TEACHING ASSISTANT APPRENTICESHIP STANDARD

Level 3

End-Point Assessment Plan

1. Introduction and Overview

This document sets out the requirements and process for the end-point assessment (EPA) of the Teaching Assistant Level 3 apprenticeship standard. It is written for end-point assessment organisations (EPAO) who need to know how the EPA for this apprenticeship must operate. It will also be of interest to teaching assistant apprentices, their employers and training providers.

Full time apprentices will spend typically 18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. The employer may wish to take advice from the apprentice's training provider(s).

As a gateway requirement, apprentices must achieve English and mathematics at level 2 prior to taking their EPA. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

In addition, they will need to complete a portfolio of evidence to support the professional discussion.

The EPA must be completed within a 3 month period after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFAs) Register of End-Point Assessment Organisations (RoEPAO).
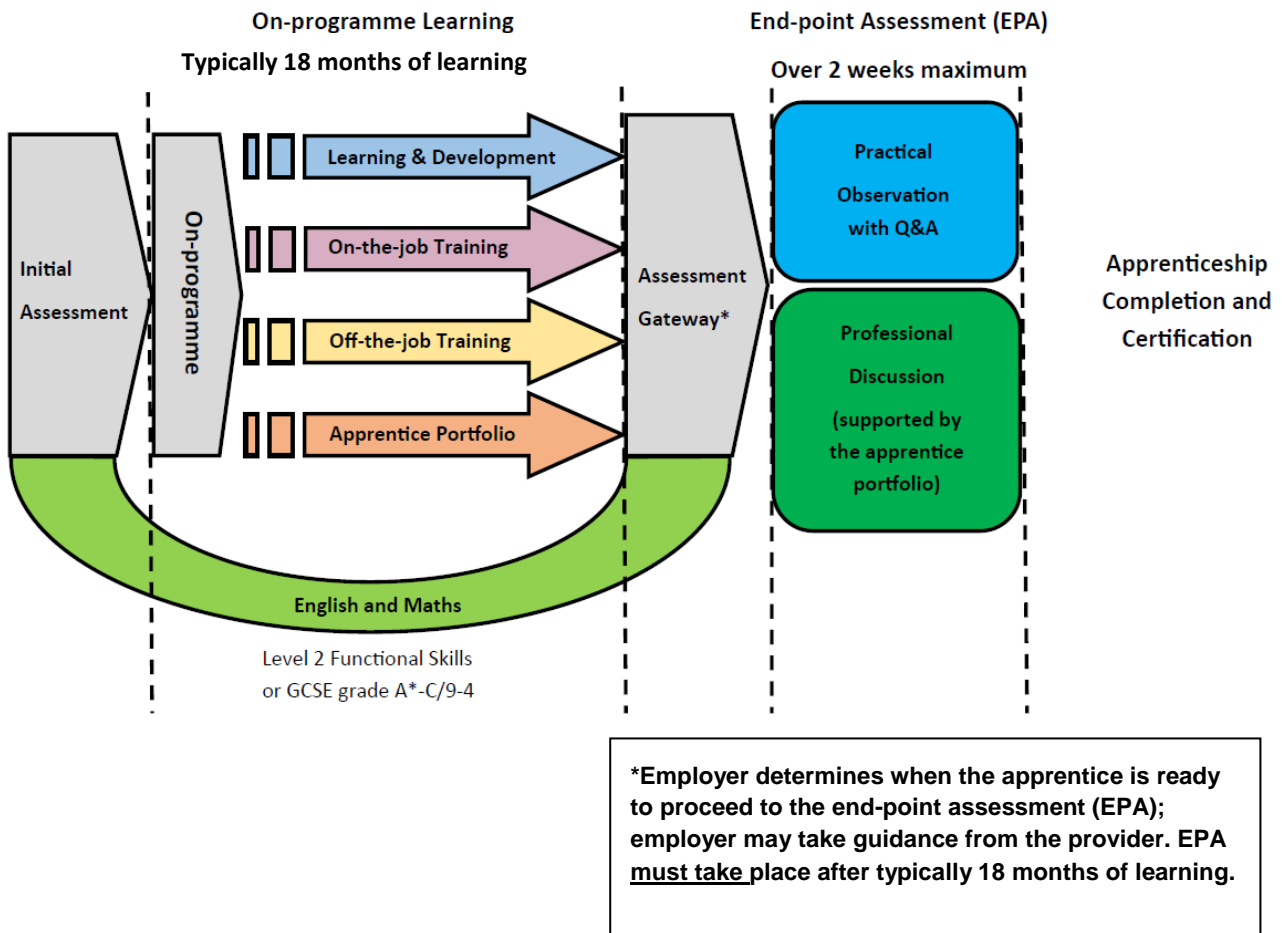
The EPA consists of two distinct assessment methods:

