STANDARD ASSESSMENT SPECIFICATION

Level 3
Teaching Assistant

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org.

Version Number	Date Uploaded	Amendment	Page Affected

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Teaching Assistant Specification standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

Contents

Introduction

Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the end point assessment for the **Level 3 Teaching Assistant Standard**

For further information, please visit:
www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

Sector	Education and Childcare
Standard Name	Level 3 Teaching Assistant
Standard Reference	ST0454/AP01
Programme Duration	18 months
Minimum Time on Programme	12 months
EPA Duration	12 weeks
EPA Methods	• Practical Observation with Q&A • Professional Discussion underpinned by a portfolio of evidence
Grading	Distinction, Pass, Fail
External Quality Assurance Provider	Ofqual

Who is the apprenticeship for?

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities.

The primary role of the Teaching Assistant is to support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives and stay on task in order to make progress. Promoting self-belief, social inclusion and a high self-esteem play an integral part to pupils' well-being; ensuring pupils thrive in a positive, nurturing, safe environment.

It is an active role supporting the learner to access the curriculum. They are good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.

Support Materials
Support materials that we will provide include:

• Assessment Journey
• Assessment Specification
• Evidence Locator
• Apprentice Guidance
• Mock Records

On Programme Journey

The on programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

Gateway

To progress through Gateway the apprentice must have:

• Achieved Level 2 English and maths
• A completed portfolio of evidence

The employer and/or training provider will review the portfolio of evidence to ensure that the apprentice has completed all criteria.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro notifying Innovate Awarding that the apprentice is ready for their End-point Assessment.

Assessment Criteria Mapping

Knowledge, Skills and Behaviours	Criteria	Practical Observation with Q&As	Professional Discussion
KNOWLEDGE			
Understand how pupils learn and develop	**K1.1 K1.2 K1.3**		✓
Technology	**K2.1**		✓
Working with teachers to understand and support assessment for learning	**K3.1 K3.2 K3.3**		✓
Curriculum	**K4.1**		✓
Keeping Children Safe in Education	**K5.1 K5.2 K5.3**		✓
SKILLS			
Develop strategies to support and encourage pupils to move towards independent learning	**S1.1 S1.2 S1.3 S1.4 S1.5**		✓
Communication and teamwork	**S2.1 S2.2 S2.3 S2.4 S2.5 S2.6 S2.7 S2.8**	✓	
Working with teachers to accurately assess	**S3.1 S3.2 S3.3**	✓	
Using Technology	**S4.1 S4.2 S4.3**	✓	
Problem solving/ability to motivate pupils	**S5.1 S5.2**	✓	
BEHAVIOURS			
Building relationships/embracing change	**B1.1 B1.2 B1.3 B1.4**		✓
Adding value to education	**B2.1**		✓
Promoting equality, diversity and inclusion	**B3.1 B3.2**		✓
Professional standards and personal accountability	**B4.1 B4.2 B4.3 B4.4**		✓
Team working, collaboration and engagement	**B5.1 B5.2**		✓

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End-point Assessment

The End-point Assessment (EPA) tests the knowledge, skills, and behaviours that an apprentice has gained during their training. EPA demonstrates the competence of an apprentice in their role as a teaching assistant. This competence is valued by current and future employers.

What will the End-point Assessment look like?
A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for End-point Assessment.

The purpose of a planning meeting is to:

• Plan when the assessments will take place
• Identify the requirements of each assessment method
• Answer any questions/concerns the apprentice may have about the assessment process
• Aid in the preparation requirements (e.g. arranging access, facilities and resources)

This meeting is conducted remotely.

What is the "Practical Observation with Questions and Answers"?
The practical observation will be carried out over 2 hours (+/- 10%). The question and answer session will last for 15 minutes (+/- 10%) and will take place at the end of each observation.

The practical observation should be undertaken by the End-point Assessor over a period of one day with each session lasting for at least 30 minutes, depending on the needs of the employer and practical observation opportunities. These may also be undertaken on more than one day, to account for local difficulty in delivering the observations.

