



# **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

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# How to use this EPA Kit

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

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Teaching Assistant apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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 as a starting point.

## Key facts

<b>Apprenticeship standard:</b>	Teaching Assistant
<b>Level:</b>	3
<b>On-programme duration:</b>	Typically 18 months
<b>End-point assessment window:</b>	Typically 3 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-point assessment methods:</b>	Observation with questions Professional discussion underpinned by a portfolio of evidence

## In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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

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A teaching assistant supports the class teacher to enhance learners' 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 to 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 assistants 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

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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 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

### 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 underpinned by a portfolio of evidence.

It will typically contain **10 discrete pieces of evidence**. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace policies and procedures
- safeguarding and prevent certificates
- records of continuing professional development
- mentor observation records
- peer observations or peer training records
- witness statements
- annotated photographs

This is not a definitive list and other evidence sources are possible. Evidence included in the portfolio should be anonymised prior to submission. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

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

## Use of artificial intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Readiness for end-point assessment

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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 apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
  - Prevent and safeguarding
  - Health and safety
  - Behaviour management strategies
  - Mental health and well-being
  - Safe use of technology

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- 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.
- 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 3-month 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

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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# 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.

## **Documents used in developing this end-point assessment**

Teaching Assistant Standard (2023)

[Teaching assistant / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (ST0454/v1.1)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/teaching-assistant-v1-1?view=standard>

## **Specific considerations**

Highfield's approach does not deviate from the assessment plan.

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# Gateway

## How to prepare for gateway

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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
- Submitted their organisation's policies and procedures as requested by Highfield

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

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The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. 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 to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment 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.

Delivery	
Knowledge	Skills
<b>K2</b> The learning resources available to support learners and how to use them  <b>K12 Teaching strategies</b> to deliver learning activities and <b>interventions</b> (for example, scaffolding, open questioning)	<b>S1</b> Apply strategies to support and encourage <b>the development of independent learners</b>  <b>S6</b> Apply <b>teaching strategies</b> to deliver learning activities or <b>interventions</b>  <b>S14 Adapt teaching strategies</b> to support all learners (for example, scaffolding, open questioning)
Observation with questions	
Pass criteria	Distinction criteria
<b>D1</b> Adapts and applies <b>teaching strategies</b> in delivery, using suitable learning resources to engage learners and support progress (K2, K12, S6, S14)  <b>D2</b> Delivers strategies to support <b>the development of independence in learners</b> (S1)	<b>D3</b> <i>Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery (K2, K12, S6, S14)</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li><b>Teaching strategies</b> are where teachers use a set of principles and methods to enable learners to progress in their learning, all the while considering their individual needs and levels of ability.</li> </ul>	

- Individual needs could include:
  - their age and stages of development
  - special education needs
  - their interests
  - their styles of learning
  - any social, emotional and mental health difficulties (SEMH) such as being a looked after, past/present trauma or being a young carer
- Methods which can be used to support various learning styles could include:
  - practical learning such as handling and tactile
  - visual and auditory learning from videos, demonstrating, songs, flash cards/picture exchange communication system (PECS) or voice recording
  - teamwork, peer marking and reflection, self-reflection to encourage critical thinking through problem solving and constructive suggestions/discussions with peers
  - open questioning to support scaffolding
  - chunking of tasks
  - timed tasks so children can see when they will be completed and moving on
- **Interventions** could include:
  - targeted one-to-one tutoring
  - specialist intervention such as Read write Inc and ELSA support
  - using resources to support with learning such as technology and research
  - peer tutoring
  - feedback and guidance
  - metacognition (directing own learning)
- **The development of independent learners** is a process where children are initially given the tools to take control of their own learning and achievements

- Tools children are given to take control of their own learning and achievements could include:
  - setting goals and targets
  - encouraging reflection
  - giving feedback
  - rewarding/praising when going well
  - allowing them to learn from trial and error
- **Adapt** is where the teacher changes their approach to support and meet individual children's learning needs. This could include:
  - providing additional resources such as props or differentiated worksheets
  - scaffolding resources to provide more support
  - allowing more time
  - additional adult support

Assessment	
Knowledge	Skills
<b>K4</b> The <b>principles of target setting</b> to support the next steps in learning	<b>S10</b> Observe, record, and report on learners in line with <b>organisational procedures</b>
<b>K7</b> The learning, assessment, and <b>feedback cycle</b>	<b>S11</b> Apply methods of <b>formative assessment</b>
<b>K8</b> Methods of <b>formative assessment</b>	<b>S16</b> Provide <b>feedback</b> to learners
<b>K9</b> Methods of <b>observing, recording and reporting</b>	
Observation with questions	
Pass criteria	Distinction criteria
<b>A1</b> Applies observation methods and produces clear, accurate and concise records and reports of observations (K9, S10)	<i>No distinction criteria</i>
<b>A2</b> Chooses and applies <b>formative assessment</b> method(s), appropriate to the learning activity. Provides accurate <b>feedback</b> to learners based on the <b>formative assessment</b> (K8, S11, S16)	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
<b>A3</b> Describes the stages of the learning, assessment and <b>feedback cycle</b> and how target setting is used to support learner’s academic progress (K4, K7)	<b>A4</b> <i>Analyses the <b>advantages and limitations of assessment methods</b> and the impact of target setting within the learning, assessment and <b>feedback cycle</b> (K4, K7)</i>
Amplification and guidance	
<ul style="list-style-type: none"><li>• <b>Principles of target setting</b> could include:<ul style="list-style-type: none"><li>○ having a goal to achieve to make progress</li><li>○ understanding the current level that each child is working at and where the child needs to be in regard to age-related expectations</li></ul></li></ul>	

