or enlarged text or magnifiers
- communication mats for children who choose or cannot communicate verbally
- eye gaze technology
- translation apps
- providing additional resources

Working with teachers to accurately assess

Skills

S3 Working with teachers to accurately assess
- **Contribute to a range of assessment processes and use information effectively** for example: written records
- Use specific feedback to help pupils make progress.
- Apply good subject knowledge to support accurate assessment

Practical observation with questions and answers

Pass criteria	Distinction criteria
WTA1 Evidences how they feedback appropriately to learners and to teachers. (S3)	
WTA2 Able to complete assessments in the required format given by teacher. (S3)	
WTA3 Able to ensure agreed contributions are accurate, complete and up to date. (S3)	*WTA7 Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with. (S3)*
WTA4 Gives feedback to learners to promote independence. (S3)	*WTA8 Use assessment data to improve next steps and planning. (S3)*
WTA5 Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy. (S3)	
WTA6 Evidences how to access school system to input information, for example: assessment data. (S3)	

Amplification and guidance

- **Contribute to a range of assessment processes and use information effectively** may include:
  - demonstrating how feedback has been given in both written and verbal formats to further pupils' learning
  - make assessments and records on a given format
  - understand and describe the difference between diagnostic, formative and summative assessments

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- o   discuss and describe what has been observed to make assessments
- o   communicate to the learner what they have done well and what they could do to improve their learning, then encourage them to action the feedback given
- o   demonstrate how to access assessment data and how to update it

Using technology

Skills

S4 Using technology
- Use school computer systems, including specialist software e.g.: online registration, intervention programmes and management information systems.
- Use relevant technology competently and effectively to improve learning.
- Ensure pupils use technology safely.

Practical observation with questions and answers

Pass criteria	Distinction criteria
UT1 Ability to access the school system to complete electronic registers. (S4) **UT2** Ability to support learners and ensure the **safe use of technology**. (S4) **UT3** Demonstrates the use of ICT to advance pupils learning. (S4) **UT4** Evidence how they **promote the importance of health, safety and security** and access to programs. (S4)	**UT5** *Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher. (S4)*

Amplification and guidance with questions and answers

- **Safe use of technology** refers to teaching learners how to keep safe online by setting programmes according to their age, ensuring content is appropriate and has been pre-checked
  - Methods to model the safe use of technology could include:
    - understanding of filtering
    - monitoring procedures that are in place
    - reporting concerns or worries
    - educating children around how to identify, recognise and respond to anything that worries them

- educating children on how to be safe when online, for example, not sharing passwords, photos and personal information and not accepting friend requests from strangers

- **Promote the importance of health and safety and security** when using ICT devices may include:
  - ensuring children are sat at the right height
  - food and drink are not consumed over the devices
  - devices are checked for faults and are PAT tested
  - screen time is monitored and screen breaks are given
  - the room is well ventilated
  - glare from screens is reduced

Problem solving/ability to motivate pupils

Skills

S5 Problem solving/ability to motivate pupils
- Use a range of strategies including **scaffolding** and **open questioning skills** to enable pupils to access and engage in learning.
- Recognise the difference between pastoral and academic issues and model good behaviour for learning.

Practical observation with questions and answers	
Pass criteria	**Distinction criteria**
PS1 Ability to use a range of motivational resources to engage children's learning. (S5) **PS2** Evidence how they respond to children's emotional and learning needs and recognising the difference. (S5) **PS3** Ability to use a range of techniques to help **problem solving** and promote independent learning. (S5) **PS4** Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning. (S5)	*PS5 Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve. (S5)* *PS6 Demonstrate evidence of where they have made an impact. (S5)*

Amplification and guidance

- **Scaffolding -** this allows teaching assistants to strategically support children in their learning, practices and consolidation for a particular knowledge or skill.

- **Open questioning skills** - provides pupils with the opportunity to say more than a single word answer. This allows teaching assistants to draw out more detailed answers and help to guide students.

- **Problem solving -** allows pupils to understand concepts by 'doing'.

