

End-Point Assessment Specification and Guidance

NCFE End-Point Assessment in Teaching Assistant Level 3

Contents

Introduction to end-point assessment.....	3
What is end-point assessment?	3
End-point assessment for Teaching Assistant	3
The learning and assessment journey	3
Roles and Responsibilities	4
Guide to Gateway	5
Applying for EPA Timeline.....	6
Assessment guidance.....	7
Overview.....	7
Practical Observation with Q&As	7
Professional Discussion, supported by a Portfolio of Evidence	9
EPA Timeline.....	13
Awarding the final grade.....	14
Additional information	15
Result enquiries.....	15
Appeals.....	15
Complaints.....	15
Useful links and reading materials	16
Glossary of terms	17
Appendix I – Evidence Summary	18
Appendix II – KSBs and Grading Descriptors	23
Appendix III – Evidence Tracker and Templates	33
Contact us	50

Introduction to end-point assessment

What is end-point assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

Detailed information about each of these assessment methods can be found on the following pages. The evidence summary table in Appendix I provides an overview of how each KSB is assessed.

End-point assessment for Teaching Assistant

The assessment plan that accompanies the Teaching Assistant standard contains a combination of assessment methods designed to test the apprentice's knowledge, skills and behaviours in line with the requirements for synoptic testing under the apprenticeships reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of these standards has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide

NCFE's assessment is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance to booking and sitting assessments

The EPA for the Teaching Assistant consists of 2 assessments:

- Practical Observation with Question and Answer
- Professional Discussion supported by a Portfolio of Evidence

Each EPA method covers distinct criteria from the standard.

The learning and assessment journey

On-programme

The Trailblazer Group responsible for the Teaching Assistant standard and the associated assessment plan recommend that in order to drive quality and consistency through on-programme learning Independent Training Providers (ITPs) and 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.
- ITPs 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 ITPs 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 ITP, for example at 3, 6 and 9 months. These will be part of the Portfolio of Evidence, submitted at Gateway.

Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake to assist the apprentice through the on-programme training and prepare them for EPA.

Apprentice	<ul style="list-style-type: none"> • Participates fully in their training and development • Actively contributes to their performance review • Contributes to the decision on the timing of their EPA • Meet all Gateway requirements when advised by their employer • Gather evidence from the on-programme training to support the Portfolio and Professional Discussion.
Employer	<ul style="list-style-type: none"> • Supports the apprentice throughout their training and development • Conducts reviews to monitor progress • Determines when the apprentice is ready to attempt the EPA • Performs observations of the apprentice, carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors.
Independent Training Provider	<ul style="list-style-type: none"> • Provides on-going training for the apprentice • Provides tools and processes to support the apprentice • Carries out regular reviews with the apprentice and employer • Advises the employer when the apprentice is ready to undertake the EPA.
IEPA	<ul style="list-style-type: none"> • Provides an independent view as they will not have had any prior involvement with the apprentice • Brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience • Assesses all components of the final EPA independently using the assessment methods and grading descriptors set out in Appendix II • Participates in standardisation events.
End-Point Assessment Organisation (NCFE)	<ul style="list-style-type: none"> • Must be on the Education and Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO) • Designs and offers the end-point assessments • Sources, allocates and manages the IEPAs • Provides internal/external verification to ensure consistency of assessment decisions • Runs standardisation events for IEPAs

Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway the employer must formally sign-off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager.

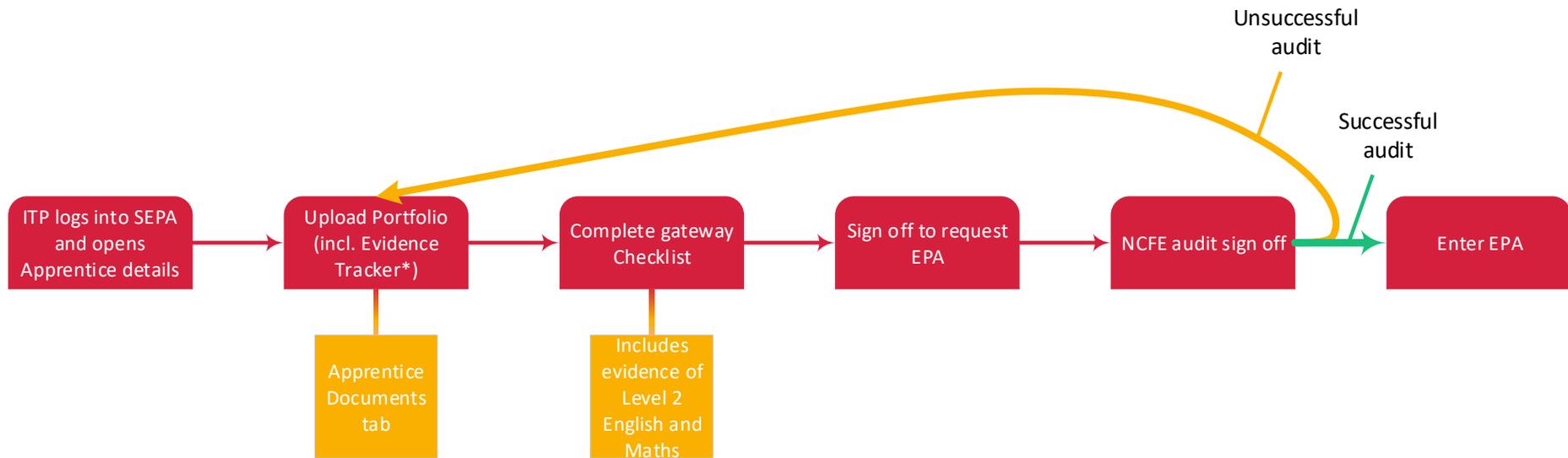
Minimum requirements:

