Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST1414 **Specialist Teaching Assistant** V1.0 and V1.1

Qualification Number: 610/5249/8

Standard Specification

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Key Information

Reference:	ST1414
Version:	V1.0 and V1.1
Level:	5
Typical duration to gateway:	24 months
Typical EPA period:	3 months
Maximum funding:	£12,000
Route:	Education and early years
Approved for delivery:	10 September 2024
Lars code:	785
EQA provider:	Ofqual
Review:	This apprenticeship will be reviewed in accordance with IfATE's change request policy
Qualification Number	610/5249/8

Apprenticeship Summary

Overview of the Role

Specialist teaching assistants support provision related to special educational needs and disability (SEND), the social and emotional wellbeing of learners, or within another area of specialist curriculum provision such as forest schools, EAL, subject-based interventions or music education.

Occupation Summary

This occupation is found in primary, secondary, special schools, alternative provision, further education institutions such as sixth forms and colleges, and a range of other education settings such as music hubs. Specialist teaching assistants will work alongside colleagues to inspire learners to progress and achieve well. Specialist teaching assistants work across all age ranges, supporting a range of learners. In the Early Years, specialisms are achieved through continuing professional development opportunities subsequent to staff achieving a recognised qualification which enables them to work in a setting in accordance with the Early Years qualification requirements and standards.

The broad purpose of the occupation is to support the education of learners by providing specialist support. Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve. They draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context. Specialist teaching assistants both reflect on their own practices and support the training and development of others within their specialist area.

They will specialise in one of three options:

- SEND specialist teaching assistants support the implementation of SEND policy, processes, and procedure. They will advance learning for those learners with SEND.
- Social and emotional wellbeing specialist teaching assistants support the implementation of policy, processes, and procedure in this area. They will focus on learners' social and emotional wellbeing, to advance learning.
- Curriculum provision specialist teaching assistants provide support for learners and advance learning in a specialist curriculum or subject area of expertise. This may include, but is not limited to, supporting with advancing learning through early reading or early maths interventions, supporting a specific subject area or forest school provision, or supporting provision for learners with English as an additional language (EAL).

In their daily work, an employee in this occupation interacts with learners and teachers, or others acting in a supervisory capacity. They may work with other education professionals such as SENCO's, and external agencies such as early help, social services, or agencies that provide specialised support in the area of specialist provision.

An employee in this occupation will be responsible for supporting the education of individuals or groups of learners, often identified by their supervisor. They must ensure the safety of the learners in their care. They may have responsibility for supporting the work of colleagues. Within settings where they are undertaking specified work, they will be working under the supervision of a qualified teacher.

Typical Job Titles

- Academic mentor
- Drama teaching assistant
- Higher level teaching assistant
- Learning mentor
- Music educator
- PE teaching assistant
- Send teaching assistant
- Social and emotional wellbeing teaching assistant
- Specialist education support
- Specialist learning assistant
- Specialist learning support
- Specialist teaching assistant
- Subject teaching assistant

Professional Recognition

This apprenticeship is not aligned to professional recognition.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

Observation with questions

Professional Discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation with questions

Assessment Overview

In the observation with questions, the End-Point Assessor will observe the apprentice in their workplace and ask questions. The apprentice completes their day-to-day duties under normal working conditions, and simulation is not allowed. This gives the apprentice the opportunity to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the observation with questions, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade. Apprentices must be given **14 days** notice of the observation with questions.

The total duration of the assessment method is **two hours**; the total time for the observation element being **90 minutes**, and the time allocated for questioning **30 minutes**. The End-Point Assessor must explain the format and timescales of the observation with questions to the apprentice before it starts. This does not count towards the assessment time.

Observation

The observation may be split into discrete sections held on the same working day. The End-Point Assessor must only observe one apprentice at a time, and must be as unobtrusive as possible.

The End-Point Assessor should observe the following during the observation:

- conduct planned session(s) with an individual, group or class of learners as part of a course or series of teaching sessions
- deliver a session using relevant technology and or resources to support learners' understanding and outcomes
- demonstrate curriculum and pedagogical understanding through their teaching activity
- create a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice
- provide feedback to learners.

The apprentices should provide the assessor with a copy of their session plan and any support materials **at least one day before the session observation**.

Questioning

The End-Point Assessor must ask questions after the observation to seek clarification where required, and to assess the level of competence against the grading descriptors.