Building relationships/embracing change

Behaviour

B1 Building relationships/embracing change
- **Flexibility, trust, professional conduct, confidentiality and being respectful**.
- Promote the school's efforts to build positive behaviour for learning.
- Promote and exemplify positive behaviour and uphold the school ethos.
- Be enthusiastic and open to new ideas.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
BR1 Describe that they are a flexible, professional and approachable member of the working team. (B1) **BR2** Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail. (B1) **BR3** Evidence how they follow the **schools code of conduct** and behaviour expectations in line with the Staff Handbook. (B1) **BR4** Describe how they promote the schools aims, values and ethos and be diplomatic. (B1)	*BR5 Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm. (B1)* *BR6 Evidence how they action and accept new ideas for activities to meet all children's needs. (B1)*

Amplification and guidance

- **Flexibility, trust, professional conduct, confidentiality and being respectful** – teaching assistants are often required to work across a school, offering support where needed
  - This could involve:
    - working in different year groups where there are insufficient staff or one-to-one staff shortages
    - attending meetings
    - supporting on school trips
    - supporting on special days such as sports days and school fairs

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- covering playground duties
- supporting with challenging students
- knowing what information should or should not be shared and with whom

- **Schools code of conduct** - these must be adhered to at all times and teaching assistants must remain professional under pressure
  - The school's expectations of their staff could include:
    - dress code
    - mobile phone policies
    - appropriate social media privacy settings
    - being a good role model for students

Adding value to education

Behaviour
B2 Adding value to education • Praise; provide **constructive and specific feedback** and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through **peer marking** and reflection.

Professional discussion supported by a portfolio of evidence	
Pass criteria	**Distinction criteria**
AV1 Describe how pupils make opportunities for **peer marking** and reflection and keeping the child central to ensure a **holistic approach** to their learning. (B2)	*AV2 Evidence when they have taken a **proactive lead** in supporting children and colleagues. (B2)*

Amplification and guidance
• **Constructive and specific feedback** refers to guiding children to make ongoing improvements to their skills and build on prior learning. When children have the feeling of success and can see progress, they will be more motivated to learn and move forward taking more responsibility for future learning. • **Peer marking** is a powerful tool in supporting self-reflection, children will often listen more to their peers than the adults in the room. When taught to peer mark correctly, children will offer constructive advice and suggestions on how their peers can improve their work. This gives children the opportunity to look at the feedback and decide whether the suggestion will improve their work or not. When a child can take responsibility for their own learning and progress, it improves their resilience and self-esteem. • **Holistic approach** - recognises children as individuals with unique needs and talents, understanding that they learn best when their specific needs are addressed. The individual needs of children may include: o intellectual needs o emotional needs o physical needs

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- o spiritual needs

- **Proactive lead** - teaching assistants often take a very proactive lead in supporting children and colleagues. This could include:
  - o delivering targeted interventions such as phonics, numeracy, spellings, 1 to 1 reading and emotional literacy support assistant (ELSA) sessions
  - o supporting individuals with special educational needs and disabilities (SEND) or social, emotional and mental health (SEMH) needs
  - o delivering clubs that build on wider skills
  - o managing challenging behaviours
  - o managing children with medical conditions

Promoting equality, diversity and inclusion

Behaviour

B3 Promoting equality, diversity and inclusion
- Keep pupils at the centre of everything.
- **Promote community cohesion** and **cultural diversity** encompassing a full understanding of the school's ethos.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
PE1 Evidence how they demonstrate acceptance and respect for children's individuality. (B3) **PE2** Evidence how they have treated all pupils equally throughout school. (B3)	*PE3 Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual. (B3)*

Amplification and guidance

- **Promote community cohesion** – all educational environments build links with the local community through a variety of ways. This could include:
  - visiting local churches (or other places of worship) for special events, for example, Christingle, Christmas or harvest
  - having local businesses in to give talks and offer career opportunities
  - special schools will often take students out into the local community to practice money skills and using public transport
  - building wider skills to ensure a sense of belonging in their local area

- **Cultural diversity** promoted in schools could include:
  - British values
  - Religious Education (RE) sessions
  - Personal, social, health and economic education (PSHE)
  - Having guest speakers in to give talks
  - Celebrating other religious festivals
  - Tasting food from other cultures
  - Culture days

