

# End-Point Assessment

## SPECIFICATION AND GUIDANCE

**NCFE Level 3**  
Teaching Assistant

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# Introduction to End-Point Assessment

## What is End-Point Assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

## End-Point Assessment for Teaching Assistant

The assessment plan that accompanies the Teaching Assistant standard contains a combination of assessment methods designed to test the apprentice's knowledge, skills and behaviours (KSBs) in line with the requirements for synoptic testing under the apprenticeship reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of this standard has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide.

NCFE's assessment approach is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance, to booking and sitting assessments. Face-to-face delivery is available at an extra cost.

The EPA for the Teaching Assistant consists of 2 assessments:

- Practical Observation with Questions and Answers (Q&As)
- Professional Discussion supported by a Portfolio of Evidence.

Each EPA method covers distinct criteria from the standard.

## The Learning and Assessment Journey

### On-programme

NCFE recommends that in order to drive quality and consistency through on-programme learning, Independent Training Providers (ITPs) and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and ITPs should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.

It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and ITP; for example, at 3, 6 and 9 months. These will be part of the Portfolio of Evidence which must be submitted at Gateway.

## Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake, in order to assist the apprentice through the on-programme training and prepare them for EPA.

<p><b>Apprentice</b></p>	<ul style="list-style-type: none"> <li>• participates fully in their training and development</li> <li>• actively contributes to their performance review</li> <li>• contributes to the decision on the timing of their EPA</li> <li>• meets all Gateway requirements when advised by their employer</li> <li>• gathers evidence from the on-programme training to support the Portfolio of Evidence and Professional Discussion.</li> </ul>
<p><b>Employer</b></p>	<ul style="list-style-type: none"> <li>• supports 'on the job' training and offers relevant experience</li> <li>• conducts reviews to monitor progress</li> <li>• determines when the apprentice is ready to attempt the EPA</li> <li>• performs observations of the apprentice, carried out by competent Teaching Assistants and HLTAs, Line Managers, Class Teachers and Mentors</li> <li>• works with the training provider (where appropriate and applicable) to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process.</li> </ul>
<p><b>Independent Training Provider</b></p>	<ul style="list-style-type: none"> <li>• provides on-going training for the apprentice</li> <li>• provides tools and processes to support the apprentice</li> <li>• carries out regular reviews with the apprentice and employer</li> <li>• advises the employer when the apprentice is ready to undertake the EPA</li> <li>• works collaboratively with the employer on the KSBs of the apprentice</li> <li>• delivers 'off the job' training</li> <li>• works with the employer to ensure the apprentice stays on track with their learning.</li> </ul>
<p><b>Independent End Point Assessor (IEPA)</b></p>	<ul style="list-style-type: none"> <li>• provides an independent view as they will not have had any prior involvement with the apprentice</li> <li>• brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience</li> <li>• assesses all components of the final EPA independently using the assessment methods and grading descriptors set out in Appendix II</li> <li>• participates in regular standardisation events and applies continuous CPD.</li> </ul>
<p><b>NCFE</b></p>	<ul style="list-style-type: none"> <li>• must be on the Education and Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations</li> <li>• designs and offers the end-point assessments</li> <li>• sources, allocates and manages the IEPAs</li> <li>• provides quality assurance to ensure consistency of assessment decisions</li> <li>• runs standardisation events for IEPAs</li> <li>• decides on the timing of the final assessment.</li> </ul>

## Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway, the employer must formally sign off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager. The mandatory Gateway Declaration form can be found on the EPA Resource Library and **must** be submitted in full to NCFE before the apprentice can be put forward for Gateway.

