

LEVEL 4 ASSESSOR COACH

SHOWCASE EVIDENCE



City Skills



(2021-2022)

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ASSESSOR-COACH ROLE:

The Assessor-Coach apprenticeship standard is designed for professionals who assess or coach other learners, usually on a one-to-one basis, to achieve their professional goals. Learners can be apprentices or trainees going through a professional learning programme or qualification; new hires going through an induction or probation period (ranging from young entrants to new CEOs); or any colleague – peer or direct report – who want to grow in their role. Moving beyond mentoring, Assessor-Coaches use advanced skills and techniques to engage, empower and grow those they work with.

The term '**Learner**'

In this booklet the term learner means the person you are assessor coaching. They may be referred to as the coachee and could be a post 16 student or a colleague working towards a qualification or set standards at work.

GUIDANCE FOR END POINT ASSESSMENT (EPA) ACTIVITIES

The EPA day will consist of a Professional discussion (PD), informed by a Showcase and two Assessor-Coach (AC) observations. The format of the day will have been agreed upon between the employer, apprentice, and independent assessor.

The Showcase:

1. The completed 'Showcase Evidence' Document, including the CPD log and Line Management Endorsement.
2. An AC Observation feedback form, completed by either a colleague at school or another apprentice on the programme.

The Professional Discussion:

The Professional Discussion is based on the Showcase. Prior to the assessment the Assessor will undertake a desk-based evaluation of the showcase evidence and prepare questions for the PD. The questions will address any practices where there appear gaps in meeting the L4 Assessor-Coach Standard.

The professional discussion will:

- last for one hour, with a variance of 10% allowed;
- involve a series of questions, prepared by the independent assessor, to focus the professional discussion on the professional skills, knowledge and behaviours being assessed.
- take place in a quiet place, with no distractions, and the apprentice will be made aware of the arrangements prior to the day of the EPA.

Observations:

The two observations must be with two different learners, totalling 120 minutes, with a potential variance of 10% and will form part of the EPA day. The two observations must be genuine coaching/assessment sessions.

These could include a:

- A new starter being inducted to the company or job such as an early careers teacher being mentored through ECT/NQT, a Junior Doctor starting with a hospital or any new hire who needs to go through a robust company induction
- A trainee or apprentice on a formal learning course e.g. a Teaching Assistant or Administrator
- A colleague looking to develop new knowledge or skills to secure a promotion
- A structured coaching programme to develop work-based skills specific to an individual, perhaps as a result of working towards an appraisal/performance management target

Throughout the observations, the independent assessor will make detailed notes, cross-referenced to each of the 15 knowledge and skills and 6 professional behaviours. Following the observation, the independent assessor will question the apprentice on any of the standards not demonstrated during the observation. Questioning will not exceed 10% of the Assessor Coach observations.

THE WHAT AND HOW OF THE PORTFOLIO REVIEW:

What is its purpose?

- **Capture your learning journey** as an Assessor-Coach against the 6 Synoptic Areas outlined by the Institute.
- **Explore and analyse your thinking** regarding each area so you are fully prepared for the showcase presentation and professional discussion at your end-point assessment.

How does it achieve this? It:

1. Shows how the standards are organised into Synoptic Areas.

- There are 6 main sections to this document. These sections link to the 6 Synoptic Areas of the Assessor Coach.
- These areas are made up for the 21 Assessor Coach standards, covering specific knowledge, skills, and behaviours or KSBs.
For example, Area 1: Communicating includes Standards KS1, 3, 4 & 6.

2. Explains each of the standards.

- Part 1 of an Area explains the relevant standards.
- This explanation is indicative, not exclusive of what this standard could mean in practice within different educational contexts and circumstances.
- These explanations should prompt reflection and action.

3. Collates your relevant examples

- Part 2 of an Area provides space for capturing relevant examples of times when these standards have been practised.
- Citing some of these examples will be important during your assessment to show **authenticity** and **relevance**.
- The description of the example can be concise but should explicitly link to a standard or standards. Dating the bullet point and excluding confidential information like names is a good habit to get into (you will not be able to include

How does it achieve this? It: *continued...*

names in your final assessment)

- Below is an example of a bullet point from Area 2: COMMUNICATING

21 AUG 2021: MEETING WITH RL. HE WANTED ADVICE ON HOW TO IMPROVE QUESTIONING IN HIS TEAM. INSTEAD, I FOCUSED ON ASKING QUESTIONS AND USING THE GROW MODEL TO STRUCTURE THE CONVERSATION. I HAD TO BE ASSERTIVE AT POINTS REGARDING THE COACHING PROCESS, MAKING SURE HE DID NOT MOVE ONTO 'OPTIONS AND WAY FORWARD' BEFORE FULLY EXPLORING THE 'REALITY'. HE LEFT THE MEETING CLEAR, CONFIDENT AND DRIVEN, WITH 4 WELL-THOUGHT-OUT ACTIONS/ WAYS FORWARD. (KS11).

