# End-Point Assessment

Teaching Assistant Level 3 V1.0 Support Pack 115





# CONTENTS

Introduction	2
EPA Timescale	3
Gateway	4
Portfolio of Evidence	4
Components of End-Point Assessment	5
Practical Observation with Q&A	5
Professional Discussion Supported by Portfolio of Evidence	5
End-Point Assessment Methods Table	6
Grading & Criteria	9
Assessment Breakdown	9
Grading Descriptor for Practical Observation with Q&A	10
Grading Descriptor for Professional Discussion Supported by Portfolio of Evidence	12
Re-sit / Re-take	17
Mock Professional Discussion & Observation	17





# INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Teaching Assistant Level 3 Apprenticeship Standard. This document is designed for apprentices, employers and trainers involved with the End-Point Assessment of an apprentice studying Teaching Assistant Level 3.

An apprentice for the Teaching Assistant Level 3 Apprenticeship should have a minimum of 12 months learning prior to End-Point Assessment.

This document is divided into sections covering all of the relevant aspects of EPA for Level 3 Teaching Assistant. Should you require any further information other than the guidance in this document, please do not hesitate to contact <u>admin@nqual.co.uk</u>

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprentices and Technical Education, Teaching Assistant Assessment Plan. For reference, you can find this document:

<u>Teaching assistant / Institute for Apprenticeships and</u> <u>Technical Education</u>







3

### EPA TIMESCALE



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## GATEWAY

This section outlines the requirements you must have met in order to be put forward for your End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that you are ready for EPA via Gateway.

Gateway requirements for the Teaching Assistant Level 3 apprenticeship outline that the apprentice must have:

- Achieved Level 2 maths and English\*
- A completed Portfolio of Evidence

The Gateway form must be sent to NQual a minimum of 2 weeks before End-Point Assessment is carried out along with the evidence listed above.

#### All EPA activity will take place no later than 3 months from Gateway.

#### You can request the NQual gateway form by emailing: admin@nqual.co.uk

\*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

# PORTFOLIO OF EVIDENCE

You will have prepared a portfolio during the programme, and this will be uploaded electronically via ACE360.

The Portfolio of Evidence should be completed during the on-programme learning. The portfolio 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 the Professional Discussion.

The evidence provided must cover all knowledge, skills, and behaviours, highlighted within the professional discussion section of our methods table. Although the portfolio will not be directly assessed, it will be used by the Independent End-Point Assessor to prepare for the Professional Discussion component. The Portfolio of Evidence should contain a minimum of 10 pieces of evidence and a maximum of 15 which may include:

- Feedback from performance reviews
- Evidence of pupil progression
- Work produced by the Teaching Assistant e.g. 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. E.g. feedback from visitors/parents
- Details of any training and courses attended
- Notes from professional discussions



# COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Teaching Assistant Level 3 Apprenticeship Standard requires two assessment methods. These are a Practical Observation with Questions and Answers and a Professional Discussion Supported by a Portfolio of Evidence. These are outlined within this support pack in further detail.

#### Practical Observation with Q&A

The apprentice will be observed within their normal workplace.

The total time of this component is 2 hours and 15 minutes. The Observation should take 2 hours (+/-10% if needed) and the questioning should take 15 minutes (+/-10%). Observations can be split across 1 working day. The format of the observation will be agreed prior to the End-Point Assessment.

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 the KSBs in a work environment. The observation may include, for example, a lesson or classroom environment; 1-1 teaching assistant and teacher reviews of behaviour including bullying and attendance; meetings with parents, stakeholders etc. The Q&A session will last for 15 minutes (+/- 10%) and should take place once the observation has been completed.

#### Professional Discussion Supported by Portfolio of Evidence

The Portfolio of Evidence should be submitted at Gateway. The Independent End-Point Assessor (IEPA) will then review the portfolio prior to the Professional Discussion taking place. Although this is not assessed by the Independent End-Point Assessor; it will enable them to prepare for the Professional Discussion component.

The Professional Discussion will be a structured discussion between you and the Independent End-Point Assessor, following the practical observation, to establish your understanding and application of the knowledge, skills, and behaviours.

This discussion will take 90 minutes (+/-10%). The discussion can take place remotely or face-to-face.