The practical observation **must** take place in the apprentice's workplace.

During the practical observation, the apprentice should have the opportunity, if required, to move from one area of the organisation to another in order to best demonstrate how they have applied their knowledge, skills and behaviours in a work environment to achieve genuine and demanding work objectives. For example, during a lesson or classroom environment; during 1 to 1 teaching assistant and teacher reviews of behaviour including bullying and attendance; meetings with parents, stakeholders.

Innovate Awarding will provide a template showing the structure of the observation and the knowledge, skills and behaviours being assessed and the EPA will complete this during their observations. It is mandatory that the observation covers the key knowledge, skills and behaviours outlined in the Assessment Methods.

The practical observation must:

• Reflect typical working conditions.
• Allow the apprentice to demonstrate all aspects of the standard being assessed.
• Take a synoptic approach to assessing the knowledge, skills and behaviours as defined by this method.

What is the "Professional Discussion underpinned by a Portfolio of Evidence"?

The portfolio of evidence will be submitted to the End-point Assessor two weeks prior to the professional discussion taking place. Although this is **not** assessed by the EPA it will enable them to prepare for the professional discussion.

The professional discussion will last for a duration of 90 minutes (+/- 10%).

The professional discussion will be a structured discussion between the apprentice and the EPA, following the practical observation, to establish the apprentice's understanding and application of the knowledge, skills and behaviours that must be assessed by the professional discussion.

The professional discussion, organised in advance with the apprentice and employer, will need to take place in a quiet room away from distractions.

The portfolio of evidence will allow the EPA to lead the discussion, asking the apprentice questions (to draw from a template of questions set by Innovate Awarding and use as needed). The portfolio should be used by the apprentice to evidence and support their responses to those questions.

The purpose of the professional discussion is to:

- 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. Innovate Awarding will develop question 'test banks' of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.
- Ensure there are no gaps within the evidence particularly in relation to Safeguarding and Health & Safety.
- Provide a basis for the independent assessor to make a decision about the grade to be awarded for this assessment method only.

Portfolio of Evidence

The portfolio of evidence should be completed during the on-programme learning. The portfolio of evidence itself is **not** assessed as part of the EPA, rather its purpose is to support the professional discussion.

It should demonstrate coverage of the knowledge, skills and behaviours to be assessed by the professional discussion.

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

Knowledge, Skills and Behaviour Criteria

Knowledge	Criteria	Delivery Guidance	Assessment Method
K1 Understand how pupils learn and develop	**K1.1** Understand the need to provide feedback to support and facilitate an appropriate level of independence.	That feedback methods must take into account the social and cognitive level of the pupil and may include: • Using appropriate vocabulary • Utilising whole class/school praise and reward systems (e.g. dojo's, stars, house points) • Using Even Better If type strategies • Setting personal and/or group challenges And must support and facilitate appropriate levels of independence, e.g.: • Fostering an enthusiasm for learning • Setting tasks which challenge but remain achievable • Making activities fun and engaging • Allowing for trial and error, self- expression and self-correction	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
Share findings from delivered sessions in a required format.			

Knowledge	Criteria	Delivery Guidance	Assessment Method
K1 Understand how pupils learn and develop	**K1.2** Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.	That children will have different learning styles (e.g. visual, auditory, reading/writing, kinaesthetic), the importance of adapting their approach accordingly, using a range of learning resources, including visual aids and alternative communication strategies, to create positive outcomes that: • Support learning • Adapt and flex to meet pupil's needs and interests • Encourage independence • Support more than one group of learners • Support those from vulnerable groups • Support those with special educational needs • Support those with an additional learning requirement	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
Produces and implements visual aids appropriate to the situation, with evidence of a positive outcome, uses alternative communication and strategies to effectively support learning and promote independence. Evidences knowledge of several resources and strategies that are available, explaining how these can be used to support more than one group of learners including those from vulnerable groups, special educational needs and those with an additional learning support requirement. 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.	Demonstration of knowledge of a range of methods for teaching enhancement.	