4. It explores your understanding and explains your effectiveness.

- Part 3 of an Area provides an opportunity to explore and analyse by addressing 2 questions – b & c.
- These questions should be reflected upon and refined on several occasions, so they best articulate your thinking, progress, and impact.
- In your assessment, it is very important to explore your ***understanding*** of the importance of each area in the AC role as well as explain how you have grown and developed your ***effectiveness***.

AREA 1: COMMUNICATING (KNOWLEDGE AND SKILLS 1, 3, 4 & 6)

This section is all about the Assessor Coach's ability to ensure learners are clear and confident about their options and ways forward to progress and grow.

Liaising with colleagues and relevant stakeholders to:

- ensure access to valid, current IAG.
- suggest adjustments to planned off-the-job training/ suggest adjustments to planned work experience (via the employer).
- identify other specialist support needs, provided by relevant professionals.
- identify and support additional English and maths learning needs.

(Knowledge and Skills 1,3, 4 & 6)

PART 1: STANDARDS EXPLAINED

KS1: Facilitates access to relevant, current information, advice and guidance

Accessing the right IAG is an integral part of any learner's improvement journey. This could follow a variety of situations, from a feedback session that generates current targets to a discussion concerning future goals. It could relate to any area, from improving classroom practice to career pathways. Assessor-Coaches (ACs) could act in a variety of ways at this point to help move their learner or learners forward in the right direction. They could act in a consultative manner, strongly suggesting options and ways forward. For example, observing and speaking with specific colleagues, and then taking responsibility for setting these actions up. Alternatively, the AC could act in a facilitative way, asking questions to promote thinking and action. For example, 'who might be a good person to speak to about this?' 'What colleagues should you observe?' 'What books or journals might you read to find out more information?'

PART 1: STANDARDS EXPLAINED *continued...***KS3: Agrees on a programme of development and assessment, which sets realistic and challenging goals that meet learners' and employers' needs.**

An Assessor Coach (AC) agrees on a programme of development with their learner or learners, building on their current knowledge and skills. This programme, big or small, should include at least one actionable step forward. It should be clear what it looks like and why it is important. For example, the learner will be assessed next week by observing them having a 'difficult conversation' with a colleague. Alternatively, the learner could discuss having 'difficult conversations' with three experienced leaders and write 3 Learning Nuggets about what is important. When agreeing on these actions, the AC could act in a consultative manner, setting actions and presenting the rationale to them. Alternatively, they could act in a facilitative way, asking questions to promote thinking and action regarding their way forward.

KS4: Liaises with employer, colleagues, and others to support learners' development.

The Assessor Coach (AC) supports learners' development by ensuring the expertise of others is drawn upon. This might include the learner taking specific actions such as structured discussions with or observations of colleagues and others. This support by the AC could look different. They could act in a consultative manner, strongly suggesting whose expertise they draw on and in which way. Alternatively, the AC could act in a facilitative way, asking questions to promote thinking and action. Also, the AC might liaise with them directly to set up these situations, especially if it is a sensitive situation. However, if it is not sensitive, the AC might expect the learner to liaise with colleagues themselves. Whatever the strategy, the important thing is the learner is clear, confident whom they will liaise with, when and why, and to check that this happens.

KS6: Highlights learners' mathematics and English needs and signposts to appropriate support.

Link to B (E) Values the importance of mathematics, English, & ICT in learners' future economic and social well-being.

PART 1: STANDARDS EXPLAINED *continued...*

Ensuring learners review and improve (if necessary) their English and maths skills*, is an integral part of any learner's improvement journey. In relation to English, this can include anything from basic skills such as correct spelling and grammar to more complex issues such as how to effectively construct and share with others a compelling vision for the future. In relation to Maths, this could include anything from basic skills like how to multiply two numbers together to more complex issues such as how to approach long term financial planning.

Assessor Coaches (ACs) could 'highlight' and 'signpost' in a variety of ways to help their learner or learners move forward in the right direction. They could act in a consultative manner, providing frank judgements regarding their needs and strongly suggesting appropriate support. Alternatively, the AC could act in a facilitative way, asking questions to promote thinking and action.