The End-Point Assessor must ask at least **six questions**. They may ask follow-up questions where clarification is required.

In addition to the set number of questions for the observation with questions, the End-Point Assessor must ask questions about KSBs that were not observed to gather assessment evidence, but these should be kept to a minimum.

Location

The observation should take place in the apprentice's normal place of work (for example, their employer's or a customer's premises). This may be adapted in advance in exceptional circumstances where the presence of an external person not known to the learner(s) causes an adverse impact on the assessment process. In these circumstances, if it is possible to conduct the observation remotely, but within the setting, then this will be permissible as a reasonable adjustment.

Any equipment and resources needed for the observation must be provided by the employer and be in a good and safe working condition.

The questioning should take place in the apprentice's normal place of work (for example, their employer's or a customer's premises). This must be a controlled environment, free from any distractions.

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Observation with questions - KSBs and Grading Criteria

The apprentice will be assessed against the core and one option.

Core - Regulation and guidance	
Pass	Creates a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing. (K2, K4, K5, K15, S1, S2, S4)
Dist.	N/A
K2 Statutory and non-statutory health, safety and wellbeing frameworks relevant to the provision, including safeguarding.	
K4 The principles of equity, equality, diversity, and inclusion, and why these are important.	
K5 The principles of sustainability within the education context.	
K15 The features of enabling environments.	
S1 Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.	
S2 Establish a safe, stimulating and nurturing environment for learners.	
S4 Demonstrate understanding of equality and diversity and sustainable development.	

Core - Advancing learning	
Pass	Completes a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards. (K18, K29, S5, S6, S9, S25)
	Drawing from theory, positively and professionally implements strategies to advance learning supporting the social and emotional wellbeing of learners, and recognises the implications of the chosen teaching strategies. (K6, K11, S8, S24, B2)
Dist.	Critically evaluates theory and strategies they have used to advance learning including how they completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing supported to advance learning. (K11, S5, S6, S9, S24)
K6 Theories of learning, their application and implications for learning.	
K11 Teaching strategies to advance learning.	
K18 The purpose, impact, and safe use of equipment and resources to advance learning.	
K29 The appropriate digital and emerging technologies, and their applications to support learning.	
S5 Undertake dynamic risk assessment of the learning environment.	
S6 Respond to and mitigate potential hazards that may adversely affect a learning environment.	
S8 Apply teaching strategies to advance learning, for example scaffolding.	
S9 Select and use safely, appropriate equipment and resources to advance learning.	
S24 Implement strategies to support the social and emotional wellbeing of learners.	
S25 Select and use technologies safely and effectively to promote learning.	
B2 Act professionally, positively, and proactively.	

Core - Planning and assessment	
Pass	Applies a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners. (K10, K13, S10, S12)
	Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners. (S17)
Dist.	Justifies their approach to the range of assessment methods used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners. (K13, S10, S12, S17)
K10 Rationale, methods, and approaches to planning for learning.	
K13 Principles and different methods of assessment and observation.	
S10 Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.	
S12 Provide ongoing feedback to learners and support them to respond to feedback.	
S17 Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.	
Core - Professionalism	
Pass	Models aspirational, consistent and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs. (B1, B4, B6)
Dist.	N/A
B1 Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts.	
B4 Adaptable and resilient.	
B6 Model appropriately aspirational practices.	
Core - Communication	
Pass	In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs. (K17, S15)
Dist.	N/A
K17 The principles of and approaches to learner voice.	
S15 Advocate for and champion the needs of learners.	

Option - SEND specialist teaching assistant - SEND	
Pass	Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes. (K33, S27, S29)
Dist.	Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy. (K33, S29)
K33 The tools available for assessment of SEND.	
S27 Implement national and local SEND policy, practices, processes, and procedures.	
S29 Apply strategies to adapt provision and practices to support learners with SEND.	
Option - Social and emotional wellbeing specialist teaching assistant - Social and emotional wellbeing	
Pass	Using tools available, apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing. (K39, S30, S32)
Dist.	Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning. (K39, S32)
K39 The tools available to promote social and emotional wellbeing to advance learning.	
S30 Implement national and local policies, practices, processes, and procedures related to social and emotional wellbeing.	
S32 Apply strategies to support the social and emotional wellbeing of learners.	
Option - Curriculum provision specialist teaching assistant - Curriculum provision	
Pass	Adapts planning and assessment to support learning in their specific curriculum area, in line with national and local policies, practices, processes, and procedures. (K44, S33, S34)
Dist.	Effectively adapts their approach to planning and local practice to support sequencing of learning within their specific curriculum area. (K44, S34)
K44 Principles and approaches to planning sequences of learning in the specific curriculum area(s).	
S33 Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision.	
S34 Adapt planning and assessment to support learning and progress in the specific area of curriculum provision.	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **15 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- annotated plans and assessments of children
- case studies
- practical project work
- research tasks
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources can be included. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion

underpinned by a portfolio of evidence

Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade.