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o   Learning greetings and simple phrases in other languages present in school (beyond those taught in the Modern Foreign Languages part of the curriculum)

Professional standards and personal accountability

Behaviour

B4 Professional standards and personal accountability
- Demonstrate **professional relationships** in line with Staff Handbook.
- Be diplomatic, a **positive role model** and maintain confidentiality.
- Optimise learning opportunities and reflect on their personal development.
- Demonstrate a willingness to learn and **improve personal skill set**.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
PSP1 Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook. (B4) **PSP2** Evidence that they have an understanding of the role of the Teaching Assistant and what they are required to do to support their **professional learning and development**. (B4) **PSP3** Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery. (B4) **PSP4** Describe how they are accountable for set tasks and meeting timescales. (B4)	*PPS5 Demonstrate and evidence an understanding of the importance of **reflective practice** and how this increases professional knowledge and skills. (B4)* *PSP6 Evidence when they have independently looked to improve skills, knowledge and practice. (B4)* *PSP7 Ability to use reflection to improve and identify key areas for personal growth. (B4)*

Amplification and guidance

- **Professional relationships** may include:
  - special educational needs coordinator (SENDCO)

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- o teachers
- o curriculum leads
- o senior management
- o professionals from outside agencies, for example, educational psychologists and speech and language therapists
- o peripatetic subject specialist teachers

- **Positive role model** - a person whose behaviour, example or success serves as a model to be emulated by others.
  - o Positive role models' behaviours may be done through:
    - dress code
    - following school ethos or expectations
    - following set policies and procedures
    - daily routines
    - positive interactions and communications
    - pro-social behaviours

- **Improve personal skill set** - all staff in a school are expected to take responsibility for their own progression and teaching assistants should be able to reflect on their own practice and identify areas in their teaching that they feel could be stronger.
  - o Methods that can be used to improve personal skills, knowledge and behaviours may include:
    - shadowing and observing more experienced colleagues
    - research and webinars
    - reading
    - asking for more formal training
    - seeking out free training through platforms such as Future Learn

- **Professional learning and development** - all staff should have appraisals with their line manager to look at where they are currently at and what areas need improvement and how to develop areas of interest. These appraisals will inform you and your line manager of how you are performing daily and support you to set new targets to progress your knowledge, skills and behaviours further.

- o This could include:
  - additional training
  - appraisals
  - supervisions
  - inset days
  - staff meetings
  - peer reviews, observation or support
  - mentoring
  - shadowing
  - online courses and training

- **Reflective practice** refers to the ongoing learning of educators. It involves the ability to examine and reflect on their educational practices and the outcomes to improve their teaching effectiveness and enhance student learning.
  - o Key aspects of reflective practice within the education setting can include:
    - allow teaching assistants to stop, think and consider how they can adapt their approach to a particular area of their working practice
    - take time to understand what can be improved
    - understand what works well and is effective
    - implement goal setting to improve professional development
  - o Methods that reflective practice can be used within an education setting could include:
    - keeping a journal
    - peer observation
    - self-assessment tools
    - in your own thoughts
    - working collaboratively with others

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Team working, collaboration/engagement

Behaviour

B5 Team working, collaboration and engagement
- **Work collaboratively and constructively** with the whole school team.
- Engage professionally as appropriate with **outside professionals**.

Professional discussion supported by a portfolio of evidence

Pass criteria	Distinction criteria
TW1 Discuss good teamwork and solid communication within their role. (B5) **TW2** Work together as a team incorporating liaison with outside agencies. (B5) **TW3** Describe confidence in their ability to address and resolve issues through 1 to 1 reviews. (B5)	*TW4 Describe evidence of working with Agencies, for example, School Nurse. (B5)* *TW5 Provides evidence of working alongside any outside agency and implementing suggested strategies. (B5)*

Amplification and guidance

- **Work collaboratively and constructively** refers to working with other professionals to ensure a child-centred approach to meeting specific targets around children's learning and development. Working with outside professionals also increases staff knowledge and skills, which can often be transferable when working with other children.
    - Collaboration methods may include:
        - joint working
        - sharing best practice
        - flexibility
        - staff meetings
        - inset days
        - progress or concerns

