

Level 3 Teaching Assistant v1.1

Innovate Awarding Assessment Specification



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Innovate Awarding

Meet our Managing Director



Welcome to the Level 3 Teaching Assistant Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

Charlotte Bosworth



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We recognise the need for a clear specification, resources and support.

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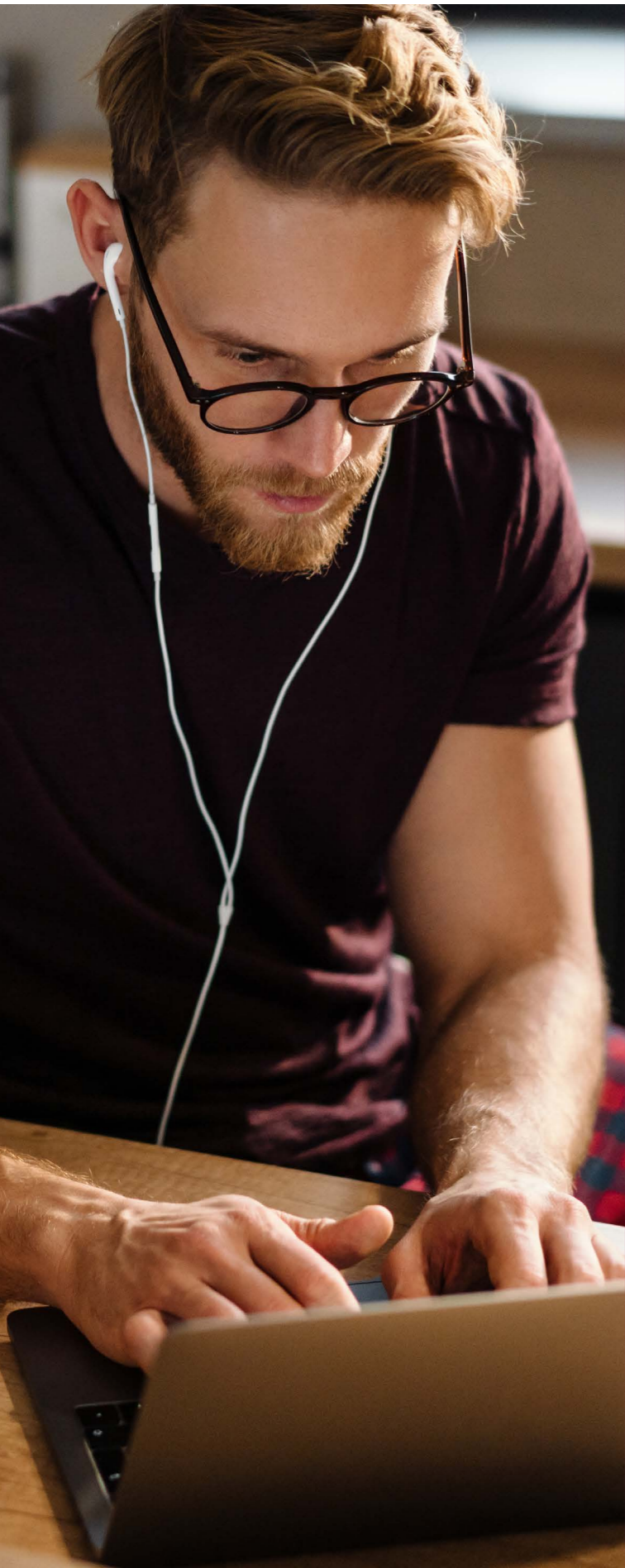
About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certifying thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

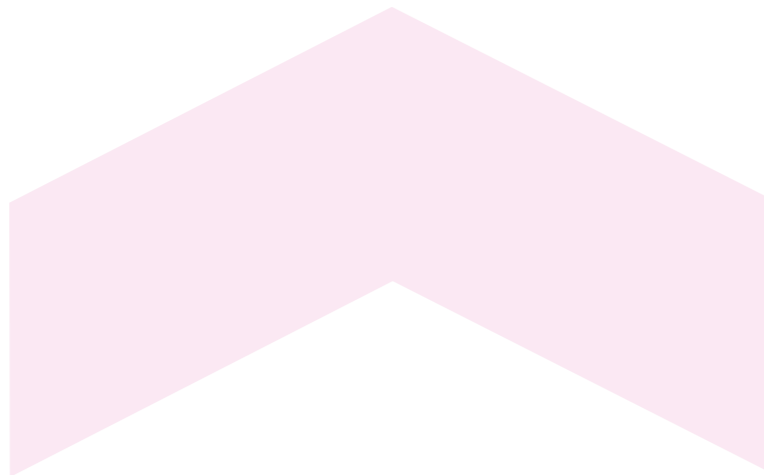
<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 3 Teaching Assistant EPA Journeys are available to download on epaPRO.



