



Training Qualifications UK

APPRENTICE PACK

Teaching Assistant

ST0454/AP01

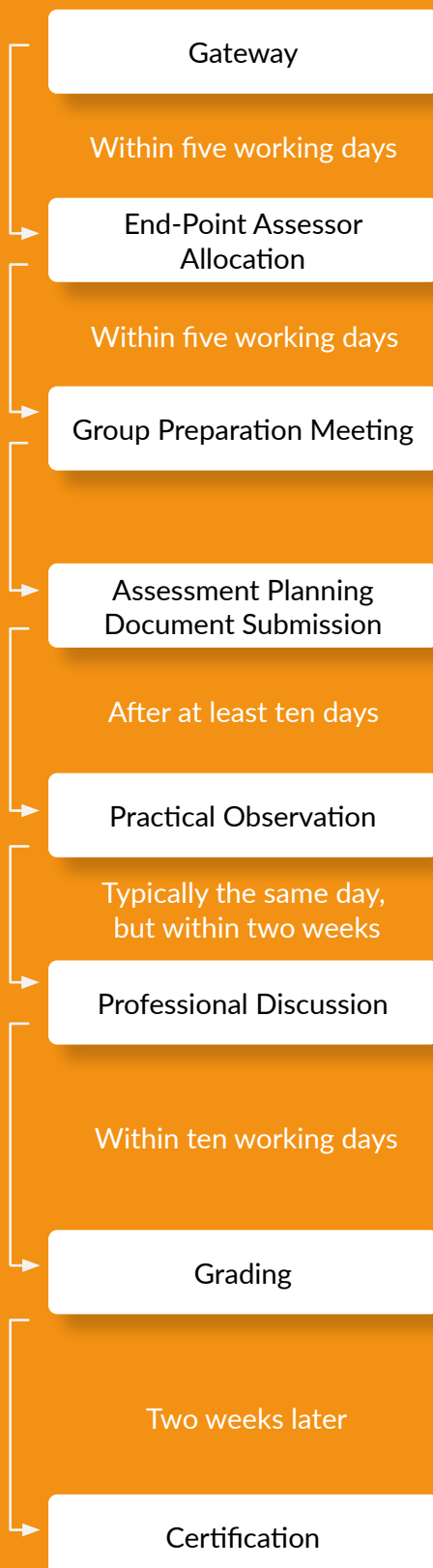


Contents

Flowchart	3
Gateway	4
Assessment Methods	5
Practical Observation	6
Portfolio of Evidence	10
Professional Discussion	11
Overall Grading	18
Resits and Retakes	18
Appeals	18

This Apprentice Pack is for your own use.
You are not required to submit it to TQUK.

Flowchart



Gateway is a meeting between you, your Employer and your On-Programme Assessor during which you will collectively discuss, and if appropriate, agree on your EPA readiness.

You will be allocated an End-Point Assessor who will email you an assessment date and a link to book a place on a group preparation meeting.

You, your Training Provider and your Employer are invited to attend this meeting. There will be a short presentation on the assessment process and then an opportunity for you to ask questions.

You must complete the [Assessment Planning Document](#) sent by your End-Point Assessor and email this to them **at least ten days** before your assessment.

Your End-Point Assessor will observe you in your normal workplace. The observation will be followed by a question and answer session.

The Professional Discussion will be supported by your Portfolio of Evidence.





To allow for the internal quality assurance process to take place, you will be provided with your grades within ten working days. If you fail the EPA, you may be eligible for a resit or retake.

If there is no appeal of the process, we will claim your certificate from the ESFA two weeks after issuing your grade.

Gateway

Gateway Requirements

Before you can start your EPA, your Training Provider is required to upload the following evidence:

	Photo ID
	Gateway Meeting Record/Gateway Declaration
	Functional Skills - English and Maths Level 2
	Portfolio of Evidence and Mapping and Tracking Form

Assessment Methods

This End-Point Assessment (EPA) consists of two assessment methods:



Practical Observation with Q&A



Professional Discussion

Assessment Order

The Professional Discussion will be the final assessment method.

EPA Window

Your EPA must be completed within **three months** of you being accepted through Gateway. The two assessments must be completed within two weeks of each other.

Practical Observation

Observations

You will be given a minimum of **two weeks' notice** of the Practical Observation date.

The observation must be conducted face-to-face.

The observation portion of this assessment will last a total of **two hours** (+/-10% at your End-Point Assessor's discretion). This may be split into a maximum of four sessions, each lasting a **minimum of 30 minutes**, in order to allow a full range of work duties to be observed.

You will be able to move from one area of the organisation to another to demonstrate all the KSBs. For example, you can be observed during a lesson in the classroom; during one-to-one teaching assistant and teacher reviews of behaviour including bullying and attendance; or meetings with parents, stakeholders, etc.