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- Reasons why this may be important in schools could include:
    - it presents a united front and reduces unwanted behaviours from the children as they understand the boundaries and rules and know that this is consistent across the school
    - communicating in a clear and transparent way means that all staff feel valued and are kept updated on important issues
    - it protects staff physically and protects their mental wellbeing, as action plans can be made
    - it creates a more efficient and organised environment to work in where everyone understands their role
    - a professional and transparent working environment allows staff to feel that they can voice any concerns and address any issues in a calm and professional way, by either speaking to each other if a problem occurs or knowing who else they can talk to in order to resolve any concerns

- **Outside professionals** - teaching assistants will often work alongside outside agencies. This may include:
    - speech and language therapists (SALT)
    - educational psychologists
    - physiotherapists
    - medical professionals
    - social services
    - local authorities
    - safeguarding hubs

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Assessment summary

The end-point assessment for the Teaching Assistant apprenticeship standard is made up of 2 assessment methods:

1. A 2-hour (+/- 10%) practical observation plus 15 minutes (+/- 10%) of question and answers

2. A 90-minute (+/- 10%) professional discussion supported 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.

Practical observation

All assessment methods are weighted equally. Apprentices will be marked 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 must be conducted in the apprentice's normal place of work.

Professional discussion

All assessment methods are weighted equally. Apprentices will be marked 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.

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Grading

The apprenticeship includes pass 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 each of the 2 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the practical observation and the professional discussion.

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

Practical observation with questions and answers	Professional discussion supported by a portfolio of evidence	Overall grade awarded
Fail	Fail	**Fail**
Pass	Fail	**Fail**
Fail	Pass	**Fail**
Distinction	Fail	**Fail**
Fail	Distinction	**Fail**
Pass	Pass	**Pass**
Distinction	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Distinction	**Distinction**

Retake and resit information

Apprentices who fail 1 or more EPA method will be offered the opportunity to take a resit/retake. Resits/retakes will not be offered to apprentices wishing to move from pass to distinction. A resit does not require further learning, whereas a retake does.

The apprentice's employer will need to agree that a resit/retake is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the resit/retake.

An apprentice requiring a resit or a retake can only achieve a pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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.

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. The employer will determine how many resits/retakes the apprentice will be allowed to take.

Assessing the practical observation with questions and answers

The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The assessor will only observe 1 apprentice at any 1 time. The apprentice will be given 2 weeks' notice of the practical observation.

The practical observation with questions and answers will be carried out over **2 hours** (+/-10%). The questions and answers will last for **15 minutes** (+/- 10%) and will take place at the end of the observation.

The practical observation should be undertaken by an independent assessor over a period of 1 day with each session lasting for at least **30 minutes**, depending on the needs of the employer and practical observation opportunities. These may also be undertaken on more than 1 day, to account for local difficulty in delivering the observation.

The practical observation must take place in the apprentice's workplace. The apprentice must be directly observed during lessons in the classroom.

During the practical observation, the apprentice should have the opportunity, if required, to move from one area of the organisation to another in order to best demonstrate how they have applied their KSBs in a work environment to achieve genuine and demanding work objectives. For example, during a lesson or classroom environment, during one-to-one teaching assistant and teacher reviews of behaviour including bullying and attendance, meetings with parents or stakeholders.

The practical observation must:
- reflect typical working conditions.
- allow the apprentice to demonstrate all aspects of the standard being assessed.
- take a synoptic approach to assessing the knowledge, skills and behaviours as defined by this method.
- be carried out on a one-to-one basis. It is mandatory that only 1 teaching assistant is observed at a time and without support or input from trainers during the observation.

The questions and answers will last for 15 minutes (+/- 10%) and should take place once the final observation has been completed. If the observation is split over 2 days, then the questions and answers session will take place on the second day, once all of the observations have been completed. All questions should allow the independent assessor to further question the apprentice on a KSB that they have partially demonstrated during the observation in order to provide additional assurance.