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Knowledge	Criteria	Delivery Guidance	Assessment Method
K1 Understand how pupils learn and develop	**K1.3** Recognise different stages of child development through school, e.g. transition between key stages.	Different stages of child development, including: • Birth to three years • Four to six years • Seven to 12 years • 13 to 18 years How a child's background and experiences can impact on their learning. • The common transitions that take place throughout a school life and the potential effects of these, e.g. • Transition from Reception to Year 1 • Moving from one year to the next • Transition from one Key Stage to the next • Moving around the school environment to different class groups and different teachers • Transition from one school to another (e.g. infant to primary, primary to secondary) Examples of Child Development Theorists, e.g. • J B Watson & B F Skinner (behaviourism) • Jean De Piaget & William G Perry (cognitive constructivism) • L Vygotsky (social constructivism) How knowledge of child teaching enhancement can be used to support the cognitive and social development of their pupils.	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
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.	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.	

Knowledge	Criteria	Delivery Guidance	Assessment Method
K2 Technology	**K2.1** 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.	The importance of technology to support learning as well as appreciating the positives and negatives of using technology such as: • ICT applications (e.g. Word, Excel, specialised computer programmes) • Management information systems (e.g. electronic register) • Assessment and intervention programmes • Digital teaching aids, resources and tools (e.g. video, e-books, software to supplement classroom instruction • Health and safety, online security and safe internet use Understands their school's IT structure, including: • Where/how information is saved and retrieved	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
Evidences knowledge of specific computer programs and APPs that are used in school and evidence how these are used in teaching and learning, for example: Scratch for computer programming. Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources. Describes how to assist children in their ICT lessons and show them how to log on and use specific programs. Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning.	Being able to describe positives and negatives of using different technologies in the support of learning. Report issues to the ICT co-ordinator and log faults for the technician to address.	

Knowledge	Criteria	Delivery Guidance	Assessment Method
K3 Working with teachers to understand and support assessment for learning	**K3.1** 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.	How they have been actively involved in assessment, on a daily basis, by employing a range of methods to observe (e.g. T/A, teacher, peer) record (e.g. written, filmed, photos, displays, learning journals) and report (e.g. formal, informal, summative, formative, commentary, data- collection) on pupil's participation e.g. • Answering questions in class • Participating in class/group discussion Being actively involved in tasks set and the advantages and disadvantages of different methods of observing, recording and reporting pupil's participation. How they have been actively involved in assessment, on a daily basis, by employing a range of methods to observe (e.g. T/A, teacher, peer) record (e.g. written, filmed, photos, displays, learning journals) and report (e.g. formal, informal, summative, formative, commentary, data-collection) on pupil's conceptual understanding e.g. • ability to answer questions that check understanding • ability to complete set tasks • ability to offer solutions or answers to confirm a firm grasp of the topic and the advantages and disadvantages of different methods of observing, recording and reporting pupil's conceptual understanding. How they have been actively involved in assessment, on a daily basis, by employing a range of methods to observe (e.g. T/A, teacher, peer) record (e.g. written, filmed, photos, displays, learning journals) and report (e.g. formal, informal, summative, formative, commentary, data- collection) on pupil's progress e.g. • Against personal expectations • Compared with class/normative expectations • In line with National Curriculum expectations • In line with national tests (e.g. SAT's) and the advantages and disadvantages of different methods of observing, recording and reporting pupil's progress.	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
Describe how to use a required given format to record observations. The ability to offer and share constructive feedback on learning. 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. Ability to use correct and accurate assessment to construct feedback to pupils and teachers. An understanding of the advantages and disadvantages with using different observation methods and assessments.	

Knowledge	Criteria	Delivery Guidance	Assessment Method
K3 Working with teachers to understand and support assessment for learning	**K3.2** Understand the school's assessment procedures for benchmarking against targets set by the class teacher.	The assessment procedures in use at their own school e.g. • Assessment for learning (formative) • Assessment of learning (summative) • Diagnostic • Evaluative Understand age related expectations for all age groups they work with and what are the next steps necessary for progress	**Professional Discussion**

Pass Descriptor	Distinction Descriptor
An understanding of age related expectations for all age groups that they work with and the next steps for their progress.	