When planning your observation, you should ensure that the sessions:

- reflect typical working conditions;
- allow you to meet the [KSBs assigned to the Observation](#);
- are carried out on a one-to-one basis. It is mandatory that only one teaching assistant is observed at a time and without support or input from trainers during the observation.

The [Apprentice Handbook](#) provides more information about Observations.

Question and Answer Session

Immediately following the final observation session, a **15-minute** questioning session will be conducted. A 10% variance is permitted at your End-Point Assessor's discretion to allow you to finish your final answer or point. No new questions will be asked after the time limit has been reached.

Your End-Point Assessor will ask questions that allow you to provide evidence for KSBs that were partially met during the observation.

Grading

This assessment is graded Distinction, Pass or Fail according to the [grading criteria](#).

To achieve a Pass in this assessment, you must meet all the Pass criteria. To be awarded a Distinction, you must meet all the Pass criteria and all the Distinction criteria.

If you do not meet all the Pass criteria, this assessment will be graded as a Fail.

KSBs and Grading Criteria

Skills	
S2 Communication and Team Work	
<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' well-being whilst embedding the importance of online safety. 	
Pass Criteria	Distinction Criteria
Ability to provide effective support for colleagues in line with the responsibilities of your role.	Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.
Work well within a team and contribute effectively to the planning and implementation of joint actions.	
Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and team work. Be a role model to all pupils.	
Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.	
Demonstrates the ability to converse respectfully and in a way the child understands.	
Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.	
Ability to support online safety and adhere to school policy	

S3 Working with teachers to accurately assess

- 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.

Pass Criteria	Distinction Criteria
Evidences how they feedback appropriately to learners and to teachers.	Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with.
Able to complete assessments in the required format given by teacher.	Use assessment data to improve next steps and planning.
Able to ensure agreed contributions are accurate, complete and up to date.	
Gives feedback to learners to promote independence.	
Use age-related expectations criteria for assessment areas and in specific curriculum areas. Link to the school's Assessment Policy.	
Evidences how to access school system to input information, for example: assessment data.	

S4 Using Technology

- Use school computer systems, including specialist software, e.g. online registration, intervention programmes and management information systems.
- Use relevant technology competently and effectively to improve learning.
- Ensure pupils use technology safely.

Pass Criteria	Distinction Criteria
Ability to access the school system to complete electronic registers.	Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher.
Ability to support learners and ensure the safe use of technology.	
Demonstrates the use of ICT to advance pupils learning.	
Evidence how they promote the importance of health, safety and security and access to programs.	

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.
- Recognise the difference between pastoral and academic issues and model good behaviour for learning.

Pass Criteria	Distinction Criteria
Ability to use a range of motivational resources to engage children's learning.	Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve.
Evidence how they respond to children's emotional and learning needs and recognising the difference.	Demonstrate evidence of where they have made an impact.
Ability to use a range of techniques to help problem solving and promote independent learning.	
Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning.	

Portfolio of Evidence

To support the Professional Discussion you must produce a Portfolio of Evidence.

Your Portfolio will include **10-15 pieces of evidence**.

For the purpose of this portfolio, a piece of evidence is defined as a folder containing **no more than two related files**, which holistically evidence your [KSBs](#) when taken together. For example, if your evidence is an observation, then your two files could be an observation record completed by your line manager and feedback submitted by a parent or visitor following the event observed.

You should include one folder for each of the KSB modules assessed. This leaves four folders which you can use to provide additional evidence, targeting specific KSBs which were not met by the other pieces, if required.

Evidence may include, but is not limited to:

- feedback from performance management;
- evidence of pupil progression;
- work you have produced, such as interventions;
- evidence from practical observations and general observations;
- observations carried out by competent teaching assistants and HLTAs, line managers, class teachers and mentors;
- assessor reviews;
- naturally occurring pieces of evidence, such as feedback from visitors or parents;
- details of any training and courses attended; and
- notes from professional discussions.

Appropriate consideration should be given to learner confidentiality when compiling evidence for your portfolio. Therefore, evidence can be submitted with learner details redacted.

The [Portfolio Mapping and Tracking Form](#) allows you to identify which piece of evidence meets each KSB. One piece of evidence can support multiple KSBs. You must provide evidence for all the KSBs. Incomplete Portfolios will be rejected at the Gateway stage.



Professional Discussion

The Professional Discussion can be conducted face to face or remotely. It must take place in a controlled environment.

Your Training Provider will submit your [Portfolio of Evidence](#) at Gateway. Your End-Point Assessor will then have **two weeks** to prepare questions for the Professional Discussion based on the contents of your Portfolio and relevant to the [KSBs](#) assigned to this assessment.

The Professional Discussion will last **90 minutes**. A 10% variance is permitted at your End-Point Assessor's discretion to allow you to finish your final answer or point. No new questions will be asked after the time limit has been reached.