The professional discussion must last for **60 minutes**. The End-Point Assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary. No new questions will be asked after the time limit has been reached.

The training provider must submit the apprentice's portfolio of evidence at gateway. The End-Point Assessor must have at least **two weeks** to review the portfolio of evidence prior to the professional discussion to prepare questions based on the KSBs identified for this method.

The End-Point Assessor must ask at least **10 questions**. Follow-up questions are allowed where clarification is required. The purpose of the assessor's questions will be to assess the apprentice's competence against the following themes:

- **Core:**
  - regulation and guidance
  - advancing learning
  - planning and assessment
  - professionalism
  - communication
- **Option:**
  - specialist teaching assistant - SEND
  - social and emotional wellbeing specialist - social and emotional wellbeing
  - curriculum provision specialist teaching assistant - curriculum provision

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

Apprentices must be given **14 days notice** of the professional discussion. The professional discussion must take place in a suitable venue such as the employer's premises, in a controlled environment, free from any distractions. It can take place face to face, or remotely, conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria. If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional discussion - KSBs and Grading Criteria

The apprentice will be assessed against the core and one option.

Core - Regulation and guidance	
Pass	Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting storing and sharing information, to adhere to organisational guidance and legislation. (K1, K3)
Dist.	N/A
K1 Statutory and non-statutory curriculum frameworks relevant to the provision.	
K3 Policies, processes, and procedures related to the collecting, storing, and sharing of information.	
Core - Advancing learning	
Pass	Summarises the importance of social cultural context on learning within their provision, and how patterns of child development and age related expectations differ for individual learners, including the factors that may lead to inequalities in access to education. (K7, K28)
	Explains how they use the principles of behaviours for learning to develop strategies to overcome barriers and advance learning, drawing from a range of research to inform their practice. (K8, K12, K16)
Dist.	N/A
K7 Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.	
K8 Sources of information on research informed evidence-based practice.	
K12 Barriers to learning and strategies to overcome them.	
K16 The principles of behaviours for learning.	
K28 The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.	

Core - Planning and assessment	
Pass	Evaluates teaching and assessment approaches and practices using a range of research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning. (K9, S16)
	Analyses assessment outcomes for learners, contributing to the planning of learning and assessment activities by recording and reporting on assessments to stakeholders supporting future planning. (K14, S7, S11, S13)
Dist.	Critically analyses assessment outcomes for their learners, and how these inform future planning. (S7, S11)
K9 The difference between curriculum, assessment and pedagogy and why this is important when planning.	
K14 Methods of recording and reporting on assessments.	
S7 Contribute to the planning of learning and assessment activities.	
S11 Analyse assessment outcomes to inform reporting and future planning.	
S13 Record and report information related to learners' progress to a range of stakeholders.	
S16 Use a range of research to critically evaluate teaching and assessment approaches and practices.	

Core - Professionalism	
Pass	Assesses how they use reflective practice and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others. (K20, K25, K26, K27, S18)
	Prioritises and manages capacity of their workload, continually updating their subject specialism knowledge and skills for their own continual professional development. Open and receptive to challenge and constructive criticism, demonstrating the ability to recognise signs of vulnerability in self and others, taking action in line with procedures to minimise risk to professional wellbeing. (S19, S23, S26, B5)
Dist.	Critically evaluates professional development activities and explains the impact on own role and the wider organisation. (S18, S19, B5)
K20 The additional professional support available for their specialist role.	
K25 The principles and importance of reflective practice.	
K26 Know and understand strategies to develop resilience in self and others.	
K27 Know how research findings are used to inform practices in education.	
S18 Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources.	
S19 Update and maintain their own knowledge and skills as part of managing their own continuing professional development.	
S23 Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional wellbeing.	
S26 Prioritise and manage own workload, for example recognising the importance of capacity.	
B5 Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.	