- awareness that not all children will be working at their age-related expectation
- considering the individual support that may be needed to get each child to their required target
- having targets in place to track and monitor the progression of each child
- **Feedback cycle** refers to the continuous process of providing, receiving and acting upon feedback to enhance teaching and learning. This supports children and facilitates the learning progress of individuals.
  - Processes involved in the feedback cycle could include:
    - providing children with appropriate learning opportunities
    - supporting children to make progress
    - using assessments that are made to measure progress
    - informing children on their progress and putting further actions in place to enable them to continue in their development
    - involving children in reflecting on their progress with regular feedback or updates
    - recognising children's achievements
    - enabling children to take ownership of their learning
    - building their confidence with continuing to develop new skills and gain more independence
    - reflecting regularly with children regarding how they can further develop or improve and giving them guidance to how this can be put into practice will form part of a cycle for future development
- **Formative assessment** refers to a range of methods used to conduct evaluations on student's learning. Providing continuous feedback that can be used to improve teaching and learning.
  - Methods of formative assessments could include:
    - quizzes
    - homework
    - photographs or videos of children in the moment
    - evidence of their work in class
    - observations such as anecdotal, time samples or structured
    - journals
    - online portals

- question and answer
- show me, tell me
- online games/learning platforms such as TT Rockstars or Lexia

- **Methods of observing, recording and reporting** could include:

- narrative
- behaviour charts (ABC)
- theoretical methods to identify something specific, for example, phonics tracker
- their work with comments and feedback
- planning evaluation records
- online platforms or paper journals
- subject specific records, for example, where development has not been met
- referral for support forms

- **Organisational procedures** are used across the setting to provide clarity and consistency in the approach to support children with learning and making assessments.

- **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 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



- **Advantages and limitations of assessments methods**

- Advantages may include:

- enables progression
    - helps identify learning gaps
    - recognises the child's strengths and weaknesses
    - improves practice of the teacher as it can identify gaps in their knowledge and experience
    - celebrates achievements
    - children's development is not left behind
    - gaps in learning do not go unnoticed
    - all children have access to development and succession through ongoing, constructive feedback
    - formative assessments are ongoing so it provides a bigger picture of what children can and cannot do on a daily basis
    - summative assessments are easy to administer and can be bench-marked

- Limitations may include:

- the work is not a true reflection of their development if summative assessment causes them anxiety
    - method of assessment not right for the child (for example, doesn't work well in test conditions)
    - their personal circumstances at the time
    - time consuming on the teacher/assistant
    - different staff members may have different expectations when it comes to formative observations
    - children may behave differently for different members of staff
    - children may not take types of assessment, such as quizzes, seriously

Communication	
Knowledge	Skills
<b>K13</b> How to <b>adapt communication strategies to suit the audience</b> and context	<b>S2</b> Adapt communication strategies for the audience and context  <b>S5</b> Communicate with teachers to ensure clarity of the TA's role
Observation with questions	
Pass criteria	Distinction criteria
<b>C1</b> Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated (K13, S2)  <b>C2</b> Consults with the teacher to clarify their role during classroom or intervention delivery (S5)	<b>C3</b> Combines and adapts <b>verbal and non-verbal communication strategies</b> to ensure learners remain engaged and achieve progress in learning (K13, S2)  <b>C4</b> Collaborates with the teacher proactively and adapts to changing need to ensure their activity has an impact on learning in line with the teacher's guidance (S5)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Adapt communication strategies to suit the audience</b> could include: <ul style="list-style-type: none"> <li>○ taking into account the ages and stages, using language appropriate to this</li> <li>○ flash cards where children might have English as an additional language (EAL) be hard of hearing or a hearing impairment</li> <li>○ sign language/Makaton or gesture</li> <li>○ simplifying sentences</li> <li>○ speaking in learners' language</li> <li>○ over pronunciation</li> <li>○ avoiding jargon, local sayings/slang terms</li> <li>○ braille worksheets</li> <li>○ communication mats for children who choose or cannot communicate verbally</li> </ul> </li> </ul>	