*NOTE: KS6 & B (E) NB: Some apprentice Assessor Coaches do not have opportunities to work with learners with specific needs in functional skills. In these situations, an End Point Assessor might ask questions to confirm competence if they did work with such learners. For example, **When you have worked with someone with English/ mathematics needs, what support did you give? How did you promote the value of English, Mathematics, and ICT in your role?***

PART 2: RELEVANT EXAMPLES CAPTURED

a) Describe at least 4 relevant examples for Knowledge & Skills 1, 3, 4 & 6.
(continues to next page)

***Describe at least 4 relevant examples for Knowledge & Skills 1, 3, 4 & 6.
continued...***

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your understanding of the importance of this area for being an AC?

c) How do you do this effectively to ensure impact as an AC?

AREA 2: COACHING SKILLS (KNOWLEDGE AND SKILLS 5, 8 & 11)

This section seems to focus on an Assessor Coach's ability to build a strong relationship with their learners, built on trust. As a result, open & honest conversations can happen in which a learner's current reality can be fully explored and addressed.

Coaching to provide pastoral support and facilitate progress:

Use appropriate interpersonal skills to facilitate a 'learner-centred' approach to supporting learners. Relevant skills include 'active listening', 'motivational dialogue', structured coaching approaches (such as GROW) and effective action planning and review.

(Knowledge and Skills 5, 8 & 11)

PART 1: STANDARDS EXPLAINED

KS5: Anticipates and overcomes barriers to progress and inspires achievement, ensures inclusivity and supports diversity.

Link to B (A) Inspires, motivates, and raises learners' aspirations through their passion for the sector & B (C) Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues, and appropriate agencies.

Assessor Coaches (ACs) promote equal access to opportunities for those learners they work with (including, but not exclusively for, those who are part of groups that might be marginalised or excluded) by ensuring barriers to progress are identified, and actions to overcome them are agreed. These barriers could be anything from limiting beliefs to a lack of resources or training to accessibility issues.

They either do this in a consultative manner by highlighting potential barriers, issues, or risks and strongly suggest ways forward to overcome them and succeed. Alternatively, they could do this in a more facilitative manner, questioning learners and encouraging them to identify the current 'reality' (including all barriers), explore possible 'options'

PART 1: STANDARDS EXPLAINED *continued...*

and agree on 'ways forward' to achieve. Having a clear way forward should inspire confidence and a drive to achieve. ACs ensures inclusivity and supports diversity by modelling and encouraging professional values such as empathy, respect and dignity for all.

KS8.Provides access to pastoral support and guidance.

Assessor Coaches (ACs) promote the physical and emotional welfare of their learner or learners, helping the removal of barriers that might negatively affect their safety and happiness at work. This might include issues from resolving disagreements with colleagues to achieving personal goals to addressing mental health concerns. ACs provide access to pastoral support and guidance in a variety of ways. They can do this directly by being empathetic and respectful, creating a relationship based on mutual trust, value, and respect. For example, by listening to their concerns and encouraging them to take action to improve their wellbeing. They could also offer advice, or signpost them to experts for support if they require complex, sensitive or specialist help. Alternatively, they could do this in a more facilitative manner, questioning learners and encouraging them to identify the 'reality' (including their feelings), explore 'options' and agree 'ways forward' to improve their wellbeing.

KS11: Using effective listening, assertiveness and questioning to support learners to engage with their learning plans and assessment criteria and processes.

Assessor Coaches (ACs) use a variety of strategies to ensure learners engage with their own learning, assessment, and development. This includes listening deeply to their learner's thinking, opinions, and feelings, and responding appropriately to what they say. This can include summarising what they have said, questioning to promote deeper thinking and providing feedback to challenge them. Assertive Assessor-Coaches appear confident. This could be seen when they provide honest feedback or advice, as an expert, to their learner. Alternatively, they could demonstrate they are in control of the coaching process. For example, ensuring the session follows a specific coaching model like GROW.

PART 2: RELEVANT EXAMPLES CAPTURED

*Describe **at least 4 relevant** examples for Knowledge & Skills 15, 8 & 11.*

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your **understanding** of the importance of this area for being an AC?

c) How do you do this **effectively** to ensure impact as an AC?

AREA 3: DIGITAL TECHNOLOGY (KNOWLEDGE AND SKILLS 9 & 10)

This section refers to the safe use of digital technology.

Using digital and mobile technologies effectively, efficiently, and safely to:

- communicate with learners and stakeholders
- support assessment processes
- maintaining secure but easily accessible records

(Knowledge and skills 9 & 10)

PART 1: STANDARDS EXPLAINED

KS9: Promotes safe and effective use of digital and mobile technologies to support learner and Assessor Coach role.

Technology can support a learner-AC relationship, based on the capturing and sharing of important information in a confidential and timely way. Digital technology can be used to engage learners within their coaching session or to store records from a learner's work (for example, their reflections or their learning) and an AC's notes (for example, agreed actions from a meeting or assessment results). Also, mobile technology can be used to communicate with one another. An assessor coach can promote its use through role-modelling safe and effective processes or suggesting a learner uses it.

