End-Point Assessment

Teaching Assistant Level 3 V1.0
Support Pack

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CONTENTS

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 *admin@nqual.co.uk*

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:

Teaching assistant / Institute for Apprenticeships and Technical Education

EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

Gateway

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

EPA Booking

The training provider should complete the booking section on the Gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

EPA Approved

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Assessment

The apprentice will complete a Practical Observation with Q&A and Professional Discussion Underpinned by a Portfolio of Evidence.

Results

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

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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 interview section of our methods table. Although the portfolio will not be directly assessed, it will be used by the 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 comprise the following:

- Feedback from Performance Management review system
- 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 Question 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

You will be observed within your 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, you should have the opportunity, if required, to move from one area of the organisation to another in order to best demonstrate how you have applied the 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 Observation can take place remotely, however, will need to be agreed with the EPAO prior to Gateway.

The Q&A session will last for 15 minutes (+/- 10%) and should take place once the final 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 practical discussion will take 90 minutes (+10% if needed). The discussion can take place remotely, however, will need to be agreed with the EPAO prior to gateway.

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 Q&A	Professional Discussion Supported by Portfolio of Evidence
Knowledge			
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, 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 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.		✓
	Understand the school's assessment procedures for benchmarking against targets set by the class teacher.		✓
	Be familiar with assessment materials		✓
Curriculum	An appropriate knowledge of the curriculum and context you are working in		✓
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, recording/reporting incidents and a broad knowledge of Health & Safety Policy.		✓

Skills			
Developing Strategies for Support	Develop strategies to support and encourage pupils to move towards independent learning.		✓
	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.	✓	
Communication & Teamwork	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.	✓	
	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	✓	
Working with Teachers to	Contribute to a range of assessment processes and use information effectively for example: written records.	✓	

Accurately Assess	Use specific feedback to help pupils make progress.	✓	
	Apply good subject knowledge to support accurate assessment.	✓	
Using Technology	Use school computer systems, including specialist software e.g.: online registration, intervention programmes and management information systems.	✓	
	Use relevant technology competently and effectively to improve learning.	✓	
	Ensure pupils use technology safely.	✓	
Problem Solving / Ability to Motivate Pupils	Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	✓	
	Recognise the difference between pastoral and academic issues and model good behaviour for learning.	✓	
Behaviour			
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 behaviour and uphold the school ethos.		✓
	Be enthusiastic and open to new ideas		✓
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.		✓
	Keep pupils at the centre of everything.		✓
Promoting Equality, Diversity and Inclusion	Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos		✓
Professional Standards and Personal Accountability	Demonstrate professional relationships in line with Staff Handbook.		✓
	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		✓
Team Working, Collaboration and Engagement	Work collaboratively and constructively with the whole school team. Engage professionally as appropriate with outside professionals		✓

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	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

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	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 work. Be a role model to all pupils (S2). Ability to comply with all requirements and expectations for confidentiality of information in a timely manner. Demonstrates the ability to converse respectfully and in a way the child understands. Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships. Ability to support online safety and adhere to school policy (S2). Evidences how they feedback appropriately to learners and to teachers. Able to complete assessments in the required	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).	**Pass** - 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. 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. 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. Communication will not only align with policy expectation 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. Feedback to children may be to support learning or behaviours, and to help independence and can be formal or informal. Feedback to teachers should inform of any necessary updates on the children.

	format given by teacher. 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 (S3). Ability to access the school system to complete electronic registers. Ability to support learners and ensure the safe use of technology. Demonstrates the use of ICT to advance pupils learning. Evidence how they promote the importance of health, safety and security and access to programs (S4). Ability to use a range of motivational resources to engage children's learning. Evidence how they respond to children's emotional and learning needs and recognising the difference. Ability to use a range of techniques to help problem solving and promote independent learning.		Assessments can include observations, written assessment, marking (this is not an exhaustive list) and should show accuracy in judgement. Assessment should also be in line with age and curriculum expectations. Any assessments should align with the school assessment policy. Evidence of accessing systems could include use of electronic registers, accessing resources or reporting an incident. When pupils are using technology there are actions to support safe use, which could include guidance, observation, monitoring, correct set up of equipment. Where ICT is used, it supports learning, along with other motivational resources, such as visual aids, activities, books (not an exhaustive list). Emotional needs should be responded to appropriately and discreetly where needed. For example, if a child is becoming dysregulated, it may be recognised that they need a break in learning. Techniques for problem solving and independence could include setting activities, using reflection, asking questions and encouraging questions to be asked and input to be given, (this is not an exhaustive list). Children should be listened to and encouraged to give ideas about their own learning. **Distinction** - Offering relevant suggestions for improvements, with a focus on how the team support each other.

	Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning (S5).		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 group of learners including those from vulnerable groups, special educational needs and those with an additional learning support requirement.	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. Report issues to the ICT co-ordinator and log faults for the technician to address. (K2) The ability to use assessment format to record children's 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. Knowledge of further range of aids, strategies and resources which support a range of needs, including vulnerable children or those with additional needs, for example interventions, resource adaptations alternative teaching methods.

	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. (K1) 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 plan, timetables and resources. 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. (K2)	An understanding of the advantages and disadvantages with using different observation methods and assessments. (K3) 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 stages and be able to implement this into children's learning. (K4) 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. (K5) 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. (S1) Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm.	Knowledge of how background can impact learning should cover examples of different background experiences, whether that is home of school life and how those experiences can/have impacted ability to learn. Learning styles could include visual, audio, kinaesthetic (for example) and you should discuss how you adapt these for different children. There should be knowledge of a range of technologies for planning, accessing resources, and supporting learning. Example of these is within the criteria, and other examples can include Microsoft packages, TT Rockstars, Mathletics, Google Drive. There should be evidence of formal and informal assessment and observations from them- this could be verbally or formally recorded on school paperwork. Feedback to both teachers and pupils is shared in a way that supports development. How peer and self-assessment can help development could include what is gained from children looking at their own work or working in pairs to help each other. Knowledge of the curriculum must include more than one area of awareness and how the curriculum is relevant to the key stage or ability 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.

	Actively participate, on a daily basis, in the assessment of children and young people's development.	Evidence how they action and accept new ideas for activities to meet all children's needs (B1).	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.
	Describe how to use a required given format to record observations.	Evidence when they have taken a proactive lead in supporting children and colleagues (B2).	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.
	The ability to offer and share constructive feedback on learning.	Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual (B3).	More than one example should be given on how you have respected and valued a child's individuality and supported diverse needs.
	An understanding of age related expectations for all age groups that they work with and the next steps for their progress.	Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills.	This could include individual learning needs, cultural needs, community support to promote diversity in the school.
	An understanding of the range of assessments: such as summative. (K3)	Evidence when they have independently looked to improve skills, knowledge and practice.	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.
	An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within.	Ability to use reflection to improve and identify key areas for personal growth (B4).	
	The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities. (K4)	Describe evidence of working with Agencies, for example, School Nurse. Provides evidence of working alongside any outside agency and implementing suggested strategies (B5).	Outside agencies could include specialist wellbeing support, the local police, social workers (this list is not exhaustive).
	Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation.		**Distinction** - Development theory could include Piaget, Erikson, Freud, Skinner (this list is not exhaustive) and you should like the theory to an example of how it has helped understanding in your role.
	Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document.		An example of a serious case review must be given, along with how it impacted school
	Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.		

		procedure. Examples could be of abuse or neglect cases and how procedures have been changed to ensure better safety of children in schools, such as national DBS checks, reporting requirements – this is not exhaustive.
		Proactive behaviours include where you have suggested improvements, worked flexibly to support the needs of the school, and actively promoted community and school cohesion.

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. (K5)

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 classroom setting.

Contribute to reviews of behaviour including bullying and attendance.

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. (S1)

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

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.

nqual.

NQual Ltd
Unit 11 Penketh Business Park
Liverpool Road
Warrington
WA5 2TJ
UK

admin@nqual.co.uk
www.nqual.co.uk
01925-931-684