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Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which 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 practical observation with questions and answers

The observation with questions is graded at a pass or distinction. Apprentices will be marked against the pass criteria and distinction criteria included in the tables on the following pages (under 'Practical observation with questions and answers 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 have not achieved all of the pass criteria

Practical observation with questions and answers 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 practical observation with questions and answers 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 15-minute time slot should be available for the practical observation with questions and answers, if it is intended to be a complete mock practical observation with questions and answers, 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 practical observation with questions and answers 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 practical observation with questions and answers 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 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:

    o communication and team work
        ▪ Provide an example of how you have complied with the requirements and expectations of confidentiality of information in a timely manner.
    o working with teachers to accurately assess
        ▪ Describe a situation where you provided feedback to both learners and teachers.
    o using technology
        ▪ Explain how you have used ICT to enhance pupils' learning.
    o problem solving/ability to motivate pupils
        ▪ Discuss how you provide time to listen carefully to pupils and encourage them to communicate their ideas for future learning.

Practical observation with questions and answers criteria

Throughout the **2-hour and 15-minute** practical observation with questions and answers, the assessor will review the apprentice's competence in the criteria outlined below.

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

Communication and team work
To pass, the following must be evidenced.
CT1 Ability to provide effective support for colleagues in line with the responsibilities of your role. (S2)
CT2 Work well within a team and contribute effectively to the planning and implementation of joint actions. (S2)
CT3 Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and teamwork. Be a role model to all pupils. (S2)
CT4 Ability to comply with all requirements and expectations for confidentiality of information in a timely manner. (S2)
CT5 Demonstrates the ability to converse respectfully and in a way the child understands. (S2)
CT6 Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships. (S2)
CT7 Ability to support online safety and adhere to school policy. (S2)
To gain a distinction, the following must be evidenced.
***CT8** Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements*. (*S2)*

Working with teachers to accurately assess
To pass, the following must be evidenced.
WTA1 Evidences how they feedback appropriately to learners and to teachers. (S3)
WTA2 Able to complete assessments in the required format given by teacher. (S3)
WTA3 Able to ensure agreed contributions are accurate, complete and up to date. (S3)
WTA4 Gives feedback to learners to promote independence. (S3)
WTA5 Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy. (S3)
WTA6 Evidences how to access school system to input information, for example: assessment data. (S3)
To gain a distinction, the following must be evidenced.
***WTA7** Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with. (S3)*
***WTA8** Use assessment data to improve next steps and planning. (S3)*

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Using technology
To pass, the following must be evidenced.
UT1 Ability to access the school system to complete electronic registers. (S4)
UT2 Ability to support learners and ensure the safe use of technology. (S4)
UT3 Demonstrates the use of ICT to advance pupils learning. (S4)
UT4 Evidence how they promote the importance of health, safety and security and access to programs. (S4)
To gain a distinction, the following must be evidenced.
***UT5** Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher. (S4)*

Problem solving/ability to motivate pupils
To pass, the following must be evidenced.
PS1 Ability to use a range of motivational resources to engage children's learning. (S5)
PS2 Evidence how they respond to children's emotional and learning needs and recognising the difference. (S5)
PS3 Ability to use a range of techniques to help problem solving and promote independent learning. (S5)
PS4 Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning. (S5)
To gain a distinction, the following must be evidenced.
***PS5** Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve. (S5)*
***PS6** Demonstrate evidence of where they have made an impact. (S5)*

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Assessing the professional discussion supported by a portfolio of evidence

The professional discussion will be a structured discussion between the apprentice and the independent assessor, following the practical observation, to establish the apprentice's understanding and application of the knowledge, skills and behaviours.

The professional discussion will last for a duration of **90 minutes** (+/- 10%).

The professional discussion, organised in advance with the apprentice and employer, will need to take place in a quiet room away from distractions.

The portfolio of evidence will allow the independent assessor to lead the discussion, asking the apprentice questions. The portfolio can then be used by the apprentice to evidence and support their responses to those questions.