- Practical observation with questions & answers

- Professional discussion supported by a portfolio of evidence.

Performance in the EPA will determine the apprenticeship grade of distinction, pass or fail.

This document should be read in conjunction with the Teaching Assistant Standard and the Knowledge, Skills and Behaviours Assessment Table, Annex B. The grading descriptors are available in Annex A. The practical observation and professional discussion, supported by the apprentice portfolio, will be separate elements of the end-point assessment.

The following diagram shows the gateway and assessment methods, the order in which they need to be taken and typical timelines for the process leading to end-point assessment.

On-programme Learning
Typically 18 months of learning

End-point Assessment (EPA)
Over 2 weeks maximum

Initial Assessment

On-programme

Learning & Development

On-the-job Training

Off-the-job Training

Apprentice Portfolio

Assessment Gateway*

Practical Observation with Q&A

Professional Discussion (supported by the apprentice portfolio)

Apprenticeship Completion and Certification

English and Maths

Level 2 Functional Skills or GCSE grade A*-C/9-4

*Employer determines when the apprentice is ready to proceed to the end-point assessment (EPA); employer may take guidance from the provider. EPA **must take** place after typically 18 months of learning.

2. On-Programme

The employer, in most cases with the support of a training provider, manages the period of learning, development and continuous assessment. The on-programme pace will be driven by individuals for a duration of typically 18 months after which end-point assessment will take place. Employers should work closely with any training provider to plan, deliver and support training appropriately. This will add value to the employer as it centres on real work competencies demonstrated in a real work environment.

To drive quality and consistency through on-programme learning employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- Training providers may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and training providers should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship,

e.g. mentors. They should agree how any issues or development requirements are to be resolved together.

- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and training provider, for example at 3, 6 and 9 months. These will be part of the portfolio of evidence.

3. End-Point Assessment Gateway

The employer must formally sign-off that the apprentice has met the minimum requirements in regards to knowledge, skills and behaviours within the standard and confirm they are ready to move on to the end-point assessment. This will happen during a meeting involving the apprentice, and their line manager. The employer may wish to take guidance from their apprentice's training provider(s).

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation.

Gateway requirements:

- Apprentices without English or maths at Level 2 must achieve this prior to taking their EPA. For those with an Education, Health and Care Plan or a legacy statement, the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.
- Completion of a portfolio of evidence to support the professional discussion.

The end-point assessment must take place within 3 months of completing the gateway process and be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education and Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAO).

For each of the required assessment methods, all pass criteria (100%) must be achieved in order to progress and complete the apprenticeship programme, as outlined below and identified in the knowledge, skills and behaviours assessment table in Annex B.

For a distinction to be awarded, in addition to meeting all pass criteria, apprentices must also achieve a distinction in each assessment method, as outlined below and identified in the grading descriptors in Annex A.