The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 3 Teaching Assistant apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

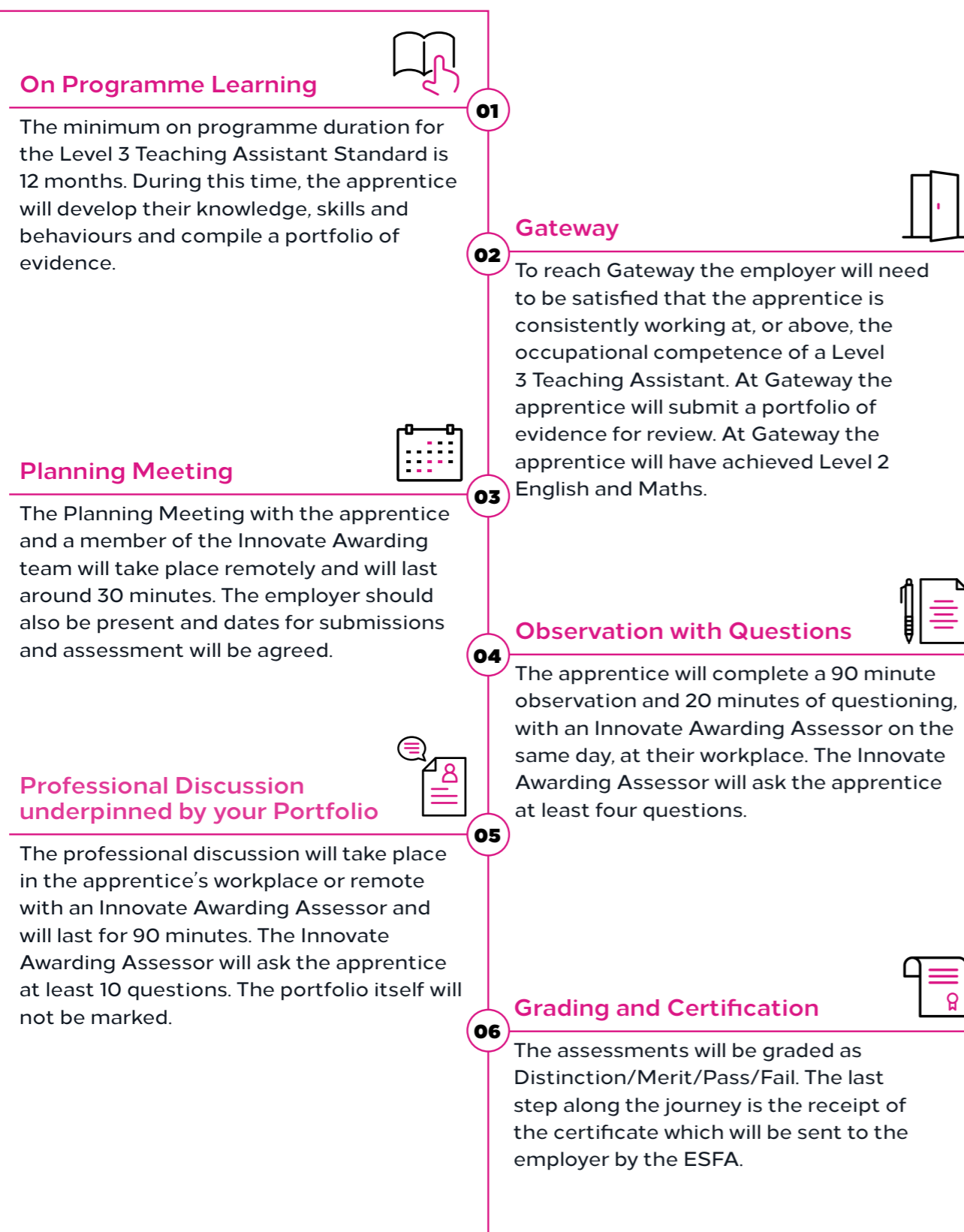
The apprentice will typically spend 12 to 18 months on-programme, working towards the Level 3 Teaching Assistant Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questions
- Professional discussion underpinned by a portfolio of evidence

Assessment Journey



The Apprentice

A Teaching Assistant is found in primary, secondary, special schools, alternative provision, and further education institutions such as sixth forms and colleges. Teaching Assistants work across all age ranges, supporting all learners.