- eye gaze technology
- translation apps
- **Communicate with teachers to ensure clarity of the TA's role** ensures the task set by the class teacher is understood and working closely with the class teacher to ensure that the children achieve the desired learning outcomes.
  - Methods in which teachers and teaching assistants can communicate to ensure clarity of the teaching assistant role could include:
    - planning meetings
    - discussing intent
    - implement and impact cycles
    - asking questions
    - reviewing and reflecting on practice
    - establishing routines and timetable
    - possible focus group of children
    - making suggestions of own role where there is a specialist area that could be useful, for example, where maths is a specialist area offering booster sessions for groups or individuals
    - witness testimony from the class teacher
- **Verbal and non-verbal communication strategies** could include:
  - clear language
  - active listening
  - eye contact
  - sustained shared thinking or working in groups
  - gestures, sign language, Makaton, communication mats or PECs
  - feedback (verbal and written on work or reports)
  - positive approach and role modelling
  - patience and time to respond

- coming down to the child's level

Pastoral	
Skills	Behaviours
<b>S3 Apply behaviour management strategies</b> in line with organisational policy  <b>S9</b> Support the <b>well-being and mental health</b> of learners  <b>S15</b> Identify and respond to <b>pastoral and academic behaviours</b> in learners	<b>B2</b> Be a <b>positive role model</b> , upholding and exemplifying the organisation's values
Observation with questions	
Pass criteria	Distinction criteria
<b>P1</b> Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and reflects organisational values in their own practice (S3, S15, B2)  <b>P2</b> Applies the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy (S9)	<b>P3</b> <i>Adapts and merges strategies to support the individual needs of the learner and tailor behaviour management strategies to proactively manage learner pastoral or academic behaviour (S3, S15)</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Apply behaviour management strategies</b> refers to reinforcing positive behaviour through a range of strategies               <ul style="list-style-type: none"> <li>○ Strategies could include:                   <ul style="list-style-type: none"> <li>▪ positive praise</li> <li>▪ using the school's rewards and sanctions system</li> <li>▪ modelling pro-social behaviour and interactions</li> <li>▪ using a restorative approach</li> </ul> </li> </ul> </li> </ul>	

- working with the child/group of children to develop behaviour guidelines
  - discussing expectations and restorative sanctions and agreeing these as a group
- Theorists of behaviour management could include:
  - Fredrick Jones
  - Albert Bandura
- **Well-being and mental health** support methods could include:
  - talking to children about feelings and working with them to develop emotional literacy
  - supporting children to understand and recognise their own emotions and body queues
  - providing children with coping skills to aid in resilience and self-confidence
  - having awareness of distress factors that may impact a child's well-being, for example, poverty or being in an abusive home
  - promoting own self care through leading by example
  - encouraging peer support
  - creating a safe space for children to have conversations about their own mental health
  - adhering to organisational policy, for example, safeguarding
- **Pastoral and academic behaviours** refer to knowing children's individual learning needs; special educational needs and disabilities (SEND); social, emotional and mental health difficulties (SEMH) needs; and individual backgrounds to support children holistically.
- **Positive role model** behaviours could include:
  - demonstrating integrity, empathy and humility
  - treating others with respect
  - being polite
  - using active listening skills

Technology	
Knowledge	Skills
K6 How technology can support learning	S12 Use up to date technology safely, to support learning
	S13 Encourage safe use of technology by learners
Observation with questions	
Pass criteria	Distinction criteria
T1 Selects and operate technology that supports learning, ensuring it is operated in line with <b>organisational policy</b> and safeguarding procedures. <b>Models the safe use of technology</b> to prepare learners to operate independently (K6, S12, S13)	T2 Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is <b>accessible</b> (K6, S12)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>How technology can support learning</b> refers to the use of online learning platforms in schools or at home to support further learning. Online learning platforms may keep a record of a child's learning to track progression and achievements. The data collected by programmes can be used as a formative assessment to monitor and measure progression in specific areas.             <ul style="list-style-type: none"> <li>○ Examples of online learning platforms could include:                 <ul style="list-style-type: none"> <li>▪ Lexia</li> <li>▪ TT Rockstars</li> <li>▪ Spelling Shed</li> </ul> </li> <li>○ Technological devices which could be used include:                 <ul style="list-style-type: none"> <li>▪ Tablets and iPads</li> <li>▪ Laptops or computers</li> <li>▪ Audio technology such as podcasts</li> <li>▪ Recording notes</li> <li>▪ Reading adaptations for children with dyslexia</li> </ul> </li> </ul> </li> </ul>	

- Speech recognition
  - Bee Bots for coding
  - Teams or Zoom for online learning
- **Organisational policy** refers to the policies and procedures that all teaching assistants should demonstrate having a clear understanding of within everyday practice in relation to technology.
    - The everyday practices teaching assistants can demonstrate to show a clear understanding could include:
      - keeping log in details private
      - being aware of and able to explain parent controls
      - supervision of children at all times
      - pre checking content before showing videos
      - listening to audio recordings before using
  - **Models the 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
  - **Accessible** refers to the consideration of possible barriers to online learning and explains how this can be different case by case. Staff will require training around how to keep children safe.
    - Possible barriers to learning could include:
      - Special educational needs and disabilities (SEND)