The purpose of the professional discussion is to:

- make judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific situations with the assessor asking scenario based questions
- ensure there are no gaps within the evidence particularly in relation to safeguarding and health and safety
- provide a basis for the independent assessor to make a decision about the grade to be awarded for this assessment method only

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which 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
- 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

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion supported 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 have not achieved all of the pass criteria

Professional discussion supported 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 supported by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion supported 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 supported by a portfolio of evidence should take place in a suitable location.
- a 90-minute time slot should be available to complete the professional discussion supported by a portfolio of evidence, if it is intended to be a complete interview 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 supported 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.
- 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 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:
  - understanding how pupils learn and develop
    - Explain how you use alternative communication strategies to effectively support learning and promote independence among pupils.
  - technology
    - Provide examples of how you assist children in their ICT lessons.
  - working with teachers to understand and support assessment for learning
    - Describe how you actively participate in the assessment of children and young people's development on a daily basis.
  - curriculum

- Describe your understanding of the national curriculum and its relevance to the class you are working with and how this informs your support for teaching.
  - o keeping children safe in education
    - Describe how you stay informed about current statutory guidance and legislation regarding child protection.
  - o develop strategies to support
    - Provide examples of how your behaviour management strategy helped to create a favourable environment for independent learning.
  - o building relationships/embracing change
    - Explain how you liaise and communicate effectively with parents.
  - o adding value to education
    - Describe how you facilitate opportunities for peer marking and reflection among pupils.
  - o promoting equality, diversity and inclusion
    - Provide examples of how you celebrate and value the diverse backgrounds, cultures and identities of students.
  - o professional standards and personal accountability
    - Describe how you identify areas for training and development and how this influences your professional delivery.
  - o team working, collaboration and engagement
    - Discuss how you have collaborated with external partners to support the needs of the students.

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Professional discussion criteria

Throughout the **90-minute** professional discussion supported 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 supported by a portfolio of evidence by considering how the criteria can be met.

Understanding how pupils learn and develop
To pass, the following must be evidenced.
ULD1 Share findings from delivered sessions in a required format. (K1)
ULD2 Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence. (K1)
ULD3 Evidences knowledge of several resources and strategies that are available, explaining how these can be used to support more than one group of learners including those from vulnerable groups, special educational needs and those with an additional learning support requirement. (K1)
ULD4 Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage. (K1)
ULD5 Evidences knowledge of how a pupil's background and experiences can impact on their learning. (K1)
ULD6 Understand the different learning styles and adapt approach accordingly depending on the children they are supporting. (K1)
ULD7 Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs. (K1)
To gain a distinction, the following must be evidenced.
***ULD8** Demonstration of knowledge of a range of methods for teaching enhancement. (K1)*
***ULD9** Evidences their knowledge of development theory and how this is used for the development of the pupils they are working with in a staged approach to their cognitive and social growth. (K1)*

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Technology
To pass, the following must be evidenced.
T1 Evidences knowledge of specific computer programs and APPs that are used in school and evidence how these are used in teaching and learning, for example: Scratch for computer programming. (K2)
T2 Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources. (K2)
T3 Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. (K2)
T4 Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning. (K2)
To gain a distinction, the following must be evidenced.
T5 Being able to describe positives and negatives of using different technologies in the support of learning. (K2)
T6 Report issues to the ICT co-ordinator and log faults for the technician to address. (K2)

Working with teachers to understand and support assessment for learning
To pass, the following must be evidenced.
WT1 Actively participate, on a daily basis, in the assessment of children and young people's development. (K3)
WT2 Describe how to use a required given format to record observations. (K3)
WT3 The ability to offer and share constructive feedback on learning. (K3)
WT4 An understanding of age related expectations for all age groups that they work with and the next steps for their progress. (K3)
WT5 An understanding of the range of assessments: such as summative. (K3)
To gain a distinction, the following must be evidenced.
WT6 The ability to use assessment format to record children's learning. (K3)
WT7 An understanding of the advantages and disadvantages with using different observation methods and assessments. (K3)
WT8 Ability to use correct and accurate assessment to construct feedback to pupils and teachers. (K3)