KS10: Agrees and reports targets and progress, complying with quality, confidentiality, and data protection requirements.

If appropriate, an Assessor Coach (AC) could use appropriate methods of assessment to agree and record learners' progression and achievement. Appropriate levels of

PART 1: STANDARDS EXPLAINED *continued...*

confidentiality is important and should be agreed upon with the learner at the start of the process and revisited at the start of meetings/sessions. They are aware of the importance of GDPR to store all records securely and they maintain relevant confidentiality at all points in the process.

NOTE: KS9 & KS10 - Some apprentice Assessor-Coaches do not have opportunities to demonstrate their use of such technologies. In these situations, an End Point Assessor might ask questions to confirm competence:

How have you used digital and mobile technologies effectively, efficiently, and safely to communicate with learners and stakeholders, support assessment processes and maintain secure but easily accessible records?

PART 2: RELEVANT EXAMPLES CAPTURED

Describe at least 4 relevant examples for Knowledge & Skills 9 & 10.
(continues to next page)

PART 2: RELEVANT EXAMPLES CAPTURED *continued...*

Describe at least 4 relevant examples for Knowledge & Skills 9 & 10.
continued...

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your **understanding** of the importance of this area for being an AC? *(continues to next page)*

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

continued...

b) What is your **understanding** of the importance of this area for being an AC? *continued...*

c) How do you do this **effectively** to ensure impact as an AC?

AREA 4: ASSESSING & FEEDBACK

(KNOWLEDGE AND SKILLS 2, 7 & 11)

This section focuses on the Assessor Coaches' ability to ensure learners know where they are in their learning and progress and know what they need to do next to progress.

Assessing learners and providing feedback by:

- facilitating Assessment for Learning (formative assessment) – an ongoing process of monitoring, evaluation, and review of learning, ensuring that learners are learning the right things in the right way.
- summatively assessing achievement of learning milestones and/or standards

(Knowledge and Skills 2, 7 & 11)

PART 1: STANDARDS EXPLAINED

KS2: Applies/references relevant initial and diagnostic assessment.

Assessor Coaches (ACs) ensure learner assessment information is used to promote progress. Assessment information can take many forms such as self (for example, a confidence continuum), peer (for example, a 360-degree audit feedback) or expert/consultant (for example, observation feedback or analysed data). The assessment should be relevant to the learner's goals or targets. ACs could apply any of this assessment information to make judgements and/or strongly suggest learner actions. Alternatively, ACs refer to assessment information to promote learners' thinking and learning. For example, ACs could prompt learners to consider assessment information when deciding goals or ways forward. It could also be used to question or challenge someone's perception of their current reality and what are the possible ways forward.

PART 1: STANDARDS EXPLAINED *continued...***KS7: Gives timely feedback on progress towards mastery of relevant skills and knowledge.**

Assessor Coaches (ACs) give feedback to learners against their goals or targets to keep them progressing. This feedback could be given in a consultative manner, as an expert, stating their judgement on their current performance and/or setting targets to promote improvement. It could also be feedback on their attitude, that might be affecting their progress. For example, it could be challenging a learner if they are not acting upon targets (set by the learner or AC). ACs might observe a learner, feeding back a narrative of what they did see. Alternatively, feedback can be more facilitative, promoting greater clarity and deep thinking. This could be from summarising achievements to asking questions to promote self-evaluation.

KS11: Using effective listening, assertiveness and questioning to support learners to engage with their learning plans and assessment criteria and processes.

Assessor Coaches (ACs) use a variety of strategies to ensure learners engage with their own learning, assessment, and development. This includes listening deeply to their thinking, opinions, and feelings, and responding appropriately to what they say. This can include summarising what they have said, questioning to promote deep thinking and providing feedback to challenge. Assertive Assessor-Coaches appear confident. This could be seen when they provide honest feedback or advice, as an expert, to their learner. Alternatively, they could demonstrate they are in control of the coaching process. For example, ensuring the session follows a specific coaching model like GROW.

PART 2: RELEVANT EXAMPLES CAPTURED

*Describe **at least 4 relevant** examples for Knowledge & Skills 2, 7 & 11.*

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your **understanding** of the importance of this area for being an AC?

c) How do you do this **effectively** to ensure impact as an AC?

AREA 5: SAFETY & QUALITY (KNOWLEDGE AND SKILLS 12, 13, 14 & 15)

This section considers professionalism - the importance of Assessor-Coaches complying with the various and necessary requirements, guidelines, and standards as well as the need for them to grow themselves as professionals.