- English as an Additional Language (EAL)
- Sensory impairments
- Not having access from home and additional time allocated in school
- Not having funds to buy equipment in their home
- School's may not have the funds for all students

## Relationships and role modelling

Skills	Behaviours
<b>S7 Build relationships</b> with learners, teachers, other professionals and stakeholders	<b>B1</b> Act professional and respectfully with the whole school community  <b>B6 Work collaboratively</b> and constructively with the whole school community
Observation with questions	
Pass criteria	Distinction criteria
<b>RRM1 Interacts professionally and respectfully</b> with others to build relationships and collaborate (S7, B1, B6)	<i>No distinction criteria</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Build relationships</b> refers to the understanding that positive relationships are ongoing.               <ul style="list-style-type: none"> <li>○ The factors involved in creating positive relationships could include:                   <ul style="list-style-type: none"> <li>▪ good communication skills</li> <li>▪ active listening skills</li> <li>▪ negotiation skills and sometimes agreeing to disagree</li> <li>▪ giving ongoing feedback and updates</li> <li>▪ sharing relevant information and good practice within the team and with the children</li> </ul> </li> </ul> </li> </ul>	



- 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
- **Work collaboratively** 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.
  - Methods of working collaboratively could include:
    - through speech and language
    - both physical and mental health
    - welfare through attending meeting's
    - sharing feedback from observations and assessment
    - addressing progress or concerns
- **Interacts professionally and respectfully** refers to using positive communication skills depending on the target audience.
  - Ways to interact professionally and respectfully could include:

- being professional and factual
- showing understanding
- being sensitive
- having a positive approach and outlook
- being reflective
- taking into account other opinions, beliefs or ethos
- showing empathy
- demonstrating humility and integrity
- promoting an inclusive approach
- Methods of interactions could include:
  - speaking
  - emails
  - meetings
  - review sessions
  - planning agendas

Learning and support		
Knowledge	Skills	Behaviours
<b>K1</b> The importance of providing feedback  <b>K14</b> Types of learning intervention  <b>K15</b> How to support learner's well-being, mental health and pastoral needs, including <b>referral to other professionals or services</b>  <b>K16</b> The <b>pastoral and academic behaviours</b> learners will display	<b>S4</b> Adapt resources to support all learners	<b>B3</b> Respect and promote equality, diversity, and inclusion
Professional discussion underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
<b>LS1</b> Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's well-being and mental health (K15, K16)  <b>LS2</b> Explains how resources can be adapted to meet the learning needs of all learners, and how the adaption of resources can promote equality, diversity and inclusion within the organisation (S4, B3)  <b>LS3</b> Describes the types of individual and group <b>intervention</b> available to support learners (K14)  <b>LS4</b> Explains how they provide feedback to support progress in learning (K1)	<b>LS5</b> <i>Explains their organisation's process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner (K15, K16)</i>  <b>LS6</b> <i>Analyses the reasons for adapting resources and the impact that adaption can have on learners (S4, B3)</i>	

### Amplification and guidance

- **The importance of providing feedback** could include:
  - understanding progress and achievement, and spotting any gaps in learning
  - sense of pride when things go well or are successful
  - motivation for further learning
  - understanding what actions are needed to improve next time
  - building confidence and self esteem
- **Intervention** relates to identifying areas where progress is not being made and reflecting on the specific adjustments or considerations needed to meet these. Types of intervention could include:
  - Academic interventions:
    - phonic interventions
    - reading interventions
    - mathematic interventions
    - handwriting interventions
  - Pastoral interventions:
    - emotional regulation interventions
    - social skill interventions
  - The specific adjustments or considerations may include:
    - understanding the delay in development
    - children requiring specialist support
    - assessing in different ways or against different criteria, for example, children with various special educational needs
    - personal circumstances
    - addressing children and their families' challenges at home
- **Referral to other professionals or services** refers to the process where teachers struggle to meet a child's needs and express their concerns to a nominated person in their setting who is trained in accessing specialist support - this is often with a special education needs co-ordinator (SENCO).

