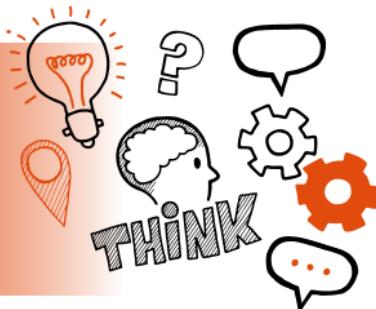


Think about Professional discussion underpinned by a portfolio of evidence

Level 3 ST0454 Teaching Assistant V1.0



On the day of this assessment you will carry out:

-  A 90-minute professional discussion
-  Remote or face-to-face
-  In a suitable controlled environment free from distraction
-  With an end-point assessor



Key point

You will have already submitted your portfolio of evidence, which is not formally assessed, but can be used to illustrate your answers.



Do

- Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer questions and any follow-up questions that your assessor may ask



Don't

- Forget to bring your ID
- Forget to plan
- Forget to bring your portfolio to refer to during the professional discussion



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 professional discussion, you can resit the assessment



Use the table below to plan and prepare for the professional discussion.

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Understanding how pupils learn and develop	
(P) Share findings from delivered sessions in a required format. (K1)	
(P) Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, use alternative communication and strategies to effectively support learning and promote independence. (K1)	
(P) 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)	
(P) 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)	
(P) Evidences knowledge of how a pupil's background and experiences can impact on their learning. (K1)	

Assessment criteria

(P) Understand the different learning styles and adapt approach accordingly depending on the children they are supporting. (K1)

(P) Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs. (K1)

(D) Demonstration of knowledge of a range of methods for teaching enhancement. (K1)

(D) 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)

Key points to remember



Assessment criteria	Key points to remember
<h3>Technology</h3>	
<p>(P) 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)</p> <p>(P) Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources. (K2)</p>	
<p>(P) Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. (K2)</p>	
<p>(P) Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning. (K2)</p>	
<p>(D) Being able to describe positives and negatives of using different technologies in the support of learning. (K2)</p>	
<p>(D) Report issues to the ICT co-ordinator and log faults for the technician to address. (K2)</p>	

Assessment criteria	Key points to remember
<p>Working with teachers to understand and support assessment learning</p> <p>(P) Actively participate, on a daily basis, in the assessment of children and young people's development. (K3)</p>	
<p>(P) Describes how to use a required given format to record observations. (K3)</p>	
<p>(P) The ability to offer and share constructive feedback on learning. (K3)</p>	
<p>(P) An understanding of age related expectations for all age groups that they work with and the next steps for their progress. (K3)</p>	
<p>(P) An understanding of the range of assessments: such as summative. (K3)</p>	
<p>(D) The ability to use assessment format to record children's learning. (K3)</p>	
<p>(D) An understanding of the advantages and disadvantages with using different observation methods and assessments. (K3)</p>	
<p>(D) Ability to use correct and accurate assessment to construct feedback to pupils and teachers. (K3)</p>	

Assessment criteria	Key points to remember
Curriculum	
<p>(P) An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within. (K4)</p>	
<p>(P) The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities. (K4)</p>	
<p>(D) The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. (K4)</p>	
<p>(D) Evidences an understanding of the National Curriculum across all key stages and be able to implement this into children's learning. (K4)</p>	
Keeping children safe in education	
<p>(P) Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation. (K5)</p>	
<p>(P) Evidences an understanding of the threshold document 'Keeping Children Safe in Education' document. (K5)</p>	
<p>(P) Completes Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy. (K5)</p>	
<p>(P) Able to identify who the Designated/ Deputy Safeguarding Officer is in school. (K5)</p>	

(P) Describes how to implement requirements of safeguarding procedures as stated in schools safeguarding policy. (K5)

(P) Be able to correctly discuss of online safety procedures within school. (K5)

(P) Discusses understanding of school's health and safety first aid procedures, including knowledge of a range of behavioural strategies and reporting to parents (K5)

(D) Describes an understanding of how Serious Case Reviews inform changes to school procedures. (K5)

(D) Evidences of working with/be able to explain the roles of external agencies to keep children safe. (K5)

Building relationships/embracing change

(P) Describes that they are a flexible, professional and approachable member of the working team. (B1)

(P) Evidences how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail. (B1)

(P) Evidences how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook. (B1)

(P) Describes how they promote the schools aims, values and ethos and be diplomatic. (B1)

(D) Evidences how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm. (B1)

(D) Evidences how they action and accept new ideas for activities to meet all children's needs. (B1)

Adding value to education

(P) Describes how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning. (B2)

(D) Evidences when they have taken a proactive lead in supporting children and colleagues. (B2)

Promoting equality, diversity and inclusion

(P) Evidences how they demonstrate acceptance and respect for children's individuality. (B3)

(P) Evidences how they have treated all pupils equally throughout school. (B3)

(D) Describes examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual. (B3)

Assessment criteria	Key points to remember
<h3 data-bbox="161 199 374 236">Professional standards and personal accountability</h3>	
<p data-bbox="161 236 374 301">(P) Demonstrates and evidences a clear understanding of the work behaviours as set out in the schools Staff Handbook. (B4)</p>	
<p data-bbox="161 301 374 431">(P) Evidences 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)</p>	
<p data-bbox="161 431 374 561">(P) Completes a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery. (B4)</p>	
<p data-bbox="161 561 374 626">(P) Describes how they are accountable for set tasks and meeting timescales. (B4)</p>	
<p data-bbox="161 626 374 755">(D) Demonstrates and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills. (B4)</p>	
<p data-bbox="161 755 374 820">(D) Evidences when they have independently looked to improve skills, knowledge and practice. (B4)</p>	
<p data-bbox="161 820 374 1000">(D) Ability to use reflection to improve and identify key areas for personal growth. (B4)</p>	

Assessment criteria

Key points to remember

Team working, collaboration and engagement

(P) Discuss good teamwork and solid communication within their role (B5)

(P) Work together as a team incorporating liaison with outside agencies. (B5)

(P) Describes confidence in their ability to address and resolve issues through 1 to 1 reviews. (B5)

(D) Describes evidence of working with Agencies, for example, School Nurse. (B5)

(D) Provides evidence of working alongside any outside agency and implementing suggested strategies. (B5)