Maintaining the quality and safety of provision:

- maintaining the quality and currency of own professional skills and knowledge supporting quality improvement
- ensuring learners' safety and safeguarding requirements
- complying with relevant organisational guidelines and legislation.

(Knowledge and Skills 12, 13, 14 & 15)

PART 1: STANDARDS EXPLAINED

KS12: Complies with awarding organization requirements and local quality and safety guidelines.

The Apprentice works within different requirements and guidelines depending on the situation. These include anything from legislation (for example, the Equalities Act) to policies and guidance set out by teams and leaders within their organisation (for example, the AC appraisal procedure or departmental marking policy). Some ACs will be supporting a learner through a specific qualification and thus might have to oversee assessment or complete paperwork in a specific manner, outlined by an organisation. This can even refer to the contract agreed between coach and learner (for example, agreeing to terms of confidentiality).

B (b) Always operates to ethical and legal standards and within professional boundaries

KS13: Supports peer review and quality assurance procedures.

Assessor Coaches (ACs) engage and support quality assurance, for example through peer review. This could involve being observed by a colleague; sharing their own

PART 1: STANDARDS EXPLAINED *continued...*

marking or learner progress data and listening and responding to feedback. Alternatively, ACs could observe others; analyse data; moderate colleagues' work and provide formative feedback.

KS14: Reports concern about quality and safeguarding through appropriate channels.

Assessor Coaches (ACs) know policies relevant to this, especially in relation to reporting safeguarding concerns about learners to the Designated Safeguarding Officer within the organisation. This would impact the contract agreed between coach and learner (i.e., confidentiality cannot be maintained if there are safeguarding concerns). Also, ACs might need to report learners if there are concerns with quality. For example, if a learner is suspected of plagiarism.

KS15: Maintains the currency of their own knowledge and skills, with reference to workplace practice and feedback from others.

Link to B (F) Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

Assessor Coaches must reflect upon and refine their practice and expertise. This might include expanding or refreshing their knowledge, skills and understanding of relevant aspects of teaching, leadership and other issues relating to the organisation - from Prevent training to updates on changes to examinations. This also might involve any training relating to assessing, mentoring, and coaching. This could be any opportunities to learn and improve themselves as professionals, such as being observed and receiving feedback, reading an academic journal, engaging in a coaching session, or attending training courses.

*NOTE: KS15 & B(F) - Some apprentice Assessor-Coaches do not have opportunities to explain their own learning journey. To this end, End-Point Assessors might judge competence by asking this question: **How have you grown your knowledge and skills over the last 18 months?***

PART 2: RELEVANT EXAMPLES CAPTURED

*Describe **at least 4 relevant** examples for Knowledge & Skills 12, 13, 14 & 15.*

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your **understanding** of the importance of this area for being an AC?

c) How do you do this **effectively** to ensure impact as an AC?

AREA 6: PROFESSIONAL BEHAVIOURS

[PROFESSIONAL BEHAVIOURS (A) TO (F)]

Understand & demonstrate professionalism in all aspects of the role.

- a.** Inspires, motivates and raises learners' aspirations through their passion for the sector.
- b.** Always operates to ethical and legal standards and within professional boundaries.
- c.** Models and encourages mutual respect, displaying a deep understanding of equality & diversity, with & between learners, colleagues, & appropriate agencies.
- d.** Is resilient & adaptable when dealing with challenges & change & maintaining focus & self-control.
- e.** Values the importance of mathematics, English, & ICT in learners' future economic & social well-being.
- f.** Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

PART 1: BEHAVIOURS EXPLAINED

(a) Inspires, motivates & raises learners' aspirations through their passion for the sector.

Assessor Coaches (ACs) have a passion for people development. As a result, they inspire, motivate, and raise aspirations. They could do this in a more facilitative manner, questioning learners and encouraging them to articulate a positive, forward-facing goal with a clear rationale for 'why'. They will also ensure the learner's possible 'options' are explored and 'ways forward' agreed (again, with a clear rationale for 'why'). Alternatively, the AC does this in a consultative manner by strongly advising on what they could and should do next, and why. Having a clear way forward should inspire confidence and a drive to achieve. ACs can also use encouragement and praise to motivate others.

PART 1: BEHAVIOURS EXPLAINED *continued...***(b) Always operates to ethical and legal standards and within professional boundaries.**

The AC works within different requirements and guidelines depending on the situation. These include legislation, for example, the Equalities Act or standards governing their sector, for example, the Teacher Standards. This can even refer to the contract agreed between coach and learner (for example, agreeing to terms of confidentiality). Ultimately, these standards ensure ACs treat learners with dignity and that they build relationships rooted in mutual respect and tolerance. ACs safeguard the wellbeing of their learners and ensure that personal beliefs are not expressed in ways that negatively impact them.