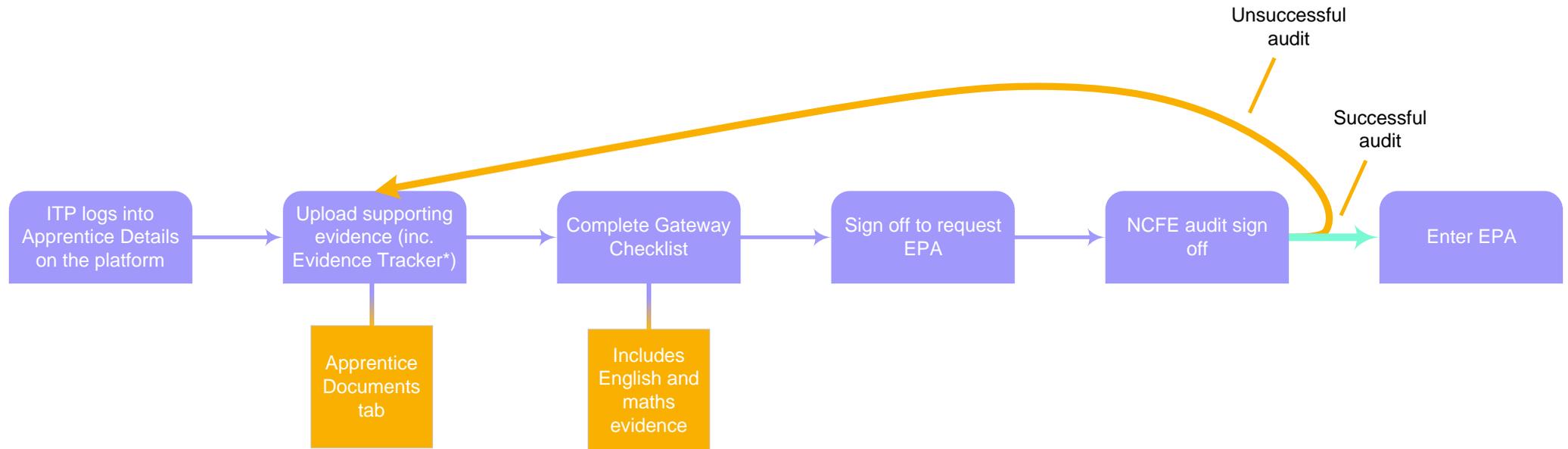
Minimum requirements:

- Apprentices without English or maths at Level 2 must achieve this prior to taking their EPA. For those with an Education, Health and Care Plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.
- Completion and submission of a Portfolio of Evidence to support the Professional Discussion.
- The Gateway Declaration form is fully complete by the ITP and submitted to NCFE before entering Gateway.

Once the Gateway audit has been completed and the apprentice has been put forward for Gateway, the apprentice will be allocated an IEPA. The IEPA will then contact the assigned apprentice to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.

## Applying for EPA



*\*The mandatory Evidence Tracker can be found in the Templates section on the EPA Resource Library.*

# Assessment Guidance

## Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Teaching Assistant have selected a Practical Observation with Q&As and a Professional Discussion supported by a Portfolio of Evidence as the assessment methods to test the KSBs across the standard. Apprentices will be provided with the opportunity across all assessments to demonstrate the KSBs set out within the standard and associated assessment plan of the apprenticeship.

## Practical Observation with Q&As

<b>Structure</b>	Observation by the IEPA of the apprentice in the workplace.
<b>What will be covered</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Communication and team work</li> <li>• Working with teachers to accurately assess</li> <li>• Using technology</li> <li>• Problem solving/ability to motivate pupils.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Observed activity - 120 minutes (+/-10% at the discretion of the IEPA).</li> <li>• Q&amp;A session - 15 minutes (+/-10% at the discretion of the IEPA).</li> </ul>
<b>Mode of delivery</b>	<ul style="list-style-type: none"> <li>• Face to face in the apprentice's place of work.</li> </ul>
<b>Supporting documents</b>	Appendix II Grading Descriptors.

## Key Considerations and Information

The Practical Observation must be conducted within the apprentice's usual place of work, made up of intervals of at least 30 minutes and should take place on the same day wherever possible. The Q&A session will only take place after the full 2 hours of observation activity have been completed.