# END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Practical Observation with Q8A	Professional Discussion Supported by Portfolio of Evidence
Knowledge			
	Understand the need to provide feedback to support and facilitate an appropriate level of independence.		~
Understanding How Pupils Learn and Develop	Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate PD strengths, and develop individualised expectations.		~
	Recognise different stages of child development through school, e.g.: transition between key stages		~
Technology	Recognise the importance of using appropriate technology to support learning.		✓
Working with Teachers to	Understand the need to accurately observe, record and report on pupil's' participation, conceptual understanding, and progress to improve practice and assessment for different groups of pupils.		~
Understand and Support Assessment for Learning	Understand the school's assessment procedures for benchmarking against targets set by the class teacher.		~
, in the second s	Be familiar with assessment materials		$\checkmark$
Curriculum	An appropriate knowledge of the curriculum and context you are working in		×
	Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.		~
Keeping Children Safe in Education	Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.		$\checkmark$
	Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.		$\checkmark$



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Skills			
	Develop strategies to support and encourage pupils to move towards independent learning.		$\checkmark$
	Use appropriately varied vocabulary to ensure pupils' understanding.		$\checkmark$
	Deliver interventions in accordance with training given (RAG rating).		$\checkmark$
Developing Strategies for Support	Foster and encourage positive, effective, nurturing, and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.		$\checkmark$
	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	<b>~</b>	
	Recognise, adapt, and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.	$\checkmark$	
	Work closely with teachers to ensure own contribution aligns with the teaching.	$\checkmark$	
	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	$\checkmark$	
	Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	$\checkmark$	
Communication &	Build appropriate relationships with colleagues, pupils, parents, adults, and stakeholders	$\checkmark$	
Teamwork	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	$\checkmark$	
	Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	$\checkmark$	
	Undertake safeguarding training every 3 years	$\checkmark$	
	Support pupils' well-being whilst embedding the importance of online safety	~	
Working with Teachers to Accurately	Contribute to a range of assessment processes and use information effectively for example: written records.	$\checkmark$	
Assess	Use specific feedback to help pupils make progress.	~	



	Apply good subject knowledge to support accurate assessment.	$\checkmark$	
	Use school computer systems, including specialist software e.g.: online registration, intervention programmes and management information systems.	$\checkmark$	
Using Technology	Use relevant technology competently and effectively to improve learning.	$\checkmark$	
	Ensure pupils use technology safely.	$\checkmark$	
Problem Solving / Ability to	Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	~	
Motivate Pupils	Recognise the difference between pastoral and academic issues and model good behaviour for learning.	$\checkmark$	
Behaviour			
	Flexibility, trust, professional conduct, confidentiality and being respectful.		~
Building Relationships /	Promote the school's efforts to build positive behaviour for learning.		$\checkmark$
Embracing Change	Promote and exemplify positive behaviour and uphold the school ethos.		$\checkmark$
	Be enthusiastic and open to new ideas		$\checkmark$
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.		$\checkmark$
	Keep pupils at the centre of everything.		$\checkmark$
Promoting Equality, Diversity, and Inclusion	Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos		~
Professional	Demonstrate professional relationships in line with Staff Handbook.		$\checkmark$
Standards and Personal	Be diplomatic, a positive role model and maintain confidentiality		$\checkmark$
Accountability	Discuss how learning opportunities can reflect on their personal development.		$\checkmark$





	Describe a willingness to learn and improve on personal skill set	$\checkmark$
Team Working, Collaboration and Engagement	Work collaboratively and constructively with the whole school team. Engage professionally as appropriate with outside professionals	$\checkmark$

# GRADING & CRITERIA

Assessments contained within this plan will result in an apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether the apprentices has met the standard and its End-Point Assessment criteria. In order to achieve an overall Pass grade, the apprentice must Pass all components of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

#### Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

Apprentices must achieve a minimum of a Pass in all components to achieve overall. The final grade will be decided based on the following combinations:

Assessment Method 1: Practical Observation with Q&A	Assessment Method 2: Professional Discussion, Underpinned by Portfolio of Evidence	Overall Grading
Fail	Any Grade	Fail
Any Grade	Foil	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction



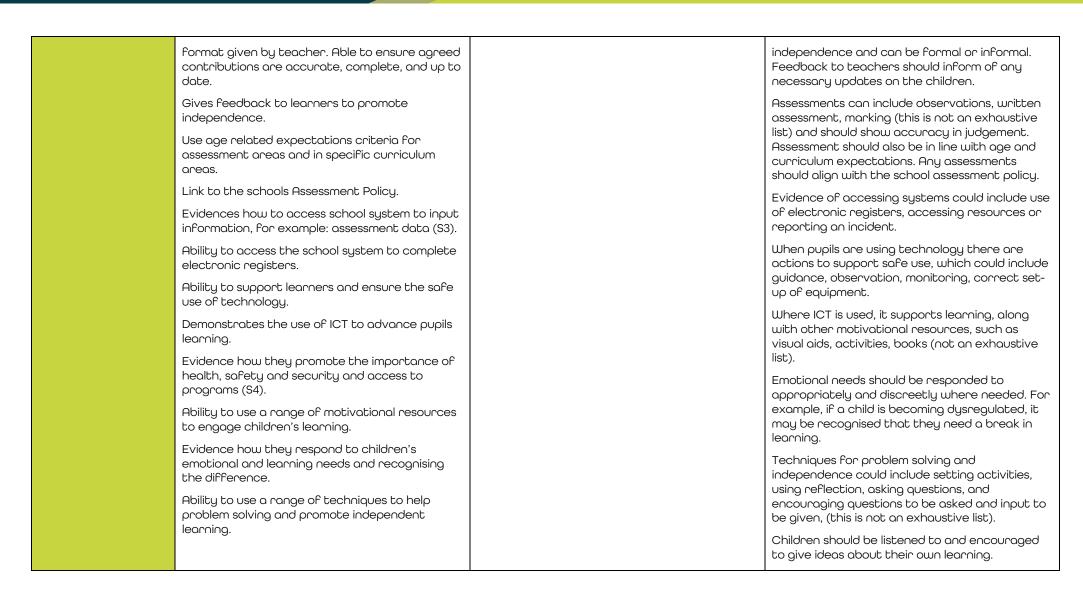
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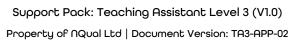
The Pass and Distinction criteria can be found in the table below separated into practical observation and professional discussion supported by portfolio of evidence elements.

#### Grading Descriptors for Practical Observation with Q&A

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
S2 S3 S4 S5	<ul> <li>Ability to provide effective support for colleagues in line with the responsibilities of your role.</li> <li>Work well within a team and contribute effectively to the planning and implementation of joint actions.</li> <li>Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and team work.</li> <li>Be a role model to all pupils (S2).</li> <li>Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.</li> <li>Demonstrates the ability to converse respectfully and in a way the child understands.</li> <li>Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.</li> <li>Ability to support online safety and adhere to school policy (S2).</li> <li>Evidences how they feedback appropriately to learners and to teachers.</li> <li>Able to complete assessments in the required</li> </ul>	Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements (S2). 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 (S3). Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher (S4). Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve. Demonstrate evidence of where they have made an impact (S5).	<ul> <li>Pass:</li> <li>Effectively supports colleagues, for example by setting up activities or supporting individuals as requested or planned. It is evident that you are contributing to your wider team through these activities.</li> <li>Actions and behaviours show that you are following the school's policies, specifically in communication and teamwork. If questioned, you will be able to give examples of how these behaviours and actions link to policies or the staff handbook.</li> <li>Compliance with confidentiality of information, such as timely reporting of issues, and timely and secure storage of information with confidential information, so that it is kept in the right hands.</li> <li>Communication will not only align with policy expectations but also will be adapted so that the children can understand in an age-appropriate way. Where children are not understanding you can change communication to suit.</li> <li>Feedback to children may be to support learning or behaviours, and to help</li> </ul>









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Evidence how they provide time to listen	Distinction:
carefully, encouraging pupils to communicate ideas for future learning (S5).	Offering relevant suggestions for improvements, with a focus on how the team support each other.
	Dynamic communication could include the ability to use varied language and be flexible in communication styles to suit those you are communicating with.
	Using assessment outcomes to plan next steps based on those outcomes, such as planning to work on 'gaps' identified.

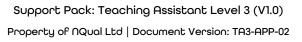
#### Grading Descriptors for Professional Discussion Supported by Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
K1 K2 K3 K4 K5 B1 B2 B3 B4 B5	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 used to support more than one	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. (K1) Being able to describe positives and negatives of using different technologies in the support of learning.	Pass: Sharing Findings could include verbal feedback to the teacher, notes on the session, assessment outcomes (this is not an exhaustive list). Making and using visual aids, such as flash cards, books, presentations (or others) to have a positive effect on learning and adapting from this communication style where needed.