(c) Models and encourages mutual respect, displaying a deep understanding of equality & diversity, with & between learners, colleagues, & appropriate agencies.

The AC ensures inclusivity and supports diversity by modelling and encouraging professional values such as empathy, respect, and dignity for all. They listen to their learner's values, beliefs, and ideas, and respond to move that person forward. Assessor Coaches (ACs) promote equality for their learners (including, but not exclusively for, those who are part of groups that might be marginalised or excluded) by ensuring barriers to progress are identified, and actions to overcome them, are agreed upon. They also encourage learners to consider these issues when working with others. They either do this in either a consultative or facilitative way.

(d) Is resilient & adaptable when dealing with challenge & change & maintaining focus & self-control.

Assessor Coaches listen deeply to and reflect on, what learners say and do. They respond thoughtfully, adapting what was planned to ensure the learner keeps moving forward. ACs never take criticism or challenge personally but instead stay 'in control' and use this as an opportunity to reflect and (if appropriate) refine their practice. They encourage learners to embrace challenge and change as a chance to learn and grow. ACs always keep focused on the course or process (if not always the content) of the

PART 1: BEHAVIOURS EXPLAINED *continued...*

conversation. For example, they might not allow a learner to move on to discussing possible actions without fully exploring their goal. Ultimately, ACs do not allow anything to get in the way of learners moving forward, and will begin encouraging learners to do be resilient, adaptable, and focused professionals who maintain self-control.

(e) Values the importance of mathematics, English, & ICT in learners' future economic & social well-being.

Assessor Coaches value the importance of English, Maths and ICT in any learner's improvement journey and ensure their learners consider how to develop them. In relation to English, this can include anything from basic skills such as correct spelling and grammar to more complex issues such as how to effectively construct and share with others a compelling vision for the future. In relation to Maths, this could include anything from basic skills like how to multiply two numbers together to more complex issues such as how to approach long term financial planning. In relation to ICT, this could include anything from basic skills such as using excel to more complex issues such as building websites.

(f) Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector.

Assessor Coaches are reflective and growth-oriented professionals, regularly refining and improving their practice. They might engage in evaluation in a variety of ways. For example, self-reflecting after a coaching conversation or having a coaching conversation with a colleague regarding an area of professional practice or being observed and receiving feedback. Whatever the evaluation processes, it should lead to clear actions to move their practice forward. ACs might also learn and improve themselves as professionals by reading an academic journal or attending training courses.

PART 2: RELEVANT EXAMPLES CAPTURED

*Describe **at least 4 relevant** examples for Professional Behaviours (a) to (f):*

PART 3: UNDERSTANDING EXPLORED AND EFFECTIVENESS EXPLAINED

b) What is your **understanding** of the importance of this area for being an AC?

c) How do you do this **effectively** to ensure impact as an AC?

CPD LOG

Continuous Professional Development Log

The Event	WHAT was the focus of the CPD?	HOW has it impacted your practice?

Continued to next page

CPD LOG continued

The Event	WHAT was the focus of the CPD?	HOW has it impacted your practice?