Assessment Method	Duration	To achieve a Distinction	To achieve a Pass	To achieve a Fail
		See Grading Descriptors in Annex A		
Practical Observation	2 hours ~~anminutes~~ (+/- 10%)	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	100% of pass criteria	The apprentice fails to meet 100% of pass criteria
Q & A	15 minutes (+/-10%)			
Professional Discussion supported by a portfolio of evidence	90 minutes (+/-10%)	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	100% of pass criteria	The apprentice fails to meet 100% of pass criteria

Assessment Method 1: Practical Observation with Questions & Answers

- The practical observation will be carried out over 2 hours (+/- 10%). The Q & A will last for 15 minutes (+/- 10%) and will take place at the end of each observation
- Whenever possible the practical observation should be undertaken by an independent assessor over a period of one day with each session lasting for at least 30 minutes, depending on the needs of the employer and practical observation opportunities. These may also be undertaken on more than one day, to account for local difficulty in delivering the observations.
- The practical observation must take place in the apprentice's workplace.
- During the practical observation, the apprentice should have the opportunity, if required, to move from one area of the organisation to another in order to best demonstrate how they have applied their KSBs in a work environment to achieve genuine and demanding work objectives. For example, during a lesson or classroom environment; during 1 to 1 teaching assistant and teacher reviews of behaviour including bullying and attendance; meetings with parents, stakeholders etc.
- The end-point assessment organisation will provide a template showing the structure of the observation and the KSBs being assessed and the independent assessor will complete this during their observations. It is mandatory that the observation covers the key knowledge, skills and behaviours outlined in the Assessment Table in Annex B.
- The practical observation must:
  - ➢ Reflect typical working conditions.
  - ➢ Allow the apprentice to demonstrate all aspects of the standard being assessed.
  - ➢ Take a synoptic approach to assessing the knowledge, skills and behaviours as defined by this method.

> ➤ Be carried out on a one-to-one basis. It is mandatory that only one teaching assistant is observed at a time and without support or input from trainers during the observation.

- The independent assessor must plan the venue, date and time for the practical observation in conjunction with the apprentice and their employer, taking account of workplace considerations.
- The apprentice must be given 2-weeks' notice of the practical observation.
- The apprentice must be directly observed during lessons in the classroom.
- The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the practical observation. Answers to questions must all be documented.
- Independent assessors must allocate a grade using the grading criteria in Annex A.
- The Q&A session will last for 15 minutes (+/- 10%) and should take place once the final observation has been completed. If the observation is split over two days then the Q&A session will take place on the second day, once all of the observations have been completed. All questions should allow the independent assessor to further question an apprentice on a KSB that they have partially demonstrated during the observation in order to provide additional assurance.
- Independent assessors must use a template set by the EPAO to record questions and answers.
- For the Q&A, EPAOs must develop 'test banks' of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.

Assessment Method 2: Professional Discussion supported by portfolio of evidence

- The portfolio of evidence should be given to the independent assessor two weeks prior to the professional discussion taking place. Although this is not assessed by the independent assessor it will enable them to prepare for the professional discussion.
- The professional discussion will last for a duration of 90 minutes (+/- 10%).
- The professional discussion will be a structured discussion between the apprentice and the independent assessor, following the practical observation, to establish the apprentice's understanding and application of the knowledge, skills and behaviours. See Annex B for KSBs that must be assessed by the professional discussion.
- The professional discussion, organised in advance with the apprentice and employer, will need to take place in a quiet room away from distractions.
- The portfolio of evidence will allow the independent assessor to lead the discussion, asking the apprentice questions (assessor to draw from a template of questions set by the EPAO and use as needed). The portfolio can then be used by the apprentice to evidence and support their responses to those questions.

The purpose of the professional discussion is to:

- Make judgements about the quality of work.
- Explore aspects of the work, including how it was carried out, in more detail.
- Discuss how the apprentice would behave in specific situations with the assessor asking scenario based questions. EPAOs must develop question 'test banks' of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.
- Ensure there are no gaps within the evidence particularly in relation to Safeguarding and Health & Safety.
- Provide a basis for the independent assessor to make a decision about the grade to be awarded for this assessment method only.