- 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 apprenticeship's 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 and submission of a Portfolio of Evidence to support the Professional Discussion.

Once the employer and ITP have completed their check and the apprentice has been put forward for Gateway, our online platform will allocate an IEPA. The IEPA will contact apprentices to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.

Applying for EPA Timeline



**Further detail can be found in Appendix III*

Assessment guidance

Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Teaching Assistant have selected a Practical Observation with Q&As and Professional Discussion supported by a Portfolio as the assessment methods to test the Knowledge, Skills and Behaviours (KSBs) across the standard.

Practical Observation with Q&As

Structure	Observation by the IEPA of the apprentice in the work place
What will be covered	Skills: <ul style="list-style-type: none"> • Communication and teamwork • Working with teachers to securely assess • Using technology • Problem solving/ability to motivate pupils.
Duration	2 hours +/- 10% (Observation) 15 minutes +/-10% (Q&A)
Mode of delivery	Face to Face in the apprentice's place of work
Supporting documents	N/A

Key considerations

The Practical Observation must be conducted within the apprentice's usual place of work, be at least 30 minute intervals and should, wherever possible, take place on the same day. The Q&A session will only take place after the full 2 hours of observation activity have been completed.

Apprentices will be able to move between work areas during the course of the Observation to make the best use of opportunities for holistic assessment, however this must be for genuine and demanding work objectives which are in line with the apprentices' usual work activities. For example, this could take place:

- during a lesson or classroom environment
- during 1:1 teaching assistant and teacher reviews
- meetings with parents, stakeholders etc.

It is important that the KSBs required of the Practical Observation are considered when organising the assessment. Therefore the venue, date and time must be organised by the IEPA in conjunction with the apprentice and their employer. The apprentice will also be given at least 2 weeks' notice of the agreed observation date to support their preparations.

The Practical Observation must:

- Reflect typical working conditions.
- Be directly observed in the classroom
- Allow the apprentice to demonstrate all aspects of the standard being assessed.
- Take a synoptic approach to assessing the KSBs as defined by this method.
- Be restricted to one apprentice being observed at any one time, without support or input from trainers.

Following the Observation there will be a Q&A session lasting 15 minutes (+/-10%) to allow the IEPA to clarify any criteria not fully met in the Observation and to provide additional assurance. In order to make best use of this Q&A

time, the IEPA may wish to take up to 15 minutes to review what they have observed and prepare their questions. During this time a quiet area must be provided for the apprentice to wait and steps must be taken to ensure they cannot discuss their performance with anyone or have access to any materials that may help them in any way. The questions will be used to clarify the apprentice's underpinning knowledge and understanding, for example:

To what extent did you contribute to the planning of the session?

Or to assess any criteria that did not naturally occur, for example:

Can you give an example of how you adapted your teaching style to suit a child with learning difficulties?

Grading

The Practical Observation with Q&As is graded Fail, Pass or Distinction.

Fail	The apprentice fails to meet 100% of Pass criteria
Pass	The apprentice must meet 100% of Pass criteria
Distinction	The apprentice must meet all of the Pass criteria and 100% of the Distinction criteria

For instructions and support with reasonable adjustments, please refer to the appropriate regulatory document found on our online platform.

Professional Discussion, supported by a Portfolio of Evidence

Structure	A structured discussion designed to provide opportunity to demonstrate knowledge, skills and behaviours
Duration	90 minutes (+/-10%)
What will be covered	<p>Knowledge</p> <ul style="list-style-type: none"> • Understanding how pupils learn and develop • Technology • Working with teachers to understand and support assessment for learning • Curriculum • Keeping children safe in education. <p>Skills</p> <ul style="list-style-type: none"> • Developing strategies for support <p>Behaviours</p> <ul style="list-style-type: none"> • Building relationships/embracing change • Adding value to education • Promoting equality, diversity and inclusion • Professional standards and personal accountability.
Mode of delivery	<p>Online conferencing platform</p> <p>It is possible for employers to be present in the room up to the point that the assessment begins but must leave before the commencement of the Discussion.</p>
Supporting Documents	<p>Appendix III</p> <ul style="list-style-type: none"> • Evidence Tracker • Reflective Journal • Employer Observation record • Feedback form.