Apprentices will be able to move between work areas during the course of the Practical Observation to make the best use of opportunities for holistic assessment; however, this must be for genuine and demanding work objectives which are in line with the apprentices' usual work activities. For example, this could take place during:

- a lesson or classroom environment
- 1:1 teaching assistant and teacher reviews
- meetings with parents, stakeholders etc.

It is important that the KSBs required of the Practical Observation are considered when organising the assessment. Therefore, the venue, date and time must be organised by the IEPA in conjunction with the apprentice and their employer. The apprentice will also be given at least 2 weeks' notice of the agreed Practical Observation date to support their preparations.

The Practical Observation must:

- reflect typical working conditions
- be directly observed in the classroom
- allow the apprentice to demonstrate all aspects of the standard being assessed
- take a synoptic approach to assessing the KSBs as defined by this method
- be restricted to one apprentice being observed at any one time, without support or input from trainers.

Following the Practical Observation there will be a Q&A session lasting 15 minutes (+/-10%) to allow the IEPA to clarify any criteria not fully met in the Practical Observation and to provide additional assurance. In order to make best use of

this Q&A time, the IEPA may wish to take up to 15 minutes to review what they have observed and prepare their questions. During this time, a quiet area must be provided for the apprentice to wait, and steps must be taken to ensure they cannot discuss their performance with anyone or have access to any materials that may help them in any way.

The questions will be used to clarify the apprentice's underpinning knowledge and understanding, for example:

*To what extent did you contribute to the planning of the session?*

Or:

*Can you give an example of how you adapted your teaching style to suit a child with learning difficulties?*

## Grading

The Practical Observation with Q&As is graded Fail, Pass or Distinction.

<b>Fail</b>	The apprentice fails to meet 100% of Pass criteria.
<b>Pass</b>	The apprentice must meet 100% of Pass criteria.
<b>Distinction</b>	The apprentice must meet all of the Pass criteria and 100% of the Distinction criteria.

Full grading descriptors can be found in Appendix II.

## Professional Discussion supported by a Portfolio of Evidence

<b>Structure</b>	A structured discussion designed to provide opportunity to demonstrate knowledge, skills and behaviours.
<b>What will be covered</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding how pupils learn and develop</li> <li>• Technology</li> <li>• Working with teachers to understand and support assessment for learning</li> <li>• Curriculum</li> <li>• Keeping children safe in education.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Developing strategies to support and encourage pupils to move towards independent learning</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>• Building relationships/embracing change</li> <li>• Adding value to education</li> <li>• Promoting equality, diversity and inclusion</li> <li>• Professional standards and personal accountability.</li> <li>• Team working, collaboration and engagement</li> </ul>
<b>Duration</b>	90 minutes (+/-10% at the discretion of the IEPA).
<b>Mode of delivery</b>	Online conferencing platform (face to face if taken on the same day as the Practical Observation).
<b>Supporting documents</b>	<p>Appendix II</p> <ul style="list-style-type: none"> <li>• Grading descriptors.</li> </ul> <p>EPA Resource Library</p> <ul style="list-style-type: none"> <li>• Digital templates to support the Portfolio of Evidence.*</li> </ul>

*\*Digital templates can be found on the EPA Resource Library. Templates provided are not mandatory for use but are provided as additional support, apart from the Evidence Tracker which must be used.*

### Key Considerations and Information

The Professional Discussion must be taken after the Practical Observation. The purpose of the Professional Discussion is to allow the IEPA to explore the level of understanding the apprentice has and their application of the KSBs.

During the Professional Discussion, the IEPA will:

- 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 using scenario-based questions
- ensure there are no gaps within the evidence, particularly in relation to Safeguarding and Health & Safety; f

It is possible for employers to be present in the room up to the point that the assessment begins but must leave before the commencement of the Professional Discussion. The Professional Discussion itself will need to take place in a quiet room away from distractions.