- Each setting will have their own procedures which often require records of evidence to support their referral form. This could include:
  - observations
  - records of behaviour
  - academic progress
  - support that has been implemented and the observed impact of the support given
- These interventions identify the level of need required and how this can be put into practice within the classroom environment. These services could be:
  - Safeguarding or social care
  - Child and adolescent mental health services (CAMHS)
  - Family and parent support workers
  - Doctors and physiotherapists
  - Speech and language
  - Portage
- The **pastoral and academic behaviours** learners can display include:
  - appearing distracted or unable to focus
  - disengaging from activities and friendship groups that they once sought enjoyment from
  - sudden, unexplained absence or missing in education
  - drop in grades
  - changes to appearance
  - regression in behaviours
  - changes in personality
  - withdrawal or tearfulness
  - refusal to follow instructions or complete work
  - self-harm
  - anger

- frustration
- verbal or physical aggression

Curriculum	
Knowledge	
K10 The curriculum intent, how it is implemented, and the intended impact	
K17 The impact of enrichment activities on learners	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
CU1 Describes the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is (K10)	CU3 Explain how the curriculum within their setting fits within the broader curriculum the learner has/will be exposed to across different stages of education (K10)
CU2 Explains how enrichment activities benefit learners (K17)	
Amplification and guidance	
<ul style="list-style-type: none"><li>Curriculum intent refers to the overarching goals and purposes of an educational curriculum. It outlines what the school aims to achieve through the delivery of activities, experiences and work relating to these areas.<ul style="list-style-type: none"><li>Methods of delivering the curriculum intent could include:<ul style="list-style-type: none"><li>lesson plans</li><li>individual support plans</li><li>next steps following observation and assessment</li><li>review of development from tests or assessment milestones</li><li>how the activity relates to a particular next step</li><li>creative activities</li></ul></li></ul></li></ul>	

- trips or experiences to support specific topics
- **Enrichment activities** are additional educational activities provided to students that are beyond the standard curriculum provided. These are designed to enhance students' knowledge and skills.
  - The impact of enrichment on aspects of student development could include:
    - children making progress both academically and in all areas of holistic development
    - exceeding expectations and accelerating learning
    - creating fun and exciting learning opportunities
    - developing a love for learning
    - developing resilience and motivation
    - developing the ability to problem solve/think critically
    - provoking a curiosity about the world around them
    - developing wider skills such as social interaction and negotiation

Child development	
Knowledge	
K3 The <b>stages of development</b> for children and young people	
K5 The <b>impact of transition</b> on learners and <b>strategies to support</b> them	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
CD1 Describe how a learner's <b>background and experiences</b> can <b>impact</b> upon how they learn, including the <b>impact of transition</b> (K3, K5)	CD2 Explain how they apply <b>theories of development</b> to support learner's academic and pastoral development (K3)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Stages of development</b> can be broken down into different age categories with identified expected mile stones 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.             <ul style="list-style-type: none"> <li>○ Generalised categories could include:                 <ul style="list-style-type: none"> <li>▪ early childhood</li> <li>▪ middle childhood</li> <li>▪ adolescence</li> </ul> </li> <li>○ Stages of development can also be split down further, which could include:                 <ul style="list-style-type: none"> <li>▪ newborn (0-3 months)</li> <li>▪ infant (3-12 months)</li> <li>▪ toddler (1-3 years)</li> <li>▪ pre-school (3-4 years)</li> <li>▪ school age (5-12 years)</li> <li>▪ teens (13-19 years)</li> </ul> </li> </ul> </li> </ul>	



- 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
- **Impact** may include:
  - feeling worried or anxious
  - loss of confidence or belonging
  - change in behaviours
  - feeling detached from social groups or friendships
  - anger and frustration
  - basic needs not being met
  - not being able to afford trips, equipment or activities
  - low self-esteem and confidence
  - attendance
  - attainment
- **Transition** children may face could include:
  - moving schools, homes or country
  - homelessness
  - loss of income, for example, a parent losing their job
  - family bereavement

- family separations
- new extended family or new siblings
- parental wellbeing or having to care for parents
- going from one environment or activity to another
- something unexpected within the routine of the day
- becoming a looked after child
- serious illness of a family member
  
- **Strategies to support** learners may include:
  - talking through and discussing opportunities
  - liaising with parents
  - through writing, diaries and drawing
  - reading about others going through the same experience or social stories
  - specialised resources to support learning where an additional need may be present
  - councillor and outside agencies
  - working alongside other agencies, for example, family support worker or social worker to gain a holistic view of the child and support the child holistically
  - establishing coping mechanisms to work through, for example, timetables, visual or acting out in scenarios
  - an area to go to for mindfulness or quiet areas
  - a stress relief area
  - opportunities for physical activity
  - expressing themselves through opportunities to play
  - emotional literacy support assistants (ELSA) support
  - specialist interventions such as drawing and talking, thrive, Lego therapy and play therapy
  
- **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 SEMH needs or parents with SEMH needs
- children from army forces families
- trauma experiences, both past or present
- abusive or unsettled homes
- refugee status
  
- **Theories of development** of children within a school setting can 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