Key considerations and information

The Professional Discussion must be taken after the Practical Observation. The purpose of the Discussion is to allow the IEPA to explore the level of understanding the apprentice has and their application of knowledge, skills and behaviours.

During the Professional Discussion the IEPA will:

- 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
- Ensure there are no gaps within the evidence, particularly in relation to Safeguarding and Health & Safety.

During the on-programme phase of the apprentice journey, apprentices, with the support of their ITP and employer, must generate a Portfolio of Evidence to document their learning and support the Professional Discussion element of their EPA. The Portfolio itself will not be assessed, however the apprentice can refer to it during the Professional Discussion to support their responses. The completed Portfolio should provide full coverage of the knowledge, skills and behaviours that will be assessed during the Professional Discussion.

The Portfolio must be submitted to NCFE at the point of Gateway to allow the IEPA to thoroughly prepare for the Professional Discussion. The Portfolio must be submitted at least 2 weeks prior to the Professional Discussion taking place.

It is recommended by the Teaching Assistant Trailblazer Group, that 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.

Reflective Journal

A Reflective Journal entry could be used to evidence many things such as a situation that took place and how the apprentice responded, to outline and company policy or to evidence research. Accounts should include not only a description of what happened or is in place, but also an analysis. What has been learnt? What might be done differently next time? Does the policy work or could it be improved in some way? A template has been provided in Appendix III.

Employer Observation Form

An Employer Observation Form is a testimony from someone able to comment on the performance on the apprentice when undertaking Teaching Assistant-related tasks in the workplace. It should be completed by someone in a position of authority and provide a record of what evidence was seen against the KSBs assessed by the Professional Discussion. A template has been provided in Appendix III.

Feedback Form

There are no specific expertise or formal qualifications required to be a witness, but all witnesses must have directly observed the apprentice conducting their duties. They could be completed by a parent or a visitor. A template has been provided for this in Appendix III.

The IEPA will review the submitted evidence against the criteria being assessed and will prepare prompts / questions to clarify the apprentice's knowledge and understanding during the Professional Discussion. For example they might ask:

In your Portfolio you have included a written account of a 1:1 with a pupil struggling to adapt to a new key stage. Can you tell me how you responded and how successful it was?

Or

Is there anything you learnt from your second Employer Observation that you put into practice? Has it been successful?

These questions will be used to start a free flowing discussion and the IEPA will record the criteria covered during the conversation. They will prompt or ask further questions as needed but it is not designed to be a question and answer session.

Apprentices should prepare for the Professional Discussion by making sure that they are familiar with the evidence that they submitted. They may take a copy of the submitted evidence in to the discussion with them. We would recommend that they also take in a bullet point list, or other simple notes, summarising the key points in the evidence as these will be easier for them to refer to if needed during the discussion.