Knowledge	Criteria	Delivery Guidance	Assessment Method
K3 Working with teachers to understand and support assessment for learning	**K3.3** Be familiar with assessment materials.	The range of assessment materials in use at their own school e.g. • Worksheets • Test papers • Quizzes • Practical activities (e.g. building, producing, creating, making) • Task-based activities (e.g. writing a story, creating a poster) How each can be used to assess pupil's understanding and progress and provide opportunities for feedback.	**Professional Discussion**

Pass Descriptor	Distinction Descriptor
An understanding of the range of assessments: such as summative.	

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Knowledge	Criteria	Delivery Guidance	Assessment Method
K4 Curriculum	**K4.1** An appropriate knowledge of the curriculum and context you are working in.	The principles of the National Curriculum including: What is the National Curriculum e.g. • Overall aims • Programmes of study • Attainment targets • assessment What is included in the National Curriculum across all Key Stages e.g. • 'broad and balanced' • Core subjects • Other foundation subjects • PSHE Which schools do and do not have to follow the National Curriculum? The relevance of the National Curriculum for their own role including: How the National Curriculum effects teaching, learning and assessment in own class/year/Key Stage e.g. • Core subjects • Foundation subjects • Programmes of study • Attainment targets • National tests (e.g. SAT's) How to use own curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons in line with National Curriculum requirements and expectations • Monitoring of own knowledge and practice in a number of curriculum areas • Identification of possible CPD opportunities	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within. The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities.	The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons. Evidence an understanding of the National Curriculum across all key stages and be able to implement this into children's learning.	

Knowledge	Criteria	Delivery Guidance	Assessment Method
K5 Keeping Children Safe in Education	**K5.1** Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	What is meant by: • Duty of care (e.g. the moral or legal obligation to ensure the safety and well-being of others) • Safeguarding (e.g. steps taken to protect from abuse/maltreatment and to prevent any harm to health or development) Have a knowledge of current Child Protection Awareness Training Have a knowledge of completed 'Prevent' training • Understand the documents: • "Keeping Children Safe in Education' (part 1) • Prevent Strategy • School Safeguarding Policy/ies • Other statutory guidance and legislation (e.g. Keeping Children Safe in Education (2018), Working Together to Safeguard Children (2018) Understand the role of external agencies which keep children safe (e.g. Social Services, NSPCC, CAMHS)	**Professional Discussion**

Pass Descriptor		**Distinction Descriptor**	
Through CPD, ensures Child Protection Awareness Training is current and have an understanding of current statutory guidance and legislation. Evidences an understanding of the Threshold document 'Keeping Children Safe in Education' document. Complete Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.		Describe an understanding of how Serious Case Reviews inform changes to school procedures. Evidence of working with/be able to explain the roles of external agencies to keep children safe.	

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Knowledge	Criteria	Delivery Guidance	Assessment Method
K5 Keeping Children Safe in Education	**K5.2** Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.	Know how to identify who the school's Designated/Deputy Safeguarding Officer/s is/ are Understand why it is important that information is shared with this person/ these people in a timely manner Understand how they would implement, by following prescribed procedures, the requirements of the school's: • safeguarding policy • online safety policy • health and safety policy • first aid policy • behavioural strategy • guidelines on reporting to parents Understand how serious case reviews can inform changes to school process and procedures	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
Able to identify who the Designated/ Deputy Safeguarding Officer is in school. Describe how to implement requirements of safeguarding procedures as stated in schools safeguarding policy. Be able to correctly discuss of online safety procedures within school.			