Final judgement and the overall grade for the apprenticeship will be made by the independent assessor following completion of both the practical observation and professional discussion.

Portfolio of Evidence

The portfolio of evidence should be completed during the on-programme learning. The portfolio of evidence itself is not assessed as part of the EPA, rather its purpose is to support the professional discussion. It should demonstrate coverage of the KSBs to be assessed by professional discussion (see Annex B).

The portfolio of evidence should contain a minimum of 10 pieces of evidence and a maximum of 15 which may comprise the following:

- Feedback from Performance Management review system.
- Evidence of pupil progression.
- Work produced by the Teaching Assistant eg: interventions
- Evidence from practical observations and general observations obtained over time
- Observations carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors.
- Assessor Reviews.
- Naturally occurring pieces of evidence. Eg: feedback from visitors/parents
- Details of any training and courses attended.
- Notes from professional discussions.

End-Point Assessment Organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO). The assessment decisions must be taken by independent assessors. To ensure consistent and reliable judgements the independent assessor must meet the following criteria:

- understanding of the educational sector and of the role covered by the apprenticeship

- current occupational competence of 2 years or more in classroom environments
- independent of apprentice, employer and training provider
- hold or working towards a qualification to undertake assessment (e.g. D32/33, A1/A2, TAQA) and/or have significant knowledge and expertise in providing consistent and appropriate judgements of a candidate's skill and ability.

Quality assurance staff must hold or be working towards quality assurance qualifications.

They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

Summary of roles and responsibilities

Assessor	Role
Employer	• Works with the training provider (where appropriate and applicable) to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process • Determines when an apprentice is ready for end-point assessment • Supports 'on the job' training and offers relevant experience
Training Provider	• Works collaboratively with the employer on the KSBs of the apprentice • Delivers 'off the job' training • Works with the employer to ensure the Apprentice stays on track with their learning.
Independent Assessor	• Provides an independent view as they will not have had any prior involvement of the apprentice • Brings added rigor and consistency to the assessment through their wider industry perspective, knowledge and experience • Assesses all components of the final end-point assessment independently using the agreed grading criteria • Participates in regular standardisation events and applies continuous CPD
End-Point Assessment Organisation	• Designs and offers the end-point assessments • Sources, allocates and manages the independent assessors • Runs standardisation events with independent assessors • Provides quality assurance to ensure consistency of assessment decisions • Decides on the timing of final assessment

Apprenticeship Grading

The employer will determine when the apprentice is ready for the EPA. Independent assessors must individually grade each assessment method – distinction, pass or fail,

according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

An independent assessor must combine the grades of both assessment methods to determine the EPA grade. To achieve an EPA pass, apprentices must achieve a pass or distinction in both assessment methods. To achieve an EPA distinction, apprentices must achieve a distinction in both assessment methods. See grading combinations table below.

Independent assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

Practical Observation with Q&As	Professional Discussion, underpinned by a portfolio of evidence	EPA grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Apprentice must achieve all pass criteria for both elements. Full grading descriptors can be found in Annex A

Re-sits and Re-takes

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An apprentice requiring a re-sit or a re-take can only achieve a pass (unless there are extenuating circumstances accounting for the original fail as confirmed by the EPAO, which must be taken into account).

Any appeals in relation to the outcome of the EPA will be managed by the apprentice's EPAO whose decision is final.

The employer will determine how many resits/retakes the apprentice will be allowed to take.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this EPA must undertake the following:

- Appoint independent assessors that meet the requirements as detailed in this plan – see independent assessor requirements above.

- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.

- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time.

- Operate regular standardisation events that enable assessors to attend a minimum of 2 events per year.

- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 15% of each independent assessors' assessments moderated.

- Have a robust appeals procedure in place.

- Produce assessment tools and supporting materials for EPA that follow best assessment practice.

External Quality Assurance

External quality assurance for the end-point assessment for this apprenticeship standard will be undertaken by Ofqual.