The broad purpose of the occupation is to support the class teacher to enhance learners' progress and development either in groups or individually. Teaching Assistants ensure that learners understand their work, know their learning objectives, and display positive learning behaviours in order to make progress. They deliver individual and small group teaching and apply a range of strategies to support learners of different abilities under the professional direction and supervision of a qualified teacher. Teaching Assistants may support learners with special educational needs and disabilities and learners with social, emotional, and mental health vulnerabilities.

In their daily work, a Teaching Assistant may interact with all learners. This includes but is not limited to high attaining, SEND, EAL, and disadvantaged learners. Teaching Assistants will also work in partnership with teachers and other professionals within the school and education system, as well as with learners' parents or carers.

A Teaching Assistant will be responsible for:

- Delivering individual and small group teaching and adapting planning under the direction of a teacher
- Implementing safeguarding policies and safe practice
- Working effectively with other education professionals
- Promoting positive learning behaviours
- Supporting the development of a safe and stimulating learning environment.

A Teaching Assistant will work within a framework of national legislation regarding safeguarding, and within the policies and procedures of their individual education organisations.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

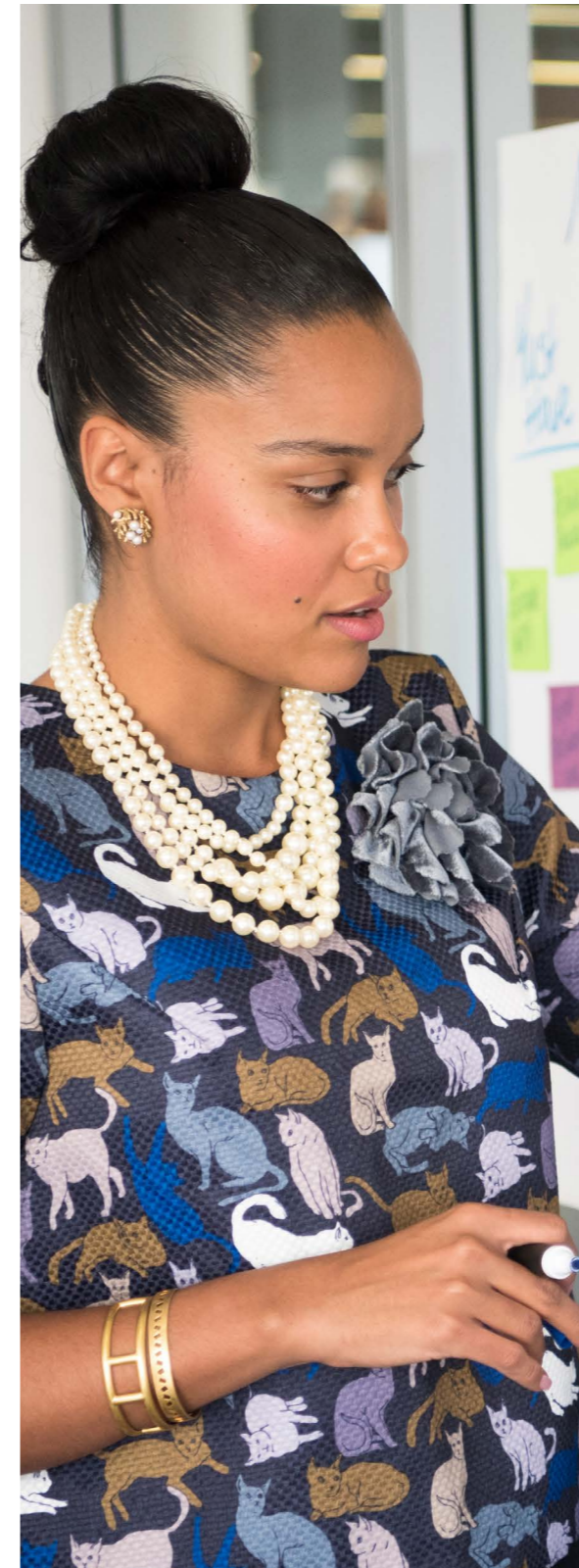
Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 3 Teaching Assistant Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Teaching Assistant and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