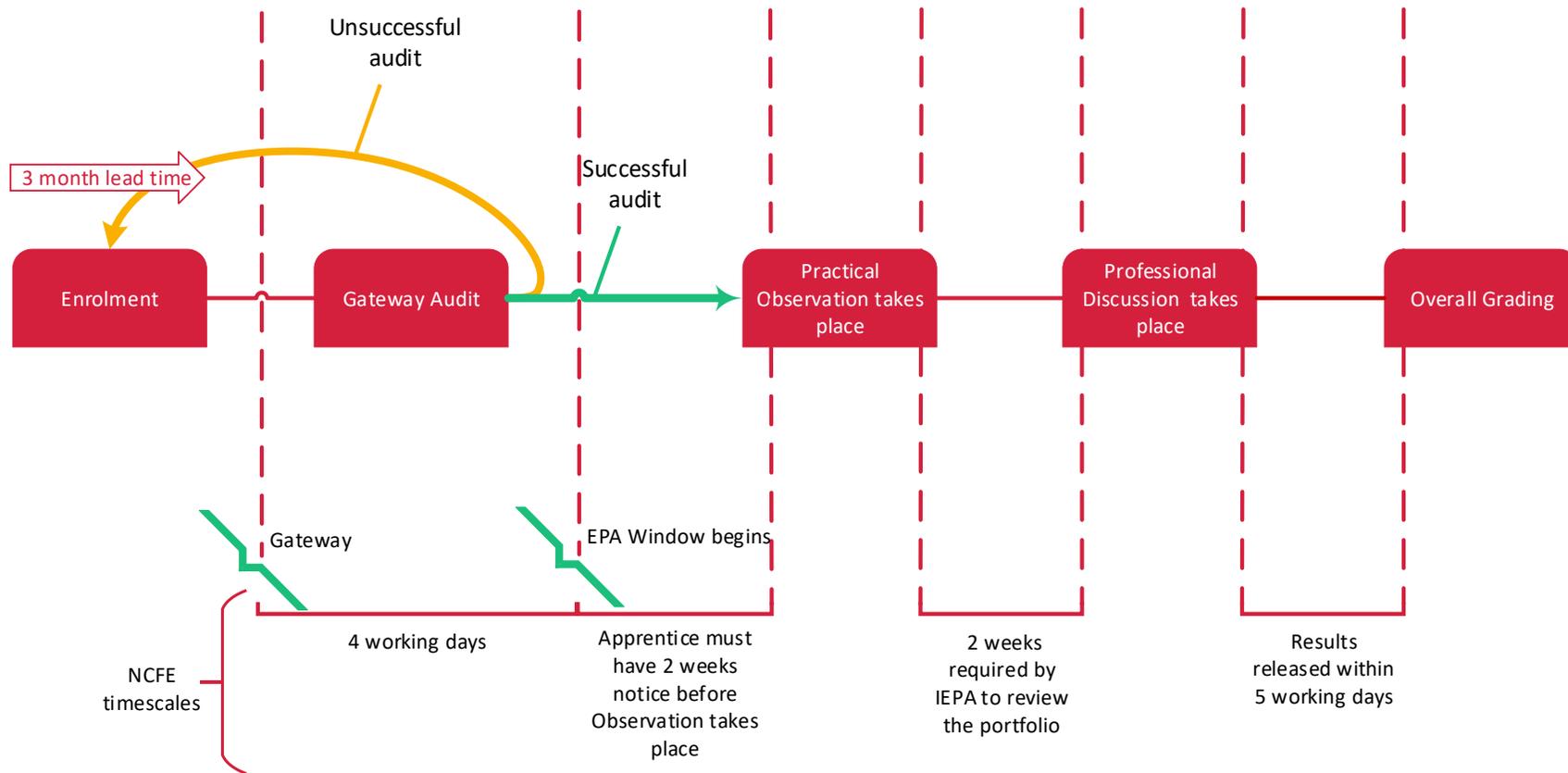
Grading

The Professional Discussion is graded Fail, Pass or Distinction.

Fail	The apprentice fails to meet 100% of Pass criteria
Pass	The apprentice must meet 100% of Pass criteria
Distinction	The apprentice must meet all of the Pass criteria and 100% of the Distinction criteria

For instructions and support with reasonable adjustments, please refer to the appropriate regulatory document found on our online platform.

EPA Timeline



Awarding the final grade

Grade aggregation

		Professional Discussion		
		Fail	Pass	Distinction
Practical Observation	Fail	Fail	Fail	Fail
	Pass	Fail	Pass	Pass
	Distinction	Fail	Pass	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit/re-take. 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 NCFE, which must be taken into account).

Any appeals in relation to the outcome of the EPA will be managed by NCFE whose decision is final. The employer will determine how many re-sits/re-takes the apprentice will be allowed to take.

Additional information

Result enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure V2*, which is available on our online platform.

Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy V2*. The policy and procedure can be found on our online platform.

Complaints

Complaints can be submitted on the NCFE website by completing the *Making a Complaint* webform and following the *NCFE Complaints Procedure*.

Useful links and reading materials

To fully prepare for the EPA this list has been compiled to be used as additional study material.

Legislation and Frameworks

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/national-curriculum>

<https://www.hse.gov.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/organisations/ofsted>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Useful sources of further information

<https://www.headstogether.org.uk/programmes/mentally-healthy-schools/>

<https://campaignresources.phe.gov.uk/schools/resources/exam-stress-lesson-plan-pack>

<https://youngminds.org.uk/>

<https://www.rosipa.com/>

<https://www.nspcc.org.uk>

<https://www.thinkuknow.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/>

<https://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>

<https://www.nhs.uk/conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>

<https://www.childline.org.uk/>

<https://www.thecommunicationtrust.org.uk/>

<https://www.literacytrust.org.uk>

<https://www.talkingpoint.org.uk/>

<https://naldic.org.uk/>

<https://www.challengingbehaviour.org.uk/>

<https://www.playengland.org.uk>

Glossary of terms

Term	Meaning
British Values	Moral principles that reflect life in modern Britain
Code of Practice	A set of written rules which explains how people working in a particular profession should behave
Curriculum	The outline of lessons and topics to be taught in a school or college
Ethos	The set of beliefs and ideas of a community such as school or college
Intervention	Action taken to become intentionally involved in a situation in order to improve it or prevent it from getting worse
Legislation	The act or process of making or enacting laws
Managing Risk	Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control
Pastoral	The part of work of teachers that involves giving help and advice on personal matters rather than educational learning
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees
Reflective Practice	A way of studying your own experiences to improve the way you think and work
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live
Scaffolding	A method used to move students to a greater level of understanding by taking steps to increase knowledge and skills
Special Educational Needs (SEN)	Learning difficulties or disabilities that make it harder for children to learn than most children of the same age
Stakeholder	A person with an interest in a school, college or learners. Such people may be professionals who work outside of the learning environment (e.g. speech therapist)
Transition	A period of change from one state to another