Your End-Point Assessor will ask you questions in order to:

- explore aspects of the work presented in your portfolio in more detail;
- discuss how you would behave in specific situations;
- ensure there are no gaps in your evidence, particularly in relation to safeguarding and health and safety.

During the discussion, you may refer to your Portfolio and to notes.

For further guidance on controlled environments, answering questions and the notes you are permitted to bring, please see the [Apprentice Handbook](#).

Grading

This assessment is graded Distinction, Pass or Fail according to the [grading criteria](#).

To achieve a Pass in this assessment, you must meet all the Pass criteria. To be awarded a Distinction, you must meet all the Pass criteria and all the Distinction criteria.

If you do not meet all the Pass criteria, this assessment will be graded as a Fail.

KSBs and Grading Criteria

Knowledge	
K1 Understanding how pupils learn and develop	
<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. 	
Pass Criteria	Distinction Criteria
Share findings from delivered sessions in a required format.	Demonstration of knowledge of a range of methods for teaching enhancement
Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence.	Evidences 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.
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.	
Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage.	
Evidences knowledge of how a pupil's background and experiences can impact on their learning.	
Understand the different learning styles and adapt approach accordingly depending on the children they are supporting.	
Understand that pupils have different preferred ways of learning, and be able to adapt tasks to meet pupil's interests and needs	

K2 Technology	
<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, for example English, maths, topic, IT programs. 	
Pass Criteria	Distinction Criteria
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.	Being able to describe positives and negatives of using different technologies in the support of learning.
Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources.	Report issues to the ICT co-ordinator and log faults for the technician to address.
Describes how to assist children in their ICT lessons and show them how to log on and use specific programs.	
Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning.	
K3 Working with teachers to understand and support assessment for learning	
<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. 	
Pass Criteria	Distinction Criteria
Actively participate, on a daily basis, in the assessment of children and young people's development.	The ability to use assessment format to record children's learning.
Describe how to use a required given format to record observations.	An understanding of the advantages and disadvantages with using different observation methods and assessments.
The ability to offer and share constructive feedback on learning.	Ability to use correct and accurate assessment to construct feedback to pupils and teachers.
An understanding of age-related expectations for all age groups that they work with and the next steps for their progress.	
An understanding of the range of assessments: such as summative.	

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

Skills

S1 Develop strategies to support and encourage pupils to move towards independent learning.

- Use appropriately varied vocabulary to ensure pupils' understanding.
- Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
- 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.
- Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, Visual timetables.

Pass Criteria	Distinction Criteria
Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning.	Use of effective questioning skills and dialogue that deepens children's understanding.
Follow and implement the school's behaviour policy.	Use of developmental feedback to encourage learner's independence.
Demonstrates more than one behaviour management strategy in a class room setting.	Ability to provide considered feedback on the effectiveness of behaviour management strategies.
Contribute to reviews of behaviour including bullying and attendance.	Successfully use a range of behaviour strategies.
Ability to deliver interventions in partnership with the class teacher, use and/ or create a range of resources to support the delivery.	Demonstrates broader support in behaviour management utilising the school's Behaviour Management System.
Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.	

Behaviours	
B1 Building relationships/embracing change	
<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. 	
Pass Criteria	Distinction Criteria
Describe that they are a flexible, professional and approachable member of the working team.	Evidence how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm.
Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail.	Evidence how they action and accept new ideas for activities to meet all children's needs.
Evidence how they follow the school's code of conduct and behaviour expectations in line with the Staff Handbook.	
Describe how they promote the school's aims, values and ethos and be diplomatic.	
B2 Adding value to education	
<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. 	
Pass Criteria	Distinction Criteria
Describe how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning.	Evidence when they have taken a pro-active lead in supporting children and colleagues.
B3 Promoting equality, diversity and inclusion	
<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. 	
Pass Criteria	Distinction Criteria
Evidence how they demonstrate acceptance and respect for children's individuality.	Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual.
Evidence how they have treated all pupils equally throughout school.	

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

Overall Grading

This Standard is graded Distinction, Pass or Fail. Each assessment method is graded individually. Once you have completed all assessment methods, the grades are combined as described in the table below to determine your overall grade.

Practical Observation	Professional Discussion	Overall Grade
Pass	Pass	Pass
	Distinction	
Distinction	Pass	Distinction
	Distinction	

A Fail in any assessment component will result in a Fail overall.

Resits and Retakes

If you fail any of the assessment methods, you will be eligible for a resit or retake. Your Employer will determine the number of attempts you are permitted to make.

If you require a resit or retake, your overall EPA grade will be capped at a Pass, unless Training Qualifications UK determines there are exceptional circumstances.

Appeals

An Apprentice cannot directly make an Appeal to Training Qualifications UK, however, their Training Provider may appeal their Result/Grade if there is genuine cause to believe Training Qualifications UK has:

- Made an administrative error;
- Made an unreasonable exercise of academic judgement;
- Failed to consistently apply its procedures.

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).



GOOD LUCK!