COACHING LOG

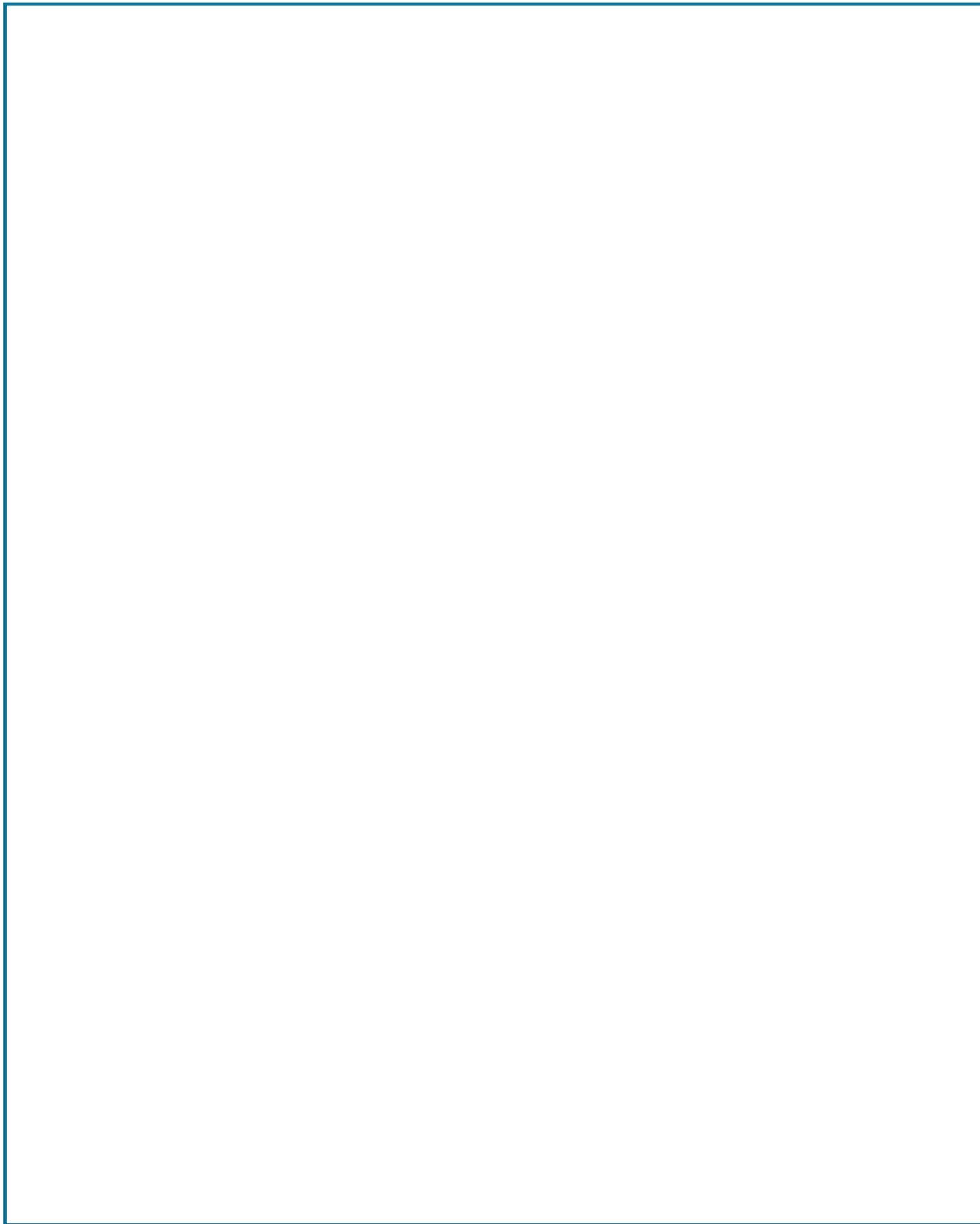
The Event	WHAT was your learning?	HOW has it impacted your practice?

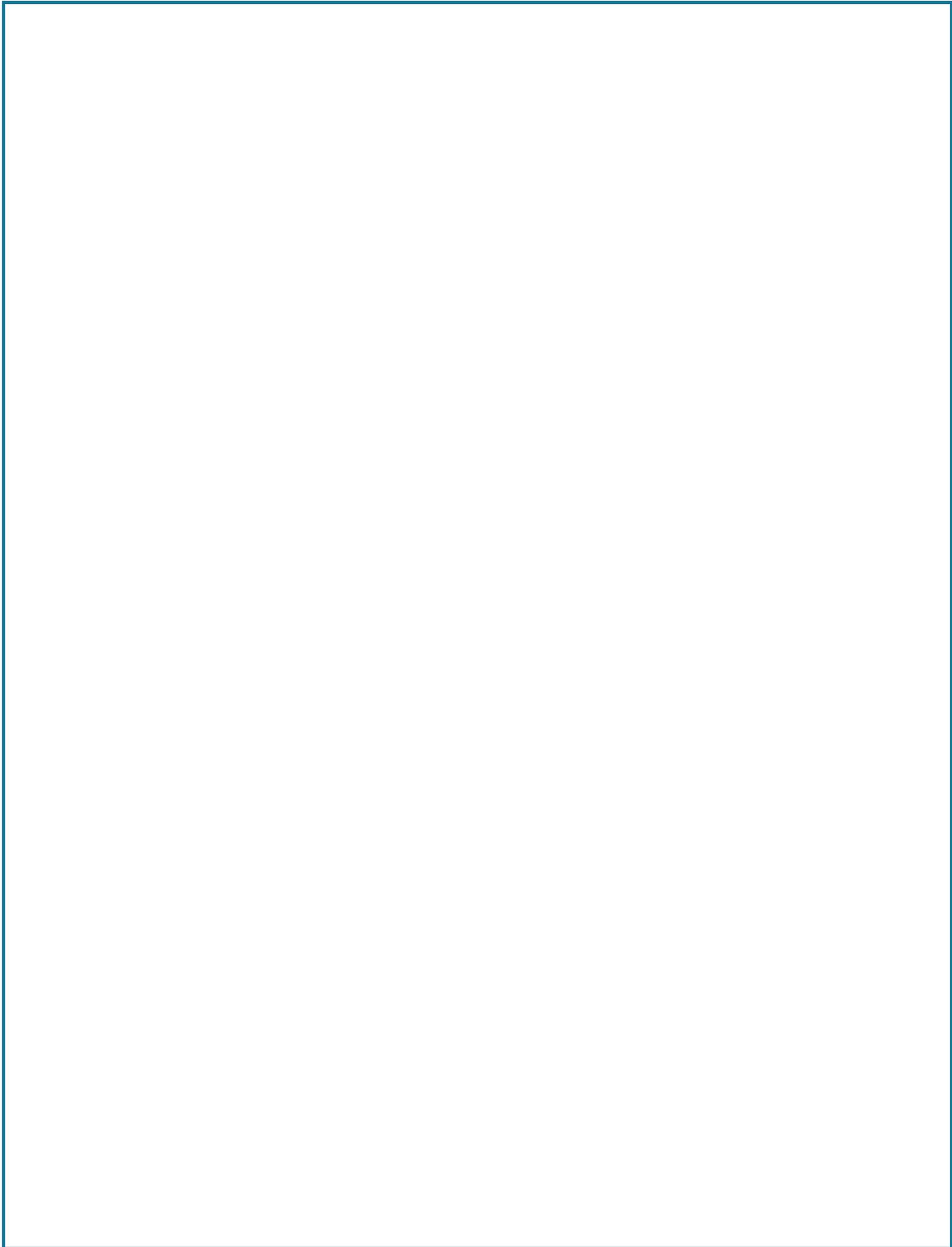
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COACHING LOG continued