*Appendix I
Evidence Summary*

Standard KNOWLEDGE	What an apprentice needs to know	Method of Assessment
K1. Understanding how the pupils learn and develop	Understand the need to provide feedback to support and facilitate an appropriate level of independence.	Professional Discussion
	Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.	Professional Discussion
	Recognise different stages of child development through school, e.g. transition between key stages.	Professional Discussion
K2. Technology	Recognise the importance of using appropriate technology to support learning, for example: use of photocopier, tablets, computers, correct programs, e.g. English, Maths, topic, IT programs.	Professional Discussion
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 progress to improve practice and assessment for different groups of pupils.	Professional Discussion
	Understand the school's assessment procedures for benchmarking against targets set by the class teacher.	Professional Discussion
	Be familiar with assessment materials.	Professional Discussion
K4. Curriculum	An appropriate knowledge of the curriculum and context you are working in.	Professional Discussion
K5. Keeping Children Safe in Education	Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	Professional Discussion
	Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.	Professional Discussion
	Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.	Professional Discussion

Standard SKILLS	What an apprentice needs to do	Method of Assessment
S1. Developing strategies to support and encourage pupils to move towards independent learning	Use appropriately varied vocabulary to ensure pupils' understanding.	Professional Discussion
	Deliver interventions in accordance with training given (RAG rating).	Professional Discussion
	Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.	Professional Discussion
	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	Professional Discussion
	Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities e.g. use Makaton, visual timetables.	Professional Discussion
S2. Communication and team work	Work closely with teachers to ensure own contribution aligns with the teaching.	Practical Observation
	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	Practical Observation
	Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	Practical Observation
	Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.	Practical Observation
	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	Practical Observation
	Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	Practical Observation
	Undertake safeguarding training every 3 years.	Practical Observation
	Support pupils' well-being whilst embedding the importance of online safety.	Practical Observation

Standard SKILLS	What an apprentice needs to do	Method of Assessment
S3. Working with teachers to accurately assess	Contribute to a range of assessment processes and use information effectively for example: written records.	Practical Observation
	Use specific feedback to help pupils make progress.	Practical Observation
	Apply good subject knowledge to support accurate assessment.	Practical Observation
S4. Using technology	Use school computer systems, including specialist software e.g. online registration, intervention programmes and management information systems.	Practical Observation
	Use relevant technology competently and effectively to improve learning.	Practical Observation
	Ensure pupils use technology safely.	Practical Observation
S5. 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.	Practical Observation
	Recognise the difference between pastoral and academic issues and model good behaviour for learning.	Practical Observation

Standard BEHAVIOURS	What an apprentice needs to do	Method of Assessment
Behaviour B1. Building relationships/ embracing change	Flexibility, trust, professional conduct, confidentiality and being respectful.	Professional Discussion
	Promote the school's efforts to build positive behaviour for learning.	Professional Discussion
	Promote and exemplify positive behaviour and uphold the school ethos.	Professional Discussion
	Be enthusiastic and open to new ideas.	Professional Discussion
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.	Professional Discussion
Behaviour B3. Promoting equality, diversity and inclusion	Keep pupils at the centre of everything.	Professional Discussion
	Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.	Professional Discussion
Behaviour B4. Professional standards and personal accountability	Demonstrate professional relationships in line with Staff Handbook.	Professional Discussion
	Be diplomatic, a positive role model and maintain confidentiality.	Professional Discussion
	Optimise learning opportunities and reflect on their personal development.	Professional Discussion
	Demonstrate a willingness to learn and improve personal skill set.	Professional Discussion
Behaviour B5. Team working, collaboration and engagement	Work collaboratively and constructively with the whole school team.	Professional Discussion
	Engage professionally as appropriate with outside professionals.	Professional Discussion

Appendix II

KSBs and Grading Descriptors for the Practical Observation and Professional Discussion

Practical Observation

Standard SKILLS	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
<p>Skills S2. Communication and team work.</p> <ul style="list-style-type: none"> • 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' wellbeing whilst embedding the importance of online safety. 	<p>Ability to provide effective support for colleagues in line with the responsibilities of your role.</p> <p>Work well within a team and contribute effectively to the planning and implementation of joint actions.</p> <p>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.</p> <p>Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.</p> <p>Demonstrates the ability to converse respectfully and in a way the child understands.</p> <p>Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.</p> <p>Ability to support online safety and adhere to school policy.</p>	<p>Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.</p>