Legislation and policy	
Knowledge	Skills
<b>K11 Prevent, safeguarding and health &amp; safety legislation, guidance, and procedures</b>	<b>S8 Comply with legislation, guidance, and procedures for Prevent, safeguarding and health &amp; safety</b>
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
<b>LP1</b> Describes <b>their responsibilities</b> with regards to <b>prevent, safeguarding, and health &amp; safety legislation</b> and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation (K11, S8)	<b>LP2</b> <i>Explains how local and national policies and procedures for safeguarding including <b>serious case reviews</b>, can impact on organisational policies and procedures (K11, S8)</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Prevent</b> is a counter terrorism strategy that focuses on stopping people from becoming drawn into or supporting terrorism. <ul style="list-style-type: none"> <li>○ The factors teaching assistants need to understand may include: <ul style="list-style-type: none"> <li>▪ how to recognise concerning behaviours in learners, which may indicate they are involved in a terrorist organisation</li> <li>▪ how to report any concerns</li> <li>▪ be aware of who CHANNEL are</li> <li>▪ be aware of how the British values link to the prevent strategy</li> </ul> </li> </ul> </li> <li>• <b>Safeguarding</b> relates to understanding the signs and indicators of abuse and the procedures that should be followed within the setting and in their local authority <ul style="list-style-type: none"> <li>○ The procedures that staff should understand may include: <ul style="list-style-type: none"> <li>▪ what whistleblowing is</li> <li>▪ how to report concerns regarding a colleague's practice</li> <li>▪ how safeguarding issues are managed upon disclosure, suspicion reported and recorded</li> <li>▪ safer recruitment policy</li> </ul> </li> </ul> </li> </ul>	

- safeguarding concerns within the setting and how to challenge these, for example, visitors without the appropriate lanyard
- Signs that staff should understand could include:
  - neglect
  - physical abuse
  - emotional abuse
  - sexual abuse
  - fabricated or induced illness (FII)
  - domestic abuse
  - county lines
  - trafficking
  - bullying
  - discrimination
  - self-harm
- **Health & safety** within the workplace could include:
  - Considerations of daily checks
  - Risk assessments of activities or outings
  - Manual handling
  - Fire evacuation
  - Lock down procedure
  - Team teach procedure
  - Holding to care
  - Control of Substances Hazardous to Health (COSHH)
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- **Legislation** in the workplace could include:

- Prevent duty
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The Children's Act
- Health and Safety at Work Act
- The United Nations Convention on the Rights of the Child (UNCRC)
- Management and storage of medicines – Children and Families Act section 100
- General Data Protection Regulation (GDPR) and confidentiality
- **Guidance and procedures** in the workplace could include:
  - Child protection and safeguarding children
  - Disclosures
  - Whistleblowing
  - Mobile Phones
  - Lone working
  - Visitors
  - Health and safety
  - Team teach
  - Risk assessment
  - Control of Substances Hazardous to Health (COSHH)
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- **Their responsibility** relates to being able to explain how teaching assistants keep informed with all policies, procedures and updates and ensuring that they are followed
  - ways teaching assistants ensure that policies and procedures are followed could include:

- understanding how to report concerns, for example, who to go to, how to record them and how this can be followed up to ensure action has been taken
  - ensuring confidentiality and being aware that not all staff need to be informed and information should only be discussed with the relevant people involved
  - understanding the Keeping Children Safe in Education (KCSIE) document, the latest updates and how these are linked to the role of a teaching assistant
- **Serious case reviews** are where serious harm or death of a child, young person or vulnerable adult has occurred from abuse and a review of the event has taken place
    - 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 this happening again
      - they inform legislations and guidance that are used in educational settings

Professional development	
Behaviours	
<b>B4</b> Be committed to improving their own delivery through <b>reflective practice</b>	
<b>B5</b> Engage with <b>research to establish best practice</b>	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
<b>PD1</b> Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery (B4, B5)	<i>No distinction criteria</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Reflective practice</b> 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.             <ul style="list-style-type: none"> <li>○ Key aspects of reflective practice within the education setting can include:                 <ul style="list-style-type: none"> <li>▪ allows teaching assistants to stop, think and consider how they can adapt their approach to a particular area or their working practice</li> <li>▪ take time to understand what can be improved</li> <li>▪ understand what works well and is effective</li> <li>▪ implement goal setting to improve professional development</li> </ul> </li> <li>○ Ways in which reflective practice can be used within an education setting could include:                 <ul style="list-style-type: none"> <li>▪ keeping a journal</li> <li>▪ peer observation</li> <li>▪ self-assessment tools</li> <li>▪ in your own thoughts</li> <li>▪ working collaboratively with others</li> </ul> </li> </ul> </li> </ul>	



- **Research to establish best practice** could include:
  - getting regular feedback from the use of peer observations, supervisions and appraisals
  - setting goals to gain knowledge through training and professional development within the setting such as staff meetings
  - understanding theoretical perspectives to identify learning styles, development and building relationships
  - using frameworks and curriculums from the Department for Education
  - keeping up to date with latest developments through forums, articles, social media and training
  - attending training and networking with professionals in relevant fields

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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 110-minute observation with questions
2. A 90-minute professional discussion underpinned 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.

### Observation with questions

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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 will be conducted in the apprentice's normal place of work.