Implementation

Affordability

The cost and practicalities of the assessment have been key considerations in the development of the EPA plan due to the budget restraints across the educational sector. Both large and small employers alike must manage the apprenticeship process within

organisations of varying sizes and the assessment needs to be affordable for venues housing small numbers of apprentices.

It is anticipated that the final end-point assessment costs will be approximately 10% of the total apprenticeship cost.

Volumes

Expected Starts	Age 16-18	19+
In the first academic year 17/18	25	25
In the second academic year 18/19	200	200
Per year once fully established	500	500

Manageability

The following factors should ensure the EPA is affordable:

- Employers premises should be used for EPA venues where possible

- The professional discussion can be carried out remotely, but the practical observation must take place with the assessor and apprentice physically present in the assessment venue at the same time

Annex A – Grading Criteria – Teaching Assistant

Assessment Method - Professional Discussion with Q&As

Standard **KNOWLEDGE**	PASS Criteria: the apprentice must display all of the following	DISTINCTION Criteria: the apprentice must display all of the pass criteria and all of the following	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.
Knowledge K1. Understanding how pupils learn and develop. • 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,	Share findings from delivered sessions in a required format. Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence. Evidences knowledge of several resources and strategies that are available, explaining how these can be	Demonstration of knowledge of a range of methods for teaching enhancement 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.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

consolidate strengths and develop individualised expectations. • Recognise different stages of child development through school, e.g.: transition between key stages.	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. Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage. Evidences knowledge of how a pupil's background and experiences can impact on their learning. Understand the different learning styles and adapt approach accordingly depending on the children they are supporting.		

	Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs		
Knowledge K2. Technology • 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	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. Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources.	Being able to describe positives and negatives of using different technologies in the support of learning. Report issues to the ICT co-ordinator and log faults for the technician to address.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

	Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning.		
Knowledge K3. Working with teachers to understand and support assessment for learning • Understand the need to accurately observe record and report on pupil's participation, conceptual understanding and	Actively participate, on a daily basis, in the assessment of children and young people's development. Describe how to use a required given format to record observations.	The ability to use assessment format to record children's learning. An understanding of the advantages and disadvantages with using different observation methods and assessments.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

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.	The ability to offer and share constructive feedback on learning. An understanding of age related expectations for all age groups that they work with and the next steps for their progress. An understanding of the range of assessments: such as summative.	Ability to use correct and accurate assessment to construct feedback to pupils and teachers.	
Knowledge K4. Curriculum • An appropriate knowledge of the curriculum and context you are working in	An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within. The ability to monitor knowledge and practice in at least two curriculum areas	The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. Evidence an understanding of the National Curriculum across all key	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

	relevant to their practice identifying possible CPD opportunities.	stages and be able to implement this into children's learning.	
Knowledge K5. Keeping Children Safe in Education • 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,	Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation. Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document. Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.	Describe an understanding of how Serious Case Reviews inform changes to school procedures. Evidence of working with/be able to explain the roles of external agencies to keep children safe.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

recording/reporting incidents and a broad knowledge of Health & Safety Policy.	Able to identify who the Designated/Deputy Safeguarding Officer is in school.		
	Describe how to implement requirements of safeguarding procedures as stated in schools safeguarding policy.		
	Be able to correctly discuss of online safety procedures within school.		
	Discuss understanding of school's health and safety and first aid procedures, including knowledge of a range of behavioural strategies and reporting to parents.		

Skills S1. Develop strategies to support and encourage pupils to move towards independent learning • 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.	Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning. Follow and implement the school's behaviour policy. Demonstrates more than one behaviour management strategy in a class room setting. Contribute to reviews of behaviour including bullying and attendance.	Use of effective questioning skills and dialogue that deepens children's understanding. Use of developmental feedback to encourage learner's independence. Ability to provide considered feedback on the effectiveness of behaviour management strategies. Successfully use a range of behaviour strategies Demonstrates broader support in behaviour management utilising the schools Behaviour Management System	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

• 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.	Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery. Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.		