Knowledge	Criteria	Delivery Guidance	Assessment Method
K5 Keeping Children Safe in Education	**K5.3** Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.	Know the importance of following prescribed first aid procedures including: Recording • Accident book • Other mandatory paperwork Recording • Bump note • Home/school diary • Health and safety/welfare officer/ lead • LEA requirements	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
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	Criteria	Delivery Guidance	Assessment Method
S1 Develop strategies to support and encourage pupils to move towards independent learning	**S1.1** Use appropriately varied vocabulary to ensure pupils' understanding.	Use varied vocabulary that is appropriate to pupil needs and may include: • terminology at the appropriate level • praise phrases • effective questioning • discussion • exploring synonyms • alternative method of delivering messages (e.g. non-verbal communication, written)	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
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.	

Skills	Criteria	Delivery Guidance	Assessment Method
S1 Develop strategies to support and encourage pupils to move towards independent learning	**S1.2** Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	Use a range of teaching and learning strategies to enable pupils to access and engage in learning e.g.: • scaffolding • open questioning skills • problem solving activities • motivational resources • modelling Demonstrate the use of behaviour management strategies that are: • in line with school policy • support the school's Behaviour Management System • wide-ranging to maintain variety and ensure suitability for all Contribute to reviews of policy and procedures including: • behaviour management system • bullying • attendance Give feedback on the effectiveness of behaviour management strategies	**Professional Discussion**

Pass Descriptor	Distinction Descriptor	
Demonstrates more than one behaviour management strategy in a classroom setting. Follow and implement the school's behaviour policy.	Ability to provide considered feedback on the effectiveness of behaviour management strategies. Successfully use a range of behaviour strategies. Demonstrates broader support in behaviour management utilising the schools Behaviour Management System.	

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Skills	Criteria	Delivery Guidance	Assessment Method
S1 Develop strategies to support and encourage pupils to move towards independent learning	**S1.3** Deliver interventions in accordance with training given (RAG rating).	Deliver interventions in partnership with the class teacher e.g. • Follow and implement the school's behaviour policy • Show a range of behaviour management strategies e.g. – setting clear expectations and rules – rewarding positive behaviours – tactical ignorance – giving choices – using positive language – remaining calm – quiet authority	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery. Contribute to reviews of behaviour including bullying and attendance.			
Skills	**Criteria**	**Delivery Guidance**	**Assessment Method**
S1 Develop strategies to support and encourage pupils to move towards independent learning	**S1.4** Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.	Foster and encourage a learning environment that is: Positive, effective nurturing and safe by: • Using 'assessment for learning' to support learning (e.g. peer assessment, self-assessment) • Using effective questioning to deepen understanding • Proving developmental feedback that encourages independence • Inspires pupils to take pride in and learn from their individual achievements	**Professional Discussion**
Pass Descriptor		**Distinction Descriptor**	
		Use of developmental feedback to encourage learner's independence.	

Skills	Criteria	Delivery Guidance	Assessment Method
S1 Develop strategies to support and encourage pupils to move towards independent learning	**S1.5** Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, Visual timetables.	Cater for pupil's SEN needs and/or emotional vulnerabilities by: • Recognising needs (e.g. baseline assessment, liaising with colleagues and/or other agencies, general classroom observations) • Responding to needs (e.g. adapting communication methods, adapting activities and resources as appropriate, using support tools such as Makaton, visual timetables)	**Professional Discussion**

Pass Descriptor	Distinction Descriptor
Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.	

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.1** Work closely with teachers to ensure own contribution aligns with the teaching.	Provide effective support for colleagues in line with the responsibilities of their role e.g. • Offering advice • Asking pertinent questions • Being open and approachable Work well within a team and contribute to the planning and implementation of joint actions e.g. • Active listening • Asking relevant questions • Compromising • Showing humility • Being conscientious	**Practical Observation with Q&As**

Pass Descriptor	Distinction Descriptor
Work well within a team and contribute effectively to the planning and implementation of joint actions.	

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Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.2** Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	Communicate regularly with the class teacher and other colleagues to: • Provide clarity and consistency of roles • Provide effective support • Seek constructive feedback, new ideas, support, guidance and reassurance • Contribute to the planning and implementation of joint actions • Comply with school policy	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Ability to provide effective support for colleagues in line with the responsibilities of your role.			

