Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0454 **Teaching Assistant** V1.1

Qualification Number: 603/3868/4

Standard Specification

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Key Information

Reference:	ST0454
Version:	V1.1
Level:	3
Typical duration to gateway:	18 months
Typical EPA period:	3 months
Maximum funding:	£7000
Route:	Education and early years
Approved for delivery:	26 June 2018
Date updated:	05/05/2023
Lars code:	297
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Supporting the class teacher to enhance learning.

Occupation Summary

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.

The broad purpose of the occupation is to support 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 in order 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.

In their daily work, an employee in this occupation may interact 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 or carers.

An employee in this occupation will be responsible for delivering individual and small group teaching and adapting planning under the direction of a teacher; implementing safeguarding policies and safe practice; working effectively with other education professionals; promoting positive learning behaviours; and supporting the development of a safe and stimulating learning environment. They will work within a framework of national legislation regarding safeguarding, and within the policies and procedures of their individual education organisations.

Typical Job Titles

Assistant Teacher, Classroom Assistant, Learning Support Assistant, Learning Support Worker, Specialist Curriculum Support, Support Assistant, Teaching Assistant.

Assessment Methods

This end-point assessment (EPA) for this standard consists of two assessment methods:

- Observation with questions
- Professional discussion

Assessment Order

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA is taken within the EPA period. The EPA period starts when TQUK confirms that the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules

Observation with Questions

Assessment Overview

The apprentice will be given a minimum of **two weeks' notice** of the observation date.

This assessment method must be face-to-face and be taken in a controlled environment.

The total observation period will last **110 minutes** and is comprised of two stages. The observation is 90 minutes, and the questioning session is 20 minutes. The End-Point Assessor may increase the total time of the observation and questioning by 10% to allow the apprentice to complete their task or respond to a question if necessary. No new tasks will be observed, or questions asked after the time limit has been reached.

Planning

The observation with questions must be conducted at the apprentice's workplace, where they will complete their day-to-day duties under normal working conditions and can occur during the apprentice's normal work day. This allows the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method through naturally-occurring evidence, where they will be observed working in a range of contexts in line with their normal practice (for example: supporting whole classes, small groups, or individuals). Simulation is not permitted.

Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Observation

The observation period will last 90 minutes. This may be split into discrete sessions 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. No questions will be asked during this period.

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

Questioning Session

The question session will last 20 minutes. The End-Point Assessor must ask the apprentice at least four questions. Follow-up questions are allowed, to ask questions about KSBs that were not observed to gather assessment evidence and clarify answers given by the apprentice.

Grading

This assessment is graded distinction, pass or fail, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

KSBs and Grading Criteria

Delivery	
K2 The learning resources available to support learners and how to use them.	
K12 Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).	
S1 Apply strategies to support and encourage the development of independent learners.	
S6 Apply teaching strategies to deliver learning activities or interventions	
S14 Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).	
Pass Criteria	**Distinction Criteria**
Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress. (K2; K12; S6; S14)	Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery. (K2; K12; S6; S14)
Delivers strategies to support the development of independence in learners. (S1)	
Assessment	
K8 Methods of formative assessment.	
K9 Methods of observing, recording, and reporting.	
S10 Observe, record, and report on learners in line with organisational procedures.	
S11 Apply methods of formative assessment.	
S16 Provide feedback to learners.	
Pass Criteria	**Distinction Criteria**
Applies observation methods and produces clear, accurate and concise records and reports of observations. (K9; S10)	N/A
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)	

Communication	
K13 How to adapt communication strategies to suit the audience and context.	
S2 Adapt communication strategies for the audience and context.	
S5 Communicate with teachers to ensure clarity of the TA's role.	
Pass Criteria	**Distinction Criteria**
Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated. (K13; S2)	Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning. (K13; S2)
Consults with the teacher to clarify their role during classroom or intervention delivery. (S5)	Collaborates with the teacher proactively and adapts to changing needs to ensure their activity has an impact on learning in line with the teacher's guidance. (S5)
Pastoral	
S3 Apply behaviour management strategies in line with organisational policy.	
S9 Support the well-being and mental health of learners.	
S15 Identify and respond to pastoral and academic behaviours in learners.	
B2 Be a positive role model, upholding and exemplifying the organisation's values.	
Pass Criteria	**Distinction Criteria**
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)	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)
Applies the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy. (S9)	

Technology	
K6 How technology can support learning.	
S12 Use up-to-date technology safely to support learning.	
S13 Encourage the safe use of technology by learners.	
Pass Criteria	**Distinction Criteria**
Selects and operates 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)	Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is accessible. (K6; S12)
Relationships and role modelling	
S7 Build relationships with learners, teachers, other professionals, and stakeholders.	
B1 Act professionally and respectfully with the whole school community.	
B6 Work collaboratively and constructively with the whole school community.	
Pass Criteria	**Distinction Criteria**
Interacts professionally and respectfully with others to build relationships and collaborate. (S7; B1; B6)	N/A

Portfolio of Evidence

Overview

To support the professional discussion, the apprentice must produce a portfolio of evidence.

The portfolio, which is completed with the support of the training provider and the employer during the on-programme element of the apprenticeship, will detail the apprentice's progress made in learning the KSBs needed to be put forward for the EPA.