Core - Communication	
Pass	Explains how they adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals, and demonstrates a collaborative approach with colleagues and other professionals. (S14, S20)
	Explains the differences between coaching and mentoring and how they improve effective practice in others, and how they apply the principles of teamwork to support effective working relationships, with learners, parents, or carers. (K21, K23, K24, S3, S21)
	Explains how they have demonstrated a respectful and empathetic approach to learners, colleagues and stakeholders identifying action and challenging issues by holding difficult conversations, knowing how and when to escalate for expert help and advice and what additional professional support is available to their learners in line with organisation procedures. (K19, K22, S22, B3)
Dist.	Analyses their approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies they use to tailor their approach to communicating with respect and care, to work collaboratively. (K23, S3, S20, B3)
K19 The additional professional support available for learners.	
K21 The principles of effective teamwork.	
K22 Know how and when to escalate to the appropriate professional for expert help and advice.	
K23 The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders.	
K24 The principles of effective coaching and mentoring and the difference between them.	
S3 Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.	
S14 Collaborate with colleagues and other professionals.	
S20 Communicate information and analysis in a variety of forms to reflect the needs of the audience, for example by providing appropriate advice and guidance to parents or carers.	
S21 Support the development of effective practices in others, for example through mentoring and coaching colleagues.	
S22 Identify, action, and challenge issues and undertake difficult conversations where appropriate.	
B3 Show respect, care, approachability and empathy for children, colleagues and stakeholders.	

Option - SEND specialist teaching assistant - SEND	
Pass	Explains the theory, principles and approaches to the early identification of a range of SEND. (K31, K32)
	Assesses the impact of SEND on children and young peoples' learning and development drawing from theory, and explains how they apply approaches to the assessment and early identification of SEND to advance learning in line with national and local SEND policies and procedures. (K30, K34, K35, S28)
Dist.	Critically evaluates their approaches to the assessment and early identification of SEND and how drawing on theoretical background of SEND impacted the children or young people. (S28, K31)
K30 National and local SEND policies, practices, processes, and procedures.	
K31 The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.	
K32 Principles and approaches to early identification of SEND.	
K34 The impact of SEND on children and young peoples' learning and development.	
K35 Strategies to advance learning for learners with a range of SEND.	
S28 Apply approaches to the assessment and early identification of SEND.	
Option - Social and emotional wellbeing specialist teaching assistant - Social and emotional wellbeing	
Pass	Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarises how self-regulation theory supports their work and the impact of their intervention on the learning and development of the children or young people. (K36, K37, K40, S31)
	Evaluates the principles and approaches to the promotion of wellbeing in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work. (K38, K41)
Dist.	Critically evaluates the principles and approaches to the promotion of social and emotional wellbeing for children or young people supported by theory, and how this helps to identify those in need and the impact this has on the children or young people's learning and development. (K37, K38, K40, S31)
K36 National and local policies, practices, processes, and procedures related to social and emotional wellbeing of learners.	
K37 The theoretical background to support social and emotional wellbeing in educational contexts.	
K38 Principles and approaches to the promotion of social and emotional wellbeing in educational contexts.	
K40 The impact of social and emotional wellbeing on children and young people's learning and development.	
K41 Strategies to advance social and emotional wellbeing in learning and assessment contexts.	
S31 Identify and signpost learners in need of social and emotional wellbeing intervention.	

Option - Curriculum provision specialist teaching assistant - Curriculum provision	
Pass	Supports colleagues by advocating their curriculum provision, drawing on theory to progress and promote their specific curriculum area to benefit children and young people in line with national and local curriculum policies, practices, processes and procedures. (K42, K43, K47, S35)
	Assesses the tools they use to advance learning, and the importance of their specific curriculum area on children and young people's learning and development. (K45, K46)
Dist.	In line with national and local curriculum policies and practices, critically evaluates how their chosen strategies for promoting their specific curriculum area benefits the children or young people. (K42, K46, K47)
K42 National and local curriculum policies, practices, processes, and procedures.	
K43 The theoretical background to progression in the specific curriculum area(s).	
K45 The tools available for assessment within the specific curriculum area(s) to advance learning.	
K46 The importance of the specific curriculum area(s) on children and young peoples' learning and development.	
K47 Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.	
S35 Support colleagues by advocating for the specific curriculum provision.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation with questions	Professional discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within four months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.