The Event	WHAT was your learning?	HOW has it impacted your practice?

SPARE TEXT SPACE

A large, empty rectangular box with a thin blue border, occupying most of the page below the header. It is intended for providing evidence or commentary.



Line Management Endorsement

It is very important your line manager is aware of what you are doing through this programme through conversations between you and them; they endorse what you say you have done by signing below and comments on your progress with a brief comment (also below). This process should be done four times during your apprenticeship and uploaded to 'My Portfolio'.

Endorsement 1 of 4:

Date: _____

Comment:	
Name:	Signature:

Endorsement 2 of 4:

Date: _____

Comment:	
Name:	Signature:

Endorsement 3 of 4:

Date: _____

Comment:	
Name:	Signature:

Endorsement 4 of 4:

Date: _____

Comment:	
Name:	Signature:

GATEWAY MEETING

What is this meeting?

- The gateway is a meeting lasting up to 60 minutes between you, your employer (where possible) and a City Skills Development Coach. The purpose of this meeting is to assess if you are ready to move to assessment.
- It will be an opportunity to check your Showcase Evidence Booklet and Coaching Observation Feedback Form to ensure all 21 Standards have been evidenced and confirm you are ready to proceed to End Point Assessment (EPA).
- If there is time, you will have a mock Professional Discussion, whereby you will be asked 1-2 questions that will require you to articulate your understanding and effectiveness as an educational professional.
- During Gateway your coach will complete some assessment documents with you, which will be passed on to TQUK (EPAO).
- Assuming everyone feels ready and all evidence is in place we will pass you on to your assessment organisation to begin your assessment.

In preparation for your gateway you will need-

1. This completed workbook/showcase portfolio (including a minimum 1 observation from a colleague). You can email this or if you have already completed it on my portfolio please let us know.
2. Maths / English certificates, GCSE/A Level/O Level etc. If you haven't already could you please provide us with copies of a maths/English certificate at level 2 (GCSE A*-C or equivalent). Unfortunately we are not permitted to use QTS as evidence, if you cannot physically locate this evidence please let us know and we will explore what other options might be available to evidence it. If you have completed a Functional Skill with us we will already hold evidence of this.
3. Safeguarding Level 1 Certificate / Workbook. If you hold an accredited L1 Safeguarding Certificate please provide us with a copy. If you don't please complete this very short workbook and email it to assessment@city-skills.com.

Whats Next?

What:	When:
You will be Emailed/Called by City Skills to book in your gateway meeting	8 weeks prior to your planned end date
Ensure all assessment documents are completed and available to City Skills (usually via my portfolio or emailed to assessment@city-skills.com)	1 week prior to Gateway
Gateway Meeting	On or close to planned end date
Assessment Organisation Planning meeting	Contacted 2-5 working days after gateway. Conducted ASAP afterwards by TQUK.
Assessment Completed	4-8 weeks after gateway
Assessment Outcome will be shared with you by TQUK	Within 2 weeks of assessment
You will have an opportunity to appeal the assessment decision	Within 2 weeks of assessment decision

ASSESSOR COACH FLOW CHART