### Professional discussion

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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.

## 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 merit, the apprentice is required to pass in 1 assessment method and a distinction in the other method.

To achieve a distinction, the apprentice must achieve a distinction in the observation with questions and the professional discussion underpinned by a portfolio of evidence.

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

<b>Observation with questions</b>	<b>Professional discussion underpinned by a portfolio of evidence</b>	<b>Overall grade awarded</b>
Fail	Any grade	<b>Fail</b>
Any grade	Fail	<b>Fail</b>
Pass	Pass	<b>Pass</b>
Pass	Distinction	<b>Merit</b>
Distinction	Pass	<b>Merit</b>
Distinction	Distinction	<b>Distinction</b>

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. 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.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

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.

Any EPA component resit/retake must be taken within a 6-month period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of merit, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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## Assessing the observation with questions

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The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work, and simulation is not permitted. The assessor will only observe 1 apprentice at any one time. The apprentice will have **2 weeks'** notice of the observation with questions.

The observation with questions will last a total of **110 minutes** over the same day, with **90 minutes** for the observation followed by **20 minutes** allocated for questions. The assessor can increase the time by up to **10%** to allow the apprentice to complete a task or respond to a question.

The observation with questions may be split into discrete sections held on the same working day to reflect the normal practice of the apprentice in their setting. The minimum time a discrete session can be is **15 minutes**. This includes comfort breaks as necessary and to allow the apprentice to move from 1 location to another where required. Breaks will not count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with questions, including the format and the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with questions must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. The equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

The apprentice must be observed working directly with a learner or a group of learners, either in a classroom or in an intervention. Observations may include set up of the learning environment and time post lesson/intervention to include learner and staff interaction, in addition to observation of teaching.

Questions must be asked after the observation. The purpose of the questions is to clarify observations made by the independent assessor during the observation section of this assessment method, and to capture further evidence against the KSBs that has not been directly observed. The assessor must ask a **minimum of 4 questions**. Follow-up questions will be asked where required. Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

## 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 observation with questions

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 'Observations with questions 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 the distinction criteria
- **Unsuccessful** apprentices will have not achieved **all** of the pass criteria

## Observation with questions mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions 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 **110-minute** time slot should be available for the observation with questions, if it is intended to be a complete mock observation with questions 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 observation with questions 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 observation with questions 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 a minimum of **4 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:
  - delivery
    - Describe a time where you used different teaching strategies to engage students and help them make progress
  - assessment
    - Give an example of when you chose a formative assessment method for a learning activity and how it was appropriate
  - communication
    - Describe a time when you consulted with the teacher to clarify your role during the delivery of a lesson or intervention
  - pastoral
    - Explain how you have chosen and applied behaviour management strategies in line with organisation policy
  - technology
    - Give an example of how you have modelled the safe use of technology for students and prepared them to use technology independently

- relationships and role modelling
  - Give an example of when you have interacted professionally and respectfully with others and built effective relationships



## Observation with questions criteria

Throughout the **110-minute** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

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

Delivery
<b>To pass, the following must be evidenced.</b>
<b>D1</b> Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress (K2, K12, S6, S14)
<b>D2</b> Delivers strategies to support the development of independence in learners (S1)
<b>To gain a distinction, the following must be evidenced.</b>
<b>D3</b> <i>Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery (K2, K12, S6, S14)</i>

Assessment
<b>To pass, the following must be evidenced.</b>
<b>A1</b> Applies observation methods and produces clear, accurate and concise records and reports of observations (K9, S10)
<b>A2</b> Chooses and applies formative assessment method(s), appropriate to the learning activity. Provides accurate feedback to learners based on the formative assessment (K8, S11, S16)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria</i>

Communication
<b>To pass, the following must be evidenced.</b>
<b>C1</b> Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated (K13, S2)
<b>C2</b> Consults with the teacher to clarify their role during classroom or intervention delivery (S5)
<b>To gain a distinction, the following must be evidenced.</b>
<b>C3</b> <i>Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning (K13, S2)</i>
<b>C4</b> <i>Collaborates with the teacher proactively and adapts to changing need to ensure their activity has an impact on learning in line with the teacher's guidance (S5)</i>

Pastoral
<b>To pass, the following must be evidenced.</b>
<b>P1</b> Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and reflects organisational values in their own practice (S3, S15, B2)
<b>P2</b> Applies the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy (S9)
<b>To gain a distinction, the following must be evidenced.</b>
<b>P3</b> Adapts and merges strategies to support the individual needs of the learner and tailor behaviour management strategies to proactively manage learner pastoral or academic behaviour (S3, S15)

Technology
<b>To pass, the following must be evidenced.</b>
<b>T1</b> Selects and operate technology that supports learning, ensuring it is operated in line with organisational policy and safeguarding procedures. Models the safe use of technology to prepare learners to operate independently (K6, S12, S13)
<b>To gain a distinction, the following must be evidenced.</b>
<b>T2</b> Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is accessible (K6, S12)

Relationship and role modelling
<b>To pass, the following must be evidenced.</b>
<b>RRM1</b> Interacts professionally and respectfully with others to build relationships and collaborate (S7, B1, B6)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria</i>

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## Assessing the professional discussion underpinned by a portfolio of evidence

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In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation.