Assessment Method - **Practical Observation with Q&As**

Standard **SKILLS**	PASS Criteria: the apprentice must display all of the following	DISTINCTION Criteria: the apprentice must display all of the following	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.
Skills S2. Communication and team work • Work closely with teachers to ensure own contribution aligns with the teaching. • Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	Ability to provide effective support for colleagues in line with the responsibilities of your role. Work well within a team and contribute effectively to the planning and implementation of joint actions. Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and team	Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

• Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	work. Be a role model to all pupils. Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.		
• Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.	Demonstrates the ability to converse respectfully and in a way the child understands.		
• Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.		
• Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1,	Ability to support online safety and adhere to school policy		

safeguarding policies, Prevent Strategy. • Undertake safeguarding training every 3 years. • Support pupils' well-being whilst embedding the importance of online safety.			
Skills S3. Working with teachers to accurately assess • Contribute to a range of assessment processes and use information effectively for example: written records	Evidences how they feedback appropriately to learners and to teachers. Able to complete assessments in the required format given by teacher.	Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with. Use assessment data to improve next steps and planning.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

• Use specific feedback to help pupils make progress. • Apply good subject knowledge to support accurate assessment	Able to ensure agreed contributions are accurate, complete and up to date. Gives feedback to learners to promote independence. Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy. Evidences how to access school system to input information, for example: assessment data.		
Skills S4.		Ability to access school systems to find resources and input information, for	Fails to provide evidence to meet knowledge, skills and behavioural

Using technology	Ability to access the school system to complete electronic registers.	example: assessment data under guidance of teacher.	requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.
• Use school computer systems, including specialist software eg: online registration, intervention programmes and management information systems.	Ability to support learners and ensure the safe use of technology.		
• Use relevant technology competently and effectively to improve learning.	Demonstrates the use of ICT to advance pupils learning.		
• Ensure pupils use technology safely.	Evidence how they promote the importance of health, safety and security and access to programs.		
Skills S5. Problem solving/ability to motivate pupils	Ability to use a range of motivational resources to engage children's learning.	Demonstrate how they support pupils to reflect on their learning, identify the	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex

• Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	Evidence how they respond to children's emotional and learning needs and recognising the difference.	progress they have made and how to improve.

Demonstrate evidence of where they have made an impact. | B and across the KSBs listed for each EPA assessment component. |
| • Recognise the difference between pastoral and academic issues and model good behaviour for learning. | Ability to use a range of techniques to help problem solving and promote independent learning.

Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning. | | |

Assessment Method - Professional Discussion with Q&As

Standard BEHAVIOUR	PASS Criteria: the apprentice must display all of the following	DISTINCTION Criteria: the apprentice must display all of the pass criteria and all of the following	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.
Behaviour B1. Building relationships/ embracing change • Flexibility, trust, professional conduct, confidentiality and being respectful. • Promote the school's efforts to build positive behaviour for learning. • Promote and exemplify positive	Describe that they are a flexible, professional and approachable member of the working team. Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail. Evidence how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook.	Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm. Evidence how they action and accept new ideas for activities to meet all children's needs.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

	behaviour and uphold the school ethos. • Be enthusiastic and open to new ideas.	Describe how they promote the schools aims, values and ethos and be diplomatic.		
Behaviour B2. Adding value to education • 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.	Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning.	Evidence when they have taken a pro-active lead in supporting children and colleagues.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.
Behaviour B3.	Evidence how they demonstrate acceptance and	Describe examples of promoting community cohesion and cultural	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex

Promoting equality, diversity and inclusion • Keep pupils at the centre of everything. • Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.	respect for children's individuality. Evidence how they have treated all pupils equally throughout school.	differences in the classroom ensuring all learners feel valued and individual.	B and across the KSBs listed for each EPA assessment component.
Behaviour B4. Professional standards and personal accountability • Demonstrate professional relationships in line with Staff Handbook. • Be diplomatic, a positive role model and maintain confidentiality.	Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook. Evidence that they have an understanding of the role of the Teaching Assistant and what they are required to do to	Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills. Evidence when they have independently looked to improve skills, knowledge and practice.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

	support their professional learning and development. Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery. Describe how they are accountable for set tasks and meeting timescales.	Ability to use reflection to improve and identify key areas for personal growth.	
• Optimise learning opportunities and reflect on their personal development. • Demonstrate a willingness to learn and improve personal skill set.			
Behaviour B5. Team working, collaboration and engagement • Work collaboratively and constructively with the whole school team.	Discuss good teamwork and solid communication within their role Work together as a team incorporating liaison with outside agencies.	Describe evidence of working with Agencies, for example, School Nurse. Provides evidence of working alongside any outside agency and implementing suggested strategies.	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex B and across the KSBs listed for each EPA assessment component.

• Engage professionally as appropriate with outside professionals.	Describe confidence in their ability to address and resolve issues through 1 to 1 reviews.		

Annex B –

Knowledge, Skills and Behaviours to be assessed by each assessment method

Key	
Practical observation with Q&As	PO
Professional discussion supported by portfolio of evidence	PD

Standard KNOWLEDGE	What can an apprentice KNOW	Method of Assessment
1. Understanding how pupils learn and develop	Understand the need to provide feedback to support and facilitate an appropriate level of independence.	PD
	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.		
2. Technology		Recognise the importance of using appropriate technology to support learning.	**2.**	PD
3. Working with teachers to understand and support assessment for learning		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.	**3.**	PD
		Understand the school's assessment procedures for benchmarking against targets set by the class teacher.		
		Be familiar with assessment materials		
4. Curriculum		An appropriate knowledge of the curriculum and context you are working in.	**4.**	PD

5.		Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	**5.**	PD

Keeping Children Safe in Education	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.	

Standard SKILLS	What an Apprentice can DO	Method of Assessment
1. Developing strategies for support	Develop strategies to support and encourage pupils to move towards independent learning.	PD-(Q&A)
	Use appropriately varied vocabulary to ensure pupils' understanding.	
	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.	

	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	
	Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.	PO (Q&A)
2. Communication and team work	Work closely with teachers to ensure own contribution aligns with the teaching.	**2.** PO (Q&A)
	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	
	Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	
	Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.	
	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	
	Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	
	Undertake safeguarding training every 3 years.	

	Support pupils' well-being whilst embedding the importance of online safety	
3. Working with teachers to accurately assess	Contribute to a range of assessment processes and use information effectively for example: written records.	PO (Q&A)
	Use specific feedback to help pupils make progress.	
	Apply good subject knowledge to support accurate assessment.	
4. Using technology	Use school computer systems, including specialist software e.g.: online registration, intervention programmes and management information systems.	PO (Q&A)
	Use relevant technology competently and effectively to improve learning.	
	Ensure pupils use technology safely.	
5.	Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	**5.**

Problem solving/ability to motivate pupils	Recognise the difference between pastoral and academic issues and model good behaviour for learning.	PO (Q&A)

Standard **BEHAVIOUR**	**What can an apprentice SHOW**	**Method of Assessment**
1. Building relationships/ embracing change	Flexibility, trust, professional conduct, confidentiality and being respectful.	**1.** PD
	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.	
2. Adding value to education	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.	**2.** PD
	Keep pupils at the centre of everything.	

3. Promoting equality, diversity and inclusion	Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos	3. PD
4. Professional standards and personal accountability	Demonstrate professional relationships in line with Staff Handbook.	4. PD
	Be diplomatic, a positive role model and maintain confidentiality.	
	Discuss how learning opportunities can reflect on their personal development.	
	Describe a willingness to learn and improve on personal skill set.	

5. Team working, collaboration and engagement	Work collaboratively and constructively with the whole school team. Engage professionally as appropriate with outside professionals	5. PD