

**Think about
Observation with questions
Level 3 ST0454 Teaching
Assistant V1.1**



On the day of this assessment you will carry out:



A 90-minute observation followed by a 20-minute question session



Face-to-face



In your natural working environment



With an end-point assessor



Key point

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



Do

- ☐ Review the criteria associated with the observation with questions – this can be found in the EPA Kit and in the table at the end of this document
- ☐ Review relevant legislations, regulations and your organisations policies and procedures
- ☐ Ensure a quiet room is available and that there are no interruptions
- ☐ Be prepared to answer at least 4 questions and any follow-up questions that your assessor may ask after the observation



Don't

- ☐ Forget to bring your ID
- ☐ Forget to plan



Next steps

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



Resits

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



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

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Delivery	
(P) Adapt and apply teaching strategies in delivery, using suitable learning resources to engage learners and support progress (K2, K12, S6, S14)	
(P) Deliver strategies to support the development of independence in learners (S1)	
(D) Recognise when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery (K2, K12, S6, S14)	

Assessment criteria	Key points to remember
Assessment	
(P) Apply observation methods and produces clear, accurate and concise records and reports of observations (K9, S10)	
(P) Choose and apply formative assessment method(s), appropriate to the learning activity. Provide accurate feedback to learners based on the formative assessment (K8, S11, S16)	
Communication	
(P) Choose and apply communication strategies with consideration for the audience and context of the message to be communicated (K13, S2)	
(P) Consult with the teacher to clarify their role during classroom or intervention delivery (S5)	
(D) Combine and adapt verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning (K13, S2)	
(D) Collaborate with the teacher proactively and adapt to changing need to ensure their activity has an impact on learning in line with the teacher's guidance (S5)	

Assessment criteria	Key points to remember
Pastoral	
(P) Choose and consistently apply 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)	
(P) Apply the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy (S9)	
(D) Adapt and merge 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	
(P) Select and operate technology that supports learning, ensuring it is operated in line with organisational policy and safeguarding procedures. Model the safe use of technology to prepare learners to operate independently (K6, S12, S13)	
(D) Combine and adapt the use of different technologies in line with individual learner needs to ensure learning is accessible (K6, S12)	

Relationships and role modelling

(P) Interact professionally and respectfully with others to build relationships and collaborate (S7, B1, B6)