

Think about...

Observation with questions

Level 5 ST1414 Specialist Teaching
Assistant – Special Educational
Needs and Disabilities (SEND) v1.0



On the day of this assessment you will carry out:



A 2-hour observation with questions (90-minute observation followed by a 30-minute questioning session)



Face-to-face



In a suitable environment at your normal place of work



With an end-point assessor



Key point

Your end-point assessor will have reviewed any relevant organisational policies and procedures prior to your observation.



Do

- Review the criteria associated with the observation with questions - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Be prepared to answer at least 6 questions and any follow-up questions that your assessor may ask



Don't

- Forget to bring your ID
- Forget to plan
- Forget to submit a copy of your session plan and any other support materials at least 1 day before your assessment



Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



Resits

- If you do not achieve a pass result on the observation with questions, you can resit the assessment





Use the table below to plan and prepare for the observation with questions

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Regulation and guidance	
(P) Create a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing (K2, K4, K5, K15, S1, S2, S4)	
Advancing learning	
(P) Complete a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigate and respond to potential hazards (K18, K29, S5, S6, S9, S25)	



(P) Drawing from theory, positively and professionally implement strategies to advance learning supporting the social and emotional wellbeing of learners, and recognise the implications of the chosen teaching strategies (K6, K11, S8, S24, B2)

(D) Critically evaluate theory and strategies you have used to advance learning including how you completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing supported to advance learning (K11, S5, S6, S9, S24)

Planning and assessment

(P) Apply a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provide ongoing feedback and support to enable responses from learners (K10, K13, S10, S12)



(P) Apply and give reasons for the choice of teaching and assessment methods in the learning environment to support learners (S17)	
(D) Justify your approach to the range of assessment methods used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners (K13, S10, S12, S17)	
Professionalism	
(P) Model aspirational, consistent and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs (B1, B4, B6)	



Communication

(P) In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs (K17, S15)

Special Educational Needs and Disabilities (SEND)

(P) Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes (K33, S27, S29)

(D) Effectively combine tools and strategies to assess SEND and adapt provision in line with local SEND policy (K33, S29)

v1.0