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.3** Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	Deliver/lead small group teaching in line with organisational procedures e.g. • Within clearly defined parameters • In line with planned activities • Using organisational documentation • Using own initiative • Displaying sensitivity and understanding	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Demonstrates the ability to converse respectfully and in a way the child understands.			

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.4** Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.	Work closely with teachers to ensure their own contribution aligns with the teaching e.g. • Ensure regular communication, both planned and informal to: – build an effective team – plan lessons that follow the curriculum plan for the class and whole school curriculum – gain feedback and advice on specific issues or concerns • Reflect with the teacher on planned work with individual pupils, small groups and whole class group • Agree with the class teacher their role and ensure this role is consistent during lessons (e.g. preparation and setting up of resources, communicating with pupils, managing behaviour, resolving issues in the classroom)	**Practical Observation with Q&As**

Pass Descriptor		**Distinction Descriptor**	
Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.			

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.5** Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	Adhere to school policy and procedures for sharing confidential information e.g. • following stipulated requirements • within set parameters in a timely manner Be able to seek advice e.g. At appropriate times (e.g. before or after school, during breaks, informally in the staff room, formally during pre-arranged meetings)	**Practical Observation with Q&As**

Pass Descriptor		**Distinction Descriptor**	
Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and teamwork. Be a role model to all pupils.			

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.6** Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1 safeguarding policies, Prevent Strategy.	Implement current statutory guidance including: • Keeping children safe in education Part 1 • Safeguarding policies • Prevent strategy Apprentices must evidence understanding of the need to undertake safeguarding training every 3 years	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.		Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.	

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.7** Undertake safeguarding training every 3 years.	Apprentices must evidence understanding of the need to undertake safeguarding training every 3 years.	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Apprentices must provide evidence that safeguarding training has taken place within the last 3 years.			

Skills	Criteria	Delivery Guidance	Assessment Method
S2 Communication and teamwork	**S2.8** Support pupils' wellbeing whilst embedding the importance of online safety.	Support pupils' well-being whilst embedding the importance of online safety e.g. • Only allowing access to permitted computer programmes • Following health and safety guidelines Adhering to online security and safe internet use policies	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Ability to support online safety and adhere to school policy.			

Skills	Criteria	Delivery Guidance	Assessment Method
S3 Working with teachers to accurately assess	**S3.1** Contribute to a range of assessment processes and use information effectively for example: written records	Areas that are linked to the school's assessment policy e.g. • Pupil lead (e.g. self-assessment, peer assessment, conferencing, portfolio and concept mapping) • Teacher/TA lead assessment (e.g. standardised testing, designed tasks, observation, questioning, end of topic tests, examinations, projects and assignments) • Recording assessment results using the school's recognised methods of recording (e.g. database, checklist, reports, written records) • Ensuring assessments are completed in the format required by the teacher • Ensuring records are up to date and completed on time And that they have used this information effectively e.g. • to provide necessary data • to plan future learning • to ensure next steps are appropriate	**Practical Observation with Q&As**

Pass Descriptor	Distinction Descriptor	
Evidences how to access school system to input information, for example: assessment data. Able to complete assessments in the required format given by teacher. Able to ensure agreed contributions are accurate, complete and up to date.	Use assessment data to improve next steps and planning.	

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Skills	Criteria	Delivery Guidance	Assessment Method
S3 Working with teachers to accurately assess	**S3.2** Use specific feedback to help pupils make progress.	Give specific feedback that follows the school's assessment policy and procedures e.g. • Give feedback to learners and teachers that is appropriate • Use and dynamically adapt language skills to ensure relevance for all pupils • Give feedback that promotes independence • Give feedback to support progress	**Practical Observation with Q&As**

Pass Descriptor		Distinction Descriptor	
Evidences how they feedback appropriately to learners and to teachers. Gives feedback to learners to promote independence.		Evidence a dynamic adaptation of language skills relevant to the group of pupils you are interacting with.	

