

# Highfield Level 3 End-Point Assessment for ST0454 Teaching Assistant

## Mock Assessment Materials

### Professional discussion supported by a portfolio of evidence

Understanding how pupils learn and develop			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
ULD8	<i>Demonstration of knowledge of a range of methods for teaching enhancement. (K1)</i>		
ULD9	<i>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)</i>		

Technology			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
<b>T1</b>	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)		
<b>T2</b>	Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources. (K2)		
<b>T3</b>	Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. (K2)		
<b>T4</b>	Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning. (K2)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
<b>T5</b>	<i>Being able to describe positives and negatives of using different technologies in the support of learning. (K2)</i>		
<b>T6</b>	<i>Report issues to the ICT co-ordinator and log faults for the technician to address. (K2)</i>		

Working with teachers to understand and support assessment learning			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
<b>WT1</b>	Actively participate, on a daily basis, in the assessment of children and young people's development. (K3)		
<b>WT2</b>	Describe how to use a required given format to record observations. (K3)		
<b>WT3</b>	The ability to offer and share constructive feedback on learning. (K3)		
<b>WT4</b>	An understanding of age related expectations for all age groups that they work with and the next steps for their progress. (K3)		
<b>WT5</b>	An understanding of the range of assessments: such as summative. (K3)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
<b>WT6</b>	<i>The ability to use assessment format to record children's learning. (K3)</i>		
<b>WT7</b>	<i>An understanding of the advantages and disadvantages with using different observation methods and assessments. (K3)</i>		
<b>WT8</b>	<i>Ability to use correct and accurate assessment to construct feedback to pupils and teachers. (K3)</i>		

Curriculum			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
<b>C1</b>	An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within. (K4)		
<b>C2</b>	The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities. (K4)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
<b>C3</b>	<i>The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. (K4)</i>		
<b>C4</b>	<i>Evidence an understanding of the National Curriculum across all key stages and be able to implement this into children's learning. (K4)</i>		

Keeping children safe in education			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
KCS8	<i>Describe an understanding of how Serious Case Reviews inform changes to school procedures. (K5)</i>		
KCS9	<i>Evidence of working with/be able to explain the roles of external agencies to keep children safe. (K5)</i>		

Develop strategies for support			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
<b>DSS1</b>	Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning. (S1)		
<b>DSS2</b>	Follow and implement the school's behaviour policy. (S1)		
<b>DSS3</b>	Demonstrates more than one behaviour management strategy in a class room setting. (S1)		
<b>DSS4</b>	Contribute to reviews of behaviour including bullying and attendance. (S1)		
<b>DSS5</b>	Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery. (S1)		
<b>DSS6</b>	Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs. (S1)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
<b>DSS7</b>	<i>Use of effective questioning skills and dialogue that deepens children's understanding. (S1)</i>		
<b>DSS8</b>	<i>Use of developmental feedback to encourage learner's independence. (S1)</i>		
<b>DSS9</b>	<i>Ability to provide considered feedback on the effectiveness of behaviour management strategies. (S1)</i>		
<b>DS10</b>	<i>Successfully use a range of behaviour strategies. (S1)</i>		
<b>DS11</b>	<i>Demonstrates broader support in behaviour management utilising the schools Behaviour Management System. (S1)</i>		

Building relationships/embracing change			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
BR5	<i>Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm. (B1)</i>		
BR6	<i>Evidence how they action and accept new ideas for activities to meet all children's needs. (B1)</i>		

Adding value to education			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
AV2	<i>Evidence when they have taken a proactive lead in supporting children and colleagues. (B2)</i>		

Promoting equality, diversity and inclusion			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
PE3	<i>Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual. (B3)</i>		

Professional standards and personal accountability			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
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)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
PSP5	<i>Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills. (B4)</i>		
PSP6	<i>Evidence when they have independently looked to improve skills, knowledge and practice. (B4)</i>		
PSP7	<i>Ability to use reflection to improve and identify key areas for personal growth. (B4)</i>		

Team working, collaboration and engagement			
Ref	Assessment criteria (Pass)	Criteria met	Criteria not met
<b>TW1</b>	Discuss good teamwork and solid communication within their role. (B5)		
<b>TW2</b>	Work together as a team incorporating liaison with outside agencies. (B5)		
<b>TW3</b>	Describe confidence in their ability to address and resolve issues through 1 to 1 reviews. (B5)		
Ref	Assessment criteria (Distinction)	Criteria met	Criteria not met
<b>TW4</b>	<i>Describe evidence of working with Agencies, for example, School Nurse. (B5)</i>		
<b>TW5</b>	<i>Provides evidence of working alongside any outside agency and implementing suggested strategies. (B5)</i>		