Standard SKILLS	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
<p>Skills S3. Working with teachers to accurately assess</p> <ul style="list-style-type: none"> Contribute to a range of assessment processes and use information effectively for example: written records. Use specific feedback to help pupils make progress. Apply good subject knowledge to support accurate assessment. 	<p>Evidences how they feedback appropriately to learners and to teachers.</p> <p>Able to complete assessments in the required format given by teacher.</p> <p>Able to ensure agreed contributions are accurate, complete and up to date.</p> <p>Gives feedback to learners to promote independence.</p> <p>Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy.</p> <p>Evidences how to access school system to input information, for example: assessment data.</p>	<p>Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with.</p> <p>Use assessment data to improve next steps and planning.</p>
<p>Skills S4. Using technology</p> <ul style="list-style-type: none"> 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. 	<p>Ability to access the school system to complete electronic registers.</p> <p>Ability to support learners and ensure the safe use of technology.</p> <p>Demonstrates the use of ICT to advance pupils learning.</p> <p>Evidence how they promote the importance of health, safety and security and access to programs.</p>	<p>Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher.</p>

Standard SKILLS	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
<p>Skills S5. Problem solving/ability to motivate pupils</p> <ul style="list-style-type: none"> • 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. 	<p>Ability to use a range of motivational resources to engage children’s learning.</p> <p>Evidence how they respond to children’s emotional and learning needs and recognising the difference.</p> <p>Ability to use a range of techniques to help problem solving and promote independent learning.</p> <p>Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning.</p>	<p>Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve.</p> <p>Demonstrate evidence of where they have made an impact.</p>

Fail

The apprentice fails to meet knowledge, skills and behavioural requirements as contained across the KSBs listed for each EPA assessment component.

Professional Discussion, underpinned by a Portfolio of Evidence

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
<p>Knowledge K1. Understanding how pupils learn and develop.</p> <ul style="list-style-type: none"> • 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 strengths and develop individualised expectations. • Recognise different stages of child development through school, e.g. transition between key stages. 	<p>Share findings from delivered sessions in a required format.</p> <p>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.</p> <p>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.</p> <p>Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage.</p> <p>Evidences knowledge of how a pupil's background and experiences can impact on their learning.</p> <p>Understand the different learning styles and adapt approach accordingly depending on the children they are supporting.</p> <p>Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs.</p>	<p>Demonstration of knowledge of a range of methods for teaching enhancement.</p> <p>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.</p>

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
<p>Knowledge K2. Technology</p> <ul style="list-style-type: none"> Recognise the importance of using appropriate technology to support learning, for example: use of photocopier, tablets, computers, correct programs, e.g. English, Maths, topic, IT programs. 	<p>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.</p> <p>Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources.</p> <p>Describes how to assist children in their ICT lessons and show them how to log on and use specific programs.</p> <p>Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning.</p>	<p>Being able to describe positives and negatives of using different technologies in the support of learning.</p> <p>Report issues to the ICT co-ordinator and log faults for the technician to address.</p>
<p>Knowledge K3. Working with teachers to understand and support assessment for learning</p> <ul style="list-style-type: none"> 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 	<p>Actively participate, on a daily basis, in the assessment of children and young people's development.</p> <p>Describe how to use a required given format to record observations.</p> <p>The ability to offer and share constructive feedback on learning.</p> <p>An understanding of age related expectations for all age groups that they work with and the next steps for their progress.</p> <p>An understanding of the range of assessments: such as summative.</p>	<p>The ability to use assessment format to record children's learning.</p> <p>An understanding of the advantages and disadvantages with using different observation methods and assessments.</p> <p>Ability to use correct and accurate assessment to construct feedback to pupils and teachers.</p>

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
<p>Knowledge K4. Curriculum</p> <ul style="list-style-type: none"> An appropriate knowledge of the curriculum and context you are working in. 	<p>An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within.</p> <p>The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities.</p>	<p>The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons.</p> <p>Evidence an understanding of the National Curriculum across all key stages and be able to implement this into children's learning.</p>
<p>Knowledge K5. Keeping Children Safe in Education</p> <ul style="list-style-type: none"> 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. 	<p>Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation.</p> <p>Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document.</p> <p>Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.</p> <p>Able to identify who the Designated/Deputy Safeguarding Officer is in school.</p> <p>Describe how to implement requirements of safeguarding procedures as stated in schools safeguarding policy.</p> <p>Be able to correctly discuss online safety procedures within school.</p> <p>Discuss understanding of school's health and safety and first aid procedures, including knowledge of behavioural strategies and reporting to parents.</p>	<p>Describe an understanding of how Serious Case Reviews inform changes to school procedures.</p> <p>Evidence of working with/be able to explain the roles of external agencies to keep children safe.</p>