Skills	Criteria	Delivery Guidance	Assessment Method
S3 Working with teachers to accurately assess	**S3.3** Apply good subject knowledge to support accurate assessment	Apply good subject knowledge to support accurate assessment e.g. • Know the structure and sequencing of concepts, developing factual knowledge essential to each subject and guide their pupils into different ways of learning and assessments • Have a secure knowledge of the relevant subject(s) they teach which maintains pupil interest • Maintain a critical understanding of developments in the subject areas they are responsible for teaching and keep up to date with academic advances • Ensure accuracy relating to the appropriate[e method of assessment • Use information that is up to date and relevant • Produce assessments which reliably assess what has been taught • Use good practice within the school to ensure school's assessment policy is being adhered too	**Practical Observation with Q&As**

Pass Descriptor		Distinction Descriptor	
Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy.			

Skills	Criteria	Delivery Guidance	Assessment Method
S4 Using Technology	**S4.1** Use school computer systems, including specialist software e.g. online registration, intervention programmes and management information systems.	Use the school's computer systems that are relevant to their role and responsibilities e.g. • ICT applications (e.g. Word, Excel, specialised computer programmes • Management information systems (e.g. electronic register) • Assessment and intervention programmes • Digital teaching aids, resources and tools (e.g. video, e-books, software to supplement classroom instruction) • Health and safety, online security and safe internet use	**Practical Observation with Q&As**

Pass Descriptor	**Distinction Descriptor**
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.

Skills	Criteria	Delivery Guidance	Assessment Method
S4 Using Technology	**S4.2** Use relevant technology competently and effectively to improve learning.	Use relevant technology to support and improve teaching and learning e.g. • computers • tablets • software • applications • websites • social media • multimedia • online games • robotics • cloud computing • mobile devices	**Practical Observation with Q&As**

Pass Descriptor	**Distinction Descriptor**
Ability to support learners and ensure the safe use of technology Demonstrates the use of ICT to advance pupils learning.	

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Skills	Criteria	Delivery Guidance	Assessment Method
S4 Using Technology	**S4.3** Ensure pupils use technology safely.	Supervise the safe use of technology e.g. • access to computer programmes • health and safety • online security • safe internet use • access to computer programmes	**Practical Observation with Q&As**

Pass Descriptor	Distinction Descriptor
Evidence how they promote the importance of health, safety and security and access to programs.	

Skills	Criteria	Delivery Guidance	Assessment Method
S5 Problem solving/ability to motivate pupils	**S5.1** Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	Model good behaviour for learning as they work with school staff to promote the school ethos e.g. • being flexible, enthusiastic and open to new ways of working • using positive language to engage pupils to learn • providing positive and constructive feedback which helps them achieve their maximum potential • building professional relationships with school staff as outlined in staff handbook • demonstrating a willingness to learn and continue to develop skills • promoting and exemplifying positive behaviour ensuring that pupils are at the centre	**Practical Observation with Q&As**

Pass Descriptor	Distinction Descriptor
Ability to use a range of motivational resources to engage children's learning Evidence how they respond to children's emotional and learning needs and recognising the difference. Ability to use a range of techniques to help problem solving and promote independent learning.	Demonstrate how they support pupils to reflect on their learning, identify the progress they have made and how to improve.

Skills	Criteria	Delivery Guidance	Assessment Method
S5 Problem solving/ability to motivate pupils	**S5.2** Recognise the difference between pastoral and academic issues and model good behaviour for learning.	Recognise the difference between pastoral and academic issues by: • Recognising the difference between pupil's emotional and learning needs • Responding appropriately to pupils' emotional and learning needs • Listening carefully to pupils	**Practical Observation with Q&As**
Pass Descriptor		**Distinction Descriptor**	
Evidence how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning.		Demonstrate evidence of where they have made an impact.	