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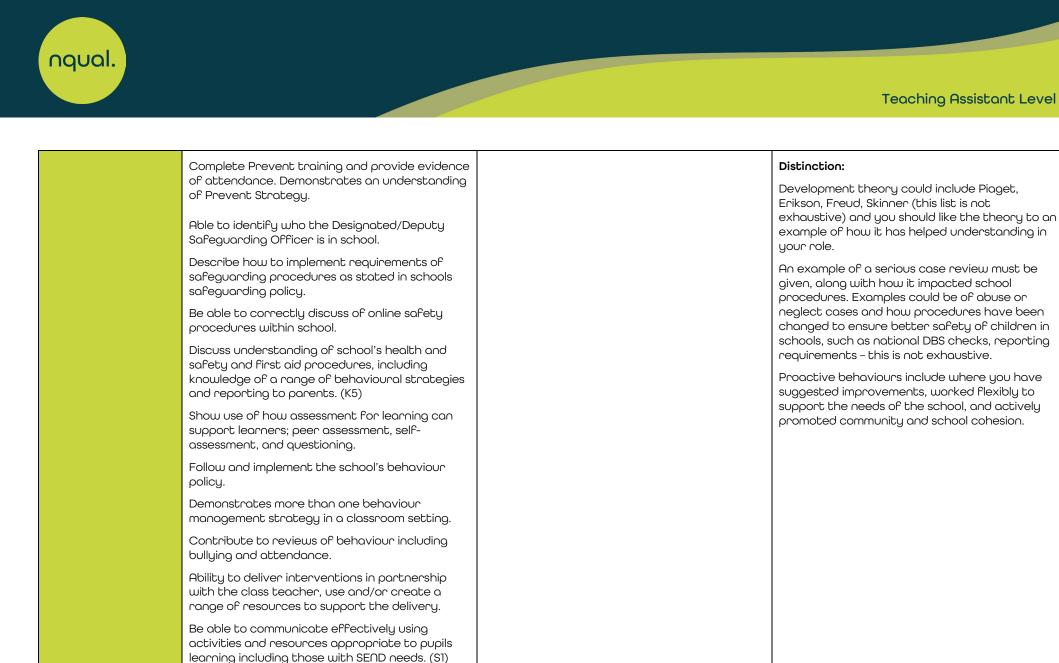






retrieved, for example: resources to support children's learning. (K2) Actively participate, on a daily basis, in the assessment of children and young people's development. Describe how to use a required given format to record observations. The ability to offer and share constructive feedback on learning. 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. (K3) 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 relevant to their practice identifying possible CPD opportunities. (K4) 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.	Demonstrates broader support in behaviour management utilising the schools Behaviour Management System. (S1) 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 (B1). Evidence when they have taken a proactive lead in supporting children and colleagues (B2). Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual (B3). 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. Ability to use reflection to improve and identify key areas for personal growth (B4). Describe evidence of working with Agencies, for example, School Nurse. Provides evidence of working alongside any outside agency and implementing suggested strategies (B5).	of pupils you are working with. You should identify CPD areas for developing curriculum knowledge and CPD log/ discussion should show up to date knowledge of legislation, safeguarding and prevent. Knowledge of policies and procedures relating to the criteria, along with examples of following them, for example, why and how you logged a safeguarding concern. You should show how you role model the behaviour policy and how the policy is applied to children. Examples of more than one strategy for managing behaviour. Along with why that approach was chosen. More than one example should be given on how you have respected and valued a child's individuality and supported diverse needs. This could include individual learning needs, cultural needs, community support to promote diversity in the school. When discussing your CPD log and development plan you can show how you have sought opportunities to develop. You can also demonstrate communication and positive teamwork skills, role modelling the school ethos and values. Outside agencies could include specialist wellbeing support, the local police, social workers (this list is not exhaustive).
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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.
Describe how they promote the schools aims, values and ethos and be diplomatic (B1).
Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning (B2).
Evidence how they demonstrate acceptance and respect for children's individuality.
Evidence how they have treated all pupils equally throughout school (B3).
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 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 (B4).
Discuss good teamwork and solid communication within their role.
Work together as a team incorporating liaison with outside agencies.
Describe confidence in their ability to address and resolve issues through 1 to 1 review (B5).

#### Re-sit / Re-take

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If an apprentice fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given. Where any assessment component must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of a Pass.

## **MOCK PROFESSIONAL DISCUSSION & OBSERVATIONS**

It is the responsibility of the employer and training provider to complete Mock Professional Discussions and Observations with the apprentice and it is the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.



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