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Curriculum
To pass, the following must be evidenced.
C1 An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within. (K4)
C2 The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities. (K4)
To gain a distinction, the following must be evidenced.
C3 *The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. (K4)*
C4 *Evidence an understanding of the National Curriculum across all key stages and be able to implement this into children's learning. (K4)*

Keeping children safe in education
To pass, the following must be evidenced.
KCS1 Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation. (K5)
KCS2 Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document. (K5)
KCS3 Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy. (K5)
KCS4 Able to identify who the Designated/Deputy Safeguarding Officer is in school. (K5)
KCS5 Describe how to implement requirements of safeguarding procedures as stated in schools safeguarding policy. (K5)
KCS6 Be able to correctly discuss of online safety procedures within school. (K5)
KCS7 Discuss understanding of school's health and safety and first aid procedures, including knowledge of a range of behavioural strategies and reporting to parents. (K5)
To gain a distinction, the following must be evidenced.
KCS8 *Describe an understanding of how Serious Case Reviews inform changes to school procedures. (K5)*
KCS9 *Evidence of working with/be able to explain the roles of external agencies to keep children safe. (K5)*

Develop strategies for support
To pass, the following must be evidenced.
DSS1 Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning. (S1)
DSS2 Follow and implement the school's behaviour policy. (S1)
DSS3 Demonstrates more than one behaviour management strategy in a class room setting. (S1)
DSS4 Contribute to reviews of behaviour including bullying and attendance. (S1)
DSS5 Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery. (S1)
DSS6 Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs. (S1)
To gain a distinction, the following must be evidenced.
DSS7 Use of effective questioning skills and dialogue that deepens children's understanding. (S1)
DSS8 Use of developmental feedback to encourage learner's independence. (S1)
DSS9 Ability to provide considered feedback on the effectiveness of behaviour management strategies. (S1)
DSS10 Successfully use a range of behaviour strategies. (S1)
DSS11 Demonstrates broader support in behaviour management utilising the schools Behaviour Management System. (S1)

Building relationships/embracing change
To pass, the following must be evidenced.
BR1 Describe that they are a flexible, professional and approachable member of the working team. (B1)
BR2 Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail. (B1)
BR3 Evidence how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook. (B1)
BR4 Describe how they promote the schools aims, values and ethos and be diplomatic. (B1)
To gain a distinction, the following must be evidenced.
BR5 Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm. (B1)
BR6 Evidence how they action and accept new ideas for activities to meet all children's needs. (B1)

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Adding value to education
To pass, the following must be evidenced.
AV1 Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning. (B2)
To gain a distinction, the following must be evidenced.
AV2 *Evidence when they have taken a proactive lead in supporting children and colleagues. (B2)*

Promoting equality, diversity and inclusion
To pass, the following must be evidenced.
PE1 Evidence how they demonstrate acceptance and respect for children's individuality. (B3)
PE2 Evidence how they have treated all pupils equally throughout school. (B3)
To gain a distinction, the following must be evidenced.
PE3 *Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual. (B3)*

Professional standards and personal accountability
To pass, the following must be evidenced.
PSP1 Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook. (B4)
PSP2 Evidence that they have an understanding of the role of the Teaching Assistant and what they are required to do to support their professional learning and development. (B4)
PSP3 Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery. (B4)
PSP4 Describe how they are accountable for set tasks and meeting timescales. (B4)
To gain a distinction, the following must be evidenced.
PPS5 *Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills. (B4)*
PSP6 *Evidence when they have independently looked to improve skills, knowledge and practice. (B4)*
PSP7 *Ability to use reflection to improve and identify key areas for personal growth. (B4)*

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Team working, collaboration/engagement
To pass, the following must be evidenced.
TW1 Discuss good teamwork and solid communication within their role. (B5)
TW2 Work together as a team incorporating liaison with outside agencies. (B5)
TW3 Describe confidence in their ability to address and resolve issues through 1 to 1 reviews. (B5)
To gain a distinction, the following must be evidenced.
***TW4** Describe evidence of working with Agencies, for example, School Nurse. (B5)*
***TW5** Provides evidence of working alongside any outside agency and implementing suggested strategies. (B5)*