Standard SKILLS	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
<p>Skills S1. Develop strategies to support and encourage pupils to move towards independent learning</p> <ul style="list-style-type: none"> • 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. 	<p>Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning.</p> <p>Contribute to reviews of behaviour including bullying and attendance.</p> <p>Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery.</p> <p>Follow and implement the school's behaviour policy.</p> <p>Demonstrates more than one behaviour management strategy in a class room setting.</p> <p>Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.</p>	<p>Use of effective questioning skills and dialogue that deepens children's understanding.</p> <p>Use of developmental feedback to encourage learner's independence.</p> <p>Ability to provide considered feedback on the effectiveness of behaviour management strategies.</p> <p>Successfully use a range of behaviour strategies.</p> <p>Demonstrates broader support in behaviour management utilising the schools Behaviour Management System.</p>

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
<p>Behaviour B1. Building relationships/ embracing change</p> <ul style="list-style-type: none"> 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. 	<p>Describe that they are a flexible, professional and approachable member of the working team.</p> <p>Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail.</p> <p>Evidence how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook.</p> <p>Describe how they promote the schools aims, values and ethos and be diplomatic.</p>	<p>Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm.</p> <p>Evidence how they action and accept new ideas for activities to meet all children's needs.</p>
<p>Behaviour B2. Adding value to education</p> <ul style="list-style-type: none"> 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. 	<p>Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning.</p>	<p>Evidence when they have taken a proactive lead in supporting children and colleagues.</p>
<p>Behaviour B3. Promoting equality, diversity and inclusion</p> <ul style="list-style-type: none"> Keep pupils at the centre of everything. Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos. 	<p>Evidence how they demonstrate acceptance and respect for children's individuality.</p> <p>Evidence how they have treated all pupils equally throughout school.</p>	<p>Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual.</p>

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
<p>Behaviour B4. Professional standards and personal accountability</p> <ul style="list-style-type: none"> • Demonstrate professional relationships in line with Staff Handbook. • Be diplomatic, a positive role model and maintain confidentiality. • Optimise learning opportunities and reflect on their personal development. • Demonstrate a willingness to learn and improve personal skill set. 	<p>Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook.</p> <p>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.</p> <p>Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery.</p> <p>Describe how they are accountable for set tasks and meeting timescales.</p>	<p>Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills.</p> <p>Evidence when they have independently looked to improve skills, knowledge and practice.</p> <p>Ability to use reflection to improve and identify key areas for personal growth.</p>
<p>Behaviour B5. Team working, collaboration and engagement</p> <ul style="list-style-type: none"> • Work collaboratively and constructively with the whole school team. • Engage professionally as appropriate with outside professionals. 	<p>Discuss good teamwork and solid communication within their role.</p> <p>Work together as a team incorporating liaison with outside agencies.</p> <p>Describe confidence in their ability to address and resolve issues through 1 to 1 reviews.</p>	<p>Describe evidence of working with Agencies, for example, School Nurse. Provides evidence of working alongside any outside agency and implementing suggested strategies.</p>

Fail

The apprentice fails to meet knowledge, skills and behavioural requirements as contained across the KSBs listed for each EPA assessment component.

*Appendix III
Evidence Tracker and Templates*

Level 3 Teaching Assistant

Evidence tracker

Portfolio Evidence Key (Please include where appropriate):

ES: Employer Statement

MF: Manager Feedback

PP: Evidence of Pupil Progression

WA: Written Account

PO: Practical Observation by Employer

AR: Assessor Reviews

RA: Reflective Account

WT: Witness Testimony

Other:

	You must know and understand:	Evidence:
K1. Understanding how pupils learn and develop.	1. Understand the need to provide feedback to support and facilitate an appropriate level of independence.	
	2. Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.	
	3. Recognise different stages of child development through school, e.g. transition between key stages.	

	You must know and understand:	Evidence:
K2. Technology	<ol style="list-style-type: none"> 1. 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. 	
K3. Working with teachers to understand and support assessment for learning	<ol style="list-style-type: none"> 1. 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. 	
	<ol style="list-style-type: none"> 2. Understand the school's assessment procedures for benchmarking against targets set by the class teacher. 	
	<ol style="list-style-type: none"> 3. Be familiar with assessment materials. 	

	You must know and understand:	Evidence:
K4. Curriculum	<ol style="list-style-type: none"> 1. An appropriate knowledge of the curriculum and context you are working in. 	
K5. Keeping Children Safe in Education	<ol style="list-style-type: none"> 1. Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy. 	
	<ol style="list-style-type: none"> 2. Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. 	
	<ol style="list-style-type: none"> 3. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy. 	

	You must be able to:	Evidence:
<p>S1. Develop strategies to support and encourage pupils to move towards independent learning</p>	<p>1. Use appropriately varied vocabulary to ensure pupils' understanding.</p>	
	<p>2. Deliver interventions in accordance with training given (RAG rating).</p>	
	<p>3. Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.</p>	
	<p>4. Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.</p>	
	<p>5. Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, Visual timetables.</p>	

	Behaviours:	Evidence:
B1. Building relationships/ embracing change	1. Flexibility, trust, professional conduct, confidentiality and being respectful.	
	2. Promote the school's efforts to build positive behaviour for learning..	
	3. Promote and exemplify positive behaviour and uphold the school ethos.	
	4. Be enthusiastic and open to new ideas.	

