Portfolio Matrix

Highfield Level 3 End-Point Assessment for ST0454 Teaching Assistant

Apprentice Details

Name	
Employer	
Training Provider	

Portfolio of evidence

It is a requirement of this assessment plan that a portfolio of evidence is submitted at Gateway to support the professional discussion. This is not assessed. Please see the EPA-kit for more information on the requirements for the portfolio of evidence.

Please indicate below which piece of evidence is mapped to each KSB covered in the professional discussion. Please use the same reference as the file name to ensure the correct piece of evidence can be located.

Core

KSB	Evidence reference	Evidence location
K1: Understanding how pupils learn and develop (ULD1, ULD2, ULD3, ULD4, ULD5, ULD6, ULD7, ULD8, ULD9) • 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.		
K2: Technology (T1, T2, T3, T4, T5, T6) • 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.		
K3: Working with teachers to understand and support assessment for learning (WT1, WT2, WT3, WT4, WT5, WT6, WT7, WT8) • 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.		
K4: Curriculum (C1, C2, C3, C4) • An appropriate knowledge of the curriculum and context you are working in.		
K5: Keeping children safe in education (KCS1, KCS2, KCS3, KCS4, KCS5, KCS6, KCS7, KCS8, KCS9, KCS9) • 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.		
S1: Develop strategies to support and encourage pupils to move towards independent learning. (DSS1, DSS2, DSS3, DSS4, DSS5, DSS6, DSS7, DSS8, DSS9, DSS10, DS11) • 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.		
B1: Building relationships/embracing change (BR1, BR2, BR3, BR4, BR5, BR6) • 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.		
B2: Adding value to education (AV1, AV2) • 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.		
B3: Promoting equality, diversity and inclusion (PE1, PE2, PE3) • Keep pupils at the centre of everything. • Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.		
B4: Professional standards and personal accountability (PSP1, PSP2, PSP3, PSP4, PSP5, PSP6, PSP7) • 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.		
B5: Team working, collaboration and engagement (TW1, TW2, TW3, TW4, TW5) • Work collaboratively and constructively with the whole school team. • Engage professionally as appropriate with outside professionals.		

Apprentice Declaration

I confirm that the evidence contained in this portfolio of evidence is all my own work and any assistance given and/or sources used have been acknowledged.

Signed by apprentice (name)	Signature	Date