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Behaviours	Criteria	Pass Descriptor	Distinction Descriptor	Assessment method
B1 Building relationships/ embracing change	**B1.1** Flexibility, trust, professional conduct, confidentiality and being respectful.	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.	**Professional Discussion**
	B1.2 Promote the school's efforts to build positive behaviour for learning.	Evidence how they follow the schools code of conduct and behaviour expectations in line with the Staff Handbook. Evidence how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail.		
	B1.3 Promote and exemplify positive behaviour and uphold the school ethos.	Describe how they promote the schools aims, values and ethos and be diplomatic.		
	B1.4 Be enthusiastic and open to new ideas.		Evidence how they action and accept new ideas for activities to meet all children's needs.	
B2 Adding value to education	**B2.1** 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.	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 proactive lead in supporting children and colleagues.	**Professional Discussion**

Behaviours	Criteria	Pass Descriptor	Distinction Descriptor	Assessment method
B3 Promoting equality, diversity and inclusion	**B3.1** Keep pupils at the centre of everything.	Evidence how they have treated all pupils equally throughout school.	Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual.	**Professional Discussion**
	B3.2 Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos..	Describe examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual.	Evidence how they demonstrate acceptance and respect for children's individuality.	
B4 Professional standards and personal accountability	**B4.1** Demonstrate professional relationships in line with Staff Handbook.	Demonstrate and evidence a clear understanding of the work behaviours as set out in the schools Staff Handbook.		**Professional Discussion**
	B4.2 Be diplomatic, a positive role model and maintain confidentiality.	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.		
	B4.3 Optimise learning opportunities and reflect on their personal development.	Complete a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery.	Demonstrate and evidence an understanding of the importance of reflective practice and how this increases professional knowledge and skills.

Ability to use reflection to improve and identify key areas for personal growth. | |
| | **B4.4** Demonstrate a willingness to learn and improve personal skill set. | Describe how they are accountable for set tasks and meeting timescales. | Evidence when they have independently looked to improve skills, knowledge and practice. | |

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Behaviours	Criteria	Pass Descriptor	Distinction Descriptor	Assessment method
B5 Team working, collaboration and engagement	**B5.1** Work collaboratively and constructively with the whole school team.	Describe evidence of working with Agencies, for example, School Nurse.	Discuss good teamwork and solid communication within their role. Describe confidence in their ability to address and resolve issues through 1 to 1 reviews.	**Professional Discussion**
	B5.2 Engage professionally as appropriate with outside professionals.	Provides evidence of working alongside any outside agency and implementing suggested strategies.	Work together as a team incorporating liaison with outside agencies.	

Assessment Overview

Assessment method	Weighting	Marks and Grading	
Practical observation with questions and answers	50%	**Distinction**	Achieve 100% of pass and distinction criteria
		Pass	Achieve 100% of pass criteria
		Fail	Fails to meet pass criteria
Professional discussion, underpinned by a portfolio of evidence	50%	**Distinction**	Achieve 100% of pass and distinction criteria
		Pass	Achieves 100 of pass criteria
		Fail	Fails to meet pass criteria

Grading

The EPA must individually grade each assessment method, distinction, pass or fail, according to the requirements set out in the assessment plan. The EPA must combine the grades of both assessment methods to determine the EPA grade.

For a distinction to be awarded, all pass and distinction criteria must be achieved in each assessment method.

For a pass to be awarded, all pass criteria must be achieved in each assessment method.

Practical Observation with Q&As	Professional Discussion underpinned by a portfolio of evidence	Overall Grade
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Distinction	Fail	Fail
Pass	Distinction	Pass
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Distinction	Fail
Fail	Pass	Fail

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Re-Assessment

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment method only.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit or re-take.
The timescales for a resit or retake are agreed between the employer and EPAO. A re-sit/re-take is typically taken within 3 months of the EPA outcome notification. Where an assessment must be a re-taken, the maximum EPA grade is a pass.

For a list of the re-sit/retaking costs, please see the Innovate Awarding website. It is the responsibility of the employer and training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:
https://innovateawarding.org/end-point-assessment/apprentice-information

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Process.

External Quality Assurance

The external quality assurance organisation for the **Level 3 Teaching Assistant** is Ofqual. Ofqual may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

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

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Version 1 | April 2022