	Behaviours:	Evidence:
B2. Adding value to education	1. 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.	
B3. Promoting equality, diversity and inclusion	1. Keep pupils at the centre of everything.	
	2. Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.	

	Behaviours	Evidence
B4. Professional standards and personal accountability	1. Demonstrate professional relationships in line with the staff handbook.	
	2. Be diplomatic, a positive role model and maintain confidentiality.	
	3. Optimise learning opportunities and reflect on their personal development.	
	4. Demonstrate a willingness to learn and improvise personal skill set.	

	Behaviours	Evidence
B5. Team working, collaboration and engagement	1. Work collaboratively and constructively with the whole school team.	
	2. Engage professionally as appropriate with outside professionals.	

Reflective Journal Record



The Reflective Journal is a personal record of your learning experiences. It is a space where you can record and reflect upon your duties and responses to situations you have come across in the course of your work.

Apprentice name		Reflective Journal	/
Standard			
Location			

Please reflect upon your duties being guided by the marking criteria. You should explain the following points for each situation you reflect upon:

- What the situation was
- How you dealt with it
- What you learned
- How you will use what you have learned in future situations. Would you do the same or are there things you would do differently?

Apprentice name		Date	
Apprentice signature			

I confirm that the above Reflective Journal is a true account of the apprentice's performance in this situation:

Employer name		Date	
Employer signature			

Employer Observation Form



Apprentice's name:	
Statement provided by:	
Standard:	
Location:	
Date and Time:	

Briefly describe the relationship between the person completing the observation and the apprentice.

Criteria covered in this record:

Knowledge	Tick (if covered)
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, consolidate strengths and develop individualised expectations.	
Recognise different stages of child development through school, e.g.: transition between key stages.	
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.	
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 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.	

Knowledge	Tick (if covered)
K4. Curriculum	
An appropriate knowledge of the curriculum and context you are working in.	
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, recording/reporting incidents and a broad knowledge of Health & Safety Policy.	

Skills	Tick (if covered)
S1. 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.	

Behaviours	Tick (if covered)
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 behaviour and uphold the school ethos.	
Be enthusiastic and open to new ideas.	
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.	

Behaviours	Tick (if covered)
B3. 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.	
B4. Professional standards and personal accountability	
Demonstrate professional relationships in line with Staff Handbook.	
Be diplomatic, a positive role model and maintain confidentiality.	
Optimise learning opportunities and reflect on their personal development.	
Demonstrate a willingness to learn and improve personal skill set.	
B5. Team working, collaboration and engagement	
Work collaboratively and constructively with the whole school team.	
Engage professionally as appropriate with outside professionals.	

Description of the apprentice's activity Please provide as much detail as possible on the apprentice's performance and the knowledge, skills and behaviours demonstrated. You should include who was present, what you observed and what the apprentice did. Use the key from the table above to mark in the right hand column where your report covers each module. The Independent Training Provider (ITP) will help you with this if you are not sure.	Indicate criteria covered

Observer Name:		Date:	
Signature:		Date:	
Apprentice name:		Date:	
Apprentice signature:		Date:	

Feedback Form



Thank you for taking the time to complete this feedback form. The person who has asked you to complete this form is currently working towards Level 3 Teaching Assistant apprenticeship. As part of their apprenticeship they are required to produce a portfolio to show they have the knowledge, skills and behaviours to undertake their role. The information you provide in this form will be used as supporting evidence within their portfolio.

This form asks you to tell us about:

- The situation you are providing feedback for and how well you know the apprentice – for example, you may see the apprentice every week in the classroom or they may provide care for your child.
- How this person has:
 - Made a positive difference to you or your child
 - Supported the children with kindness, consideration, dignity and respect
 - Worked collaboratively to ensure a positive working environment
 - Communicated and explained things in a way that you found easy to understand
 - Showed commitment to supporting you or your child.

Your name:	
Apprentice Name:	
Location:	
Date and Time:	

Briefly describe the situation about which you are providing feedback and how well you know the apprentice you are providing feedback for.

In your own words, please describe how the apprentice you have named above has supported you with the situation you have described.

Person providing the statement:

Signature:

Date:

I confirm that the witness has provided an accurate reflection of the situation

Apprentice name:

Apprentice signature:

Date:



Contact us

NCFE

Q6

Quorum Business Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

Tel: 0191 240 8950*

Email: epa@ncfe.org.uk

Website: www.ncfe.org.uk/end-point-assessment

NCFE © Copyright 2019 All rights reserved worldwide.

Version 1 July 2019

Information in this Assessment Specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**