The portfolio will not be directly assessed but will be used by the End-Point Assessor to prepare questions for the professional discussion and they are not required to provide feedback on this.

Content

The portfolio will typically **include 10 pieces of evidence**. Evidence may be used to demonstrate more than one KSB. Appropriate consideration should be given to learner confidentiality when compiling evidence for the portfolio. Therefore, evidence can be submitted with learner details anonymised prior to submission.

Evidence may include, but is not limited to:

- 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.

Evidence 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 evidence provided should be valid and attributable to the apprentice.

Professional Discussion

Assessment Overview

The apprentice must be given at least two weeks' notice of the professional discussion, and the End-Point Assessor must have at least two weeks to review supporting documentation.

This assessment method can take place face-to-face, on the same day as the observation, or can take place remotely. It must be taken in a controlled environment.

The professional discussion will last **90 minutes**. The End-Point Assessor may increase the total time by 10% to allow the apprentice to finish their final answer or point. No new questions will be asked after the time limit has been reached.

Content

The apprentice must have access to their portfolio of evidence during the professional discussion. They can refer to and illustrate their answers with evidence from their portfolio to give them the opportunity to demonstrate the KSBs mapped to this assessment method.

The End-Point Assessor will ask at least **10 questions**. Follow-up questions may be asked by the End-Point Assessor where clarification is required.

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

- Learning and support
- Assessment
- Curriculum
- Child development
- Legislation and policy
- Professional development.-

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

KSBs and Grading Criteria

<table>
<tr><th colspan="2">Learning and support</th></tr>
<tr><td colspan="2">K1 The importance of providing feedback.</td></tr>
<tr><td colspan="2">K14 Types of learning intervention.</td></tr>
<tr><td colspan="2">K15 How to support learners' well-being, mental health, and pastoral needs, including referral to other professionals or services.</td></tr>
<tr><td colspan="2">K16 The pastoral and academic behaviours learners will display.</td></tr>
<tr><td colspan="2">S4 Adapt resources to support all learners.</td></tr>
<tr><td colspan="2">B3 Respect and promote equality, diversity, and inclusion.</td></tr>
<tr><th>Pass Criteria</th><th>Distinction Criteria</th></tr>
<tr><td>Describes the range of academic behaviours and pastoral needs learners may display and the strategies and referral services available to educators to support learners' well-being and mental health. (K15; K16)</td><td rowspan="2">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)</td></tr>
<tr><td>Explains how resources can be adapted to meet the learning needs of all learners, and how the adaptation of resources can promote equality, diversity, and inclusion within the organisation. (S4; B3)</td></tr>
<tr><td>Describes the types of individual and group intervention available to support learners. (K14)</td><td rowspan="2">Analyses the reasons for adapting resources and the impact that adaptation can have on learners. (S4; B3)</td></tr>
<tr><td>Explains how they provide feedback to support progress in learning. (K1)</td></tr>
<tr><th colspan="2">Assessment</th></tr>
<tr><td colspan="2">K4 The principles of target setting to support the next steps in learning.</td></tr>
<tr><td colspan="2">K7 The learning, assessment, and feedback cycle.</td></tr>
<tr><th>Pass Criteria</th><th>Distinction Criteria</th></tr>
<tr><td>Describes the stages of the learning, assessment, and feedback cycle and how target setting is used to support the learner's academic progress. (K4; K7)</td><td>Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment, and feedback cycle. (K4; K7)</td></tr>
</table>

Curriculum	
K10 The curriculum intent, how it is implemented, and the intended impact.	
K17 The impact of enrichment activities on learners.	
Pass Criteria	**Distinction Criteria**
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)	Explain how the curriculum within their setting fits within the broader curriculum, the learner has been/will be exposed to across different stages of education. (K10)
Explains how enrichment activities benefit learners. (K17)	
Child development	
K3 The stages of development for children and young people.	
K5 The impact of transition on learners and strategies to support them.	
Pass Criteria	**Distinction Criteria**
Describe how a learner's background and experiences can impact how they learn, including the impact of transition. (K3; K5)	Explain how they apply theories of development to support learners' academic and pastoral development. (K3)
Legislation and policy	
K11 Prevent, safeguarding and health & safety legislation, guidance, and procedures.	
S8 Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.	
Pass Criteria	**Distinction Criteria**
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)	Explains how local and national policies and procedures for safeguarding, including serious case reviews, can impact organisational policies and procedures. (K11; S8)
Professional development	
B4 Be committed to improving their own delivery through reflective practice.	
B5 Engage with research to establish best practices.	
Pass Criteria	**Distinction Criteria**
Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery. (B4; B5)	N/A

Overall Grading

This standard is graded as distinction, merit, pass or fail. Each assessment component is graded individually. Once all assessment components have been completed, the grades are combined as described in the table below to determine the overall grade.

Observation	Professional Discussion	Overall Grade
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction
A fail in any assessment component will result in a fail overall.		

Resits and Retakes

If the apprentice fails any of the assessment components, they will be eligible for a resit or retake.

If the apprentice requires a resit or retake, their overall EPA grade will be capped at a merit unless Training Qualifications UK determines there are exceptional circumstances. Resits and retakes are not offered to the apprentice wishing to move from pass to a higher grade.

A resit is typically taken within two months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or retaken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or retaken in full.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.