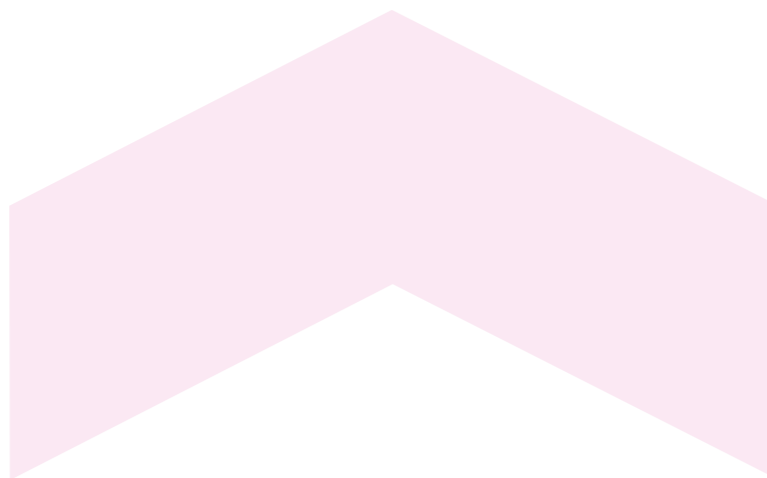
✦ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 3 Teaching Assistant Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 to 18 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 3 Teaching Assistant
- Compiled, and be ready to submit, a portfolio of 10 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 3 Teaching Assistant Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.



✦ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

Providers can book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 3 Teaching Assistant 30 minute planning meeting will book assessment timeslots for the:

- Observation with questioning
- Professional discussion underpinned by a portfolio of evidence

You will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



✦ Portfolio of Evidence Guidance

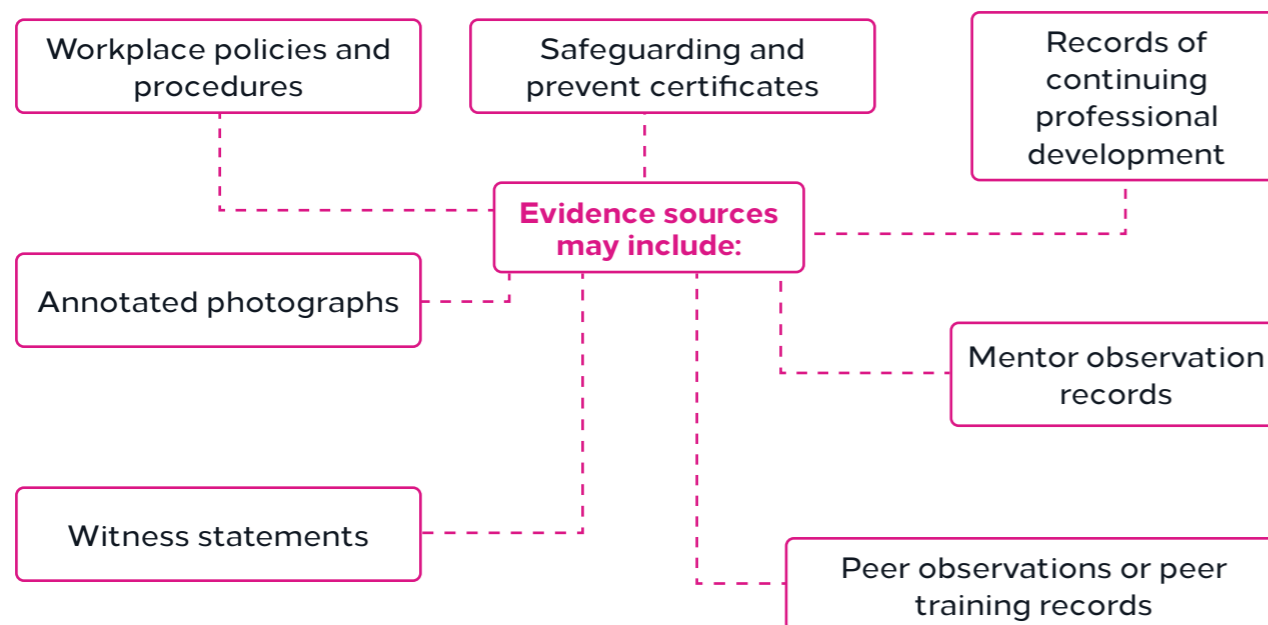
Employers will ensure their apprentice has compiled a portfolio of evidence (see Annex 3) during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will contain 10 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested



End-Point Assessment

✦ Assessment Methods

Assessment Method 1

Observation with questions

The observation with questions will take 1 hour and 50 minutes (90 minutes observation and 20 minutes of questioning) over the same day and may be split into discrete sections. The minimum time a discrete session can be is 15 minutes. The Innovate Awarding Assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The duration of the observation allows the apprentice to demonstrate the mapped KSBs and allows the apprentice to be observed working in a range of contexts, in line with their normal practice (for example supporting whole classes, small groups, or individuals).

The apprentice must be given two weeks' notice of the observation.

The Innovate Awarding Assessor will observe the apprentice in the workplace, completing their day-to-day duties under normal working conditions, working directly with a learner or a group of learners, either in the classroom or in an intervention. This will allow the apprentice to interact with other professionals and learners and is the most appropriate way to assess a teaching occupation.

Observations may include set up of the learning environment and time post lesson/intervention to include learner and staff interaction, in addition to observation of the teaching.

The purpose of the questions is to clarify observations made by the Innovate Awarding Assessor during the observation section of this assessment method, and to capture further evidence against the KSBs that has not been directly observed.

At least four questions must be asked after the observation. Follow-up questions are allowed.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

The observation and responses to questions must be assessed holistically by the Innovate Awarding Assessor when they are deciding the grade.

Please see Annex 3 for Assessment Method Grading Descriptors.

Assessment Method 2:

Professional discussion, underpinned by a portfolio

The professional discussion will last for 90 minutes. The Innovate Awarding Assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The professional discussion will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. It is a formal two-way conversation between the apprentice and the Innovate Awarding Assessor. The professional discussion can be conducted remotely or on the same day as the observation.

Innovate Awarding will give the apprentice two weeks' notice of the professional discussion and the Innovate Awarding Assessor will have at least two weeks to review the apprentice's supporting documentation.

The apprentice must have access and can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. The portfolio of evidence is not directly assessed.

This assessment method is being used because it allows the assessment of KSBs that may not naturally occur in every workplace or may take too long to observe to be assessed, such as interaction with parents or other professionals.

The purpose of the Innovate Awarding Assessor questions will be to draw out contextualised examples, further clarify knowledge, skills and behaviours demonstrated in a portfolio of evidence, and to assess the apprentice against the following themes:

- Learning and support
- Assessment
- Curriculum
- Child development
- Legislation and policy
- Professional development

The Innovate Awarding Assessor must ask at least 10 questions. Follow-up questions are allowed where clarification is required.

The professional discussion should take place in a quiet room, free from distractions and influence.

Please see Annex 3 for Assessment Method Grading Descriptors.



Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor will grade the observation with questions and the professional discussion underpinned by a portfolio of evidence.

Innovate Awarding will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve distinction in both assessment methods.

To achieve an overall merit, the apprentice must achieve a pass in one assessment method and a distinction in the other.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If the apprentice fails one or more assessment method, the apprentice will be awarded an overall fail.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA overall.

Observation with Questions	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Merit
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

Annex 1

✦ Assessment Plan and Occupational Standard

The Level 3 Teaching Assistant Apprenticeship Standard and the latest version of the Assessment Plan can be accessed using this link:

<https://www.instituteofapprenticeships.org/apprenticeship-standards/teaching-assistant-v1-1>

Level 3 Teaching Assistant ST0454
Version 1.1
Sector: Education and Childcare
EQA Organisation: Ofqual



Annex 2

Additional Information

✦ Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the request, we will request a replacement certificate from the ESFA.

✦ Re-sits and Re-takes

Apprentices who fail one or more assessment methods can take a re-sit or a re-take at the employers discretion. The employer will need to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take. We will agree the timescale for a re-sit or re-take with the employer. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of merit for a re-sit or re-take, unless we determine there are exceptional circumstances.

✦ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by **using this link:**

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org

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