Apprentices will have access to their portfolio during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence, however, the portfolio of evidence is not directly assessed.

The purpose of the independent assessor's questions will be to draw out contextualised examples, further clarify knowledge, skills and behaviours demonstrated in a portfolio of evidence, and to assess the apprentice against the following themes:

- learning and support
- assessment
- curriculum
- child development
- legislation and policy
- professional development

The apprentice will have **2 weeks'** notice of the professional discussion.

The professional discussion must last for **90 minutes**. The independent assessor can increase the time of the professional discussion by up to **10%**. This time is to allow the apprentice to respond to a question if necessary.

The assessor will ask **at least 10 questions**. Follow-up questions are allowed where clarification is required.

The professional discussion must take place in a suitable venue, for example, the employer's premises. The professional discussion can be conducted by video conferencing. The professional discussion should take place in a quiet room, free from distractions and influence.

### 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 underpinned 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 mock assessment

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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 underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned 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 should take place in a suitable location.
- a **90-minute** time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, if it is intended to be a complete professional discussion 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 underpinned 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 a minimum of **10 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:
  - learning and support
    - Think of a time when you provided feedback to a student to support their learning progress
    - Describe the types of individual and group interventions you have used to support learners and how these interventions helped students
  - assessment
    - Provide an example of how you have used target setting to support a student's academic progress and how this helped the student achieve their learning goals
  - curriculum
    - Discuss the intended impact of the curriculum and how this has improved student outcomes and overall development
    - Explain how your organisation implements and delivers the curriculum effectively
  - child development
    - Describe a situation where you have observed how a learner's background and experiences affected their learning
    - Explain how transitions for example, a child moving to a new school, impacts a learner's development and learning and what support will the learner need during this transition
  - legislation and policy
    - Explain your responsibilities related to safeguarding and how you follow your organisation's procedures to ensure the safety and well-being of all learners
    - Describe your responsibilities with regard to the Prevent duty and how you apply your organisation's procedures to ensure compliance with legislation
  - professional development
    - Describe how you reflect on your practices as a teaching assistant and what methods you use to evaluate your performance to improve delivery
    - Provide examples of when you have received constructive feedback and the changes you made to your practice as a result

## Professional discussion criteria

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

Learning and support
<b>To pass, the following must be evidenced.</b>
<b>LS1</b> Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's well-being and mental health (K15, K16)
<b>LS2</b> Explains how resources can be adapted to meet the learning needs of all learners, and how the adaption of resources can promote equality, diversity and inclusion within the organisation (S4, B3)
<b>LS3</b> Describes the types of individual and group intervention available to support learners (K14)
<b>LS4</b> Explains how they provide feedback to support progress in learning (K1)
<b>To gain a distinction, the following must be evidenced.</b>
<b>LS5</b> <i>Explains their organisation's process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner (K15, K16)</i>
<b>LS6</b> <i>Analyses the reasons for adapting resources and the impact that adaption can have on learners (S4, B3)</i>

Assessment
<b>To pass, the following must be evidenced.</b>
<b>A3</b> Describes the stages of the learning, assessment and feedback cycle and how target setting is used to support learner's academic progress (K4, K7)
<b>To gain a distinction, the following must be evidenced.</b>
<b>A4</b> <i>Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment and feedback cycle (K4, K7)</i>

Curriculum
<b>To pass, the following must be evidenced.</b>
<b>CU1</b> Describes the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is (K10)
<b>CU2</b> Explains how enrichment activities benefit learners (K17)
<b>To gain a distinction, the following must be evidenced.</b>
<b>CU3</b> Explain how the curriculum within their setting fits within the broader curriculum the learner has/will be exposed to across different stages of education (K10)

Child development
<b>To pass, the following must be evidenced.</b>
<b>CD1</b> Describe how a learner's background and experiences can impact upon how they learn, including the impact of transition (K3, K5)
<b>To gain a distinction, the following must be evidenced.</b>
<b>CD2</b> Explain how they apply theories of development to support learner's academic and pastoral development (K3)

Legislation and policy
<b>To pass, the following must be evidenced.</b>
<b>LP1</b> Describes their responsibilities with regards to prevent, safeguarding, and health & safety legislation and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation (K11, S8)
<b>To gain a distinction, the following must be evidenced.</b>
<b>LP2</b> Explains how local and national policies and procedures for safeguarding including serious case reviews, can impact on organisational policies and procedures (K11, S8)

Professional development
<b>To pass, the following must be evidenced.</b>
<b>PD1</b> Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery (B4, B5)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria</i>

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