During the on-programme phase of the apprenticeship journey, apprentices, with the support of their ITP and employer, must generate a Portfolio of Evidence to document their learning and support the Professional Discussion element of their EPA. The Portfolio of Evidence itself will not be assessed; however, the apprentice can refer to it during the Professional Discussion to support their responses. The completed Portfolio of Evidence should provide full coverage of the KSBs that will be assessed during the Professional Discussion.

The Portfolio of Evidence must be submitted to NCFE at the point of Gateway to allow the IEPA to thoroughly prepare for the Professional Discussion. The Portfolio of Evidence must be submitted at least 2 weeks prior to the Professional Discussion taking place.

NCFE believes in quality over quantity and the Portfolio of Evidence **must** have a minimum of 10 discrete pieces of evidence and **must** not exceed 15 discrete pieces of evidence. Any audio recordings that are submitted as part of the Portfolio of Evidence **must** have a maximum duration of one hour in total. It is essential that confidentiality is considered when compiling the Portfolio of Evidence and all evidence submitted must be dated to ensure authenticity and validity.

Evidence may include any of 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.

### **Reflective Journal**

A Reflective Journal entry could be used to evidence many things such as a situation that took place and how the apprentice responded, to outline any company policy or to evidence research. Reflective Journals should include not only a description of what happened or what procedures are in place. What has been learnt? What might be done differently next time? Does the policy work or could it be improved in some way? A Reflective Journal template can be found in the Templates section of the EPA Resource Library.

### **Employer Observation Form**

An Employer Observation Form is a testimony from someone able to comment on the performance on the apprentice when undertaking Teaching Assistant-related tasks in the workplace. It should be completed by someone in a position of authority and provide a record of what evidence was seen against the KSBs assessed by the Professional Discussion. An Employer Observation form template can be found in the Templates section of the EPA Resource Library.

### **Feedback Form**

There are no specific expertise or formal qualifications required to be a witness, but all witnesses must have directly observed the apprentice conducting their duties. They could be completed by a parent or a visitor. A Feedback Form template can be found in the Templates section of the EPA Resource Library.

The IEPA will review the submitted evidence against the criteria being assessed and will prepare prompts/questions to clarify the apprentice's knowledge and understanding during the Professional Discussion. For example, they might ask:

*In your Portfolio of Evidence you have included a written account of a 1:1 with a pupil struggling to adapt to a new key stage. Can you tell me how you responded and how successful it was?*

Or

*Is there anything you learnt from your second Employer Observation that you put into practice? Has it been successful?*

These questions will be used to start a free-flowing discussion and the IEPA will record the criteria covered during the conversation. They will prompt or ask further questions as needed but it is not designed to be a Q&A session.

Apprentices should prepare for the Professional Discussion by making sure that they are familiar with the evidence that they submitted. They may take a copy of the submitted evidence into the Professional Discussion with them. We would

recommend that they also take in a bullet point list or other simple notes, summarising the key points in the evidence as these will be easier for them to refer to if needed during the Professional Discussion.

Templates provided on the EPA Resource Library are not mandatory for use but are provided as additional support. The EPA Evidence Tracker provided is the only template that **must** be used.

## Grading

The Professional Discussion is graded Fail, Pass or Distinction.

Fail	The apprentice fails to meet 100% of Pass criteria.
Pass	The apprentice must meet 100% of Pass criteria.
Distinction	The apprentice must meet all of the Pass criteria and 100% of the Distinction criteria.

Full grading descriptors can be found in Appendix II.

## Awarding the Final Grade

### Grade Aggregation

	Grading				Weighting
Practical Observation	Pass	Pass	Distinction	Distinction	50%
Professional Discussion	Pass	Distinction	Pass	Distinction	50%
Final Grade	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Distinction</b>	

If an apprentice fails any assessment, the EPA will be deemed an overall Fail.

### Reasonable Adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be downloaded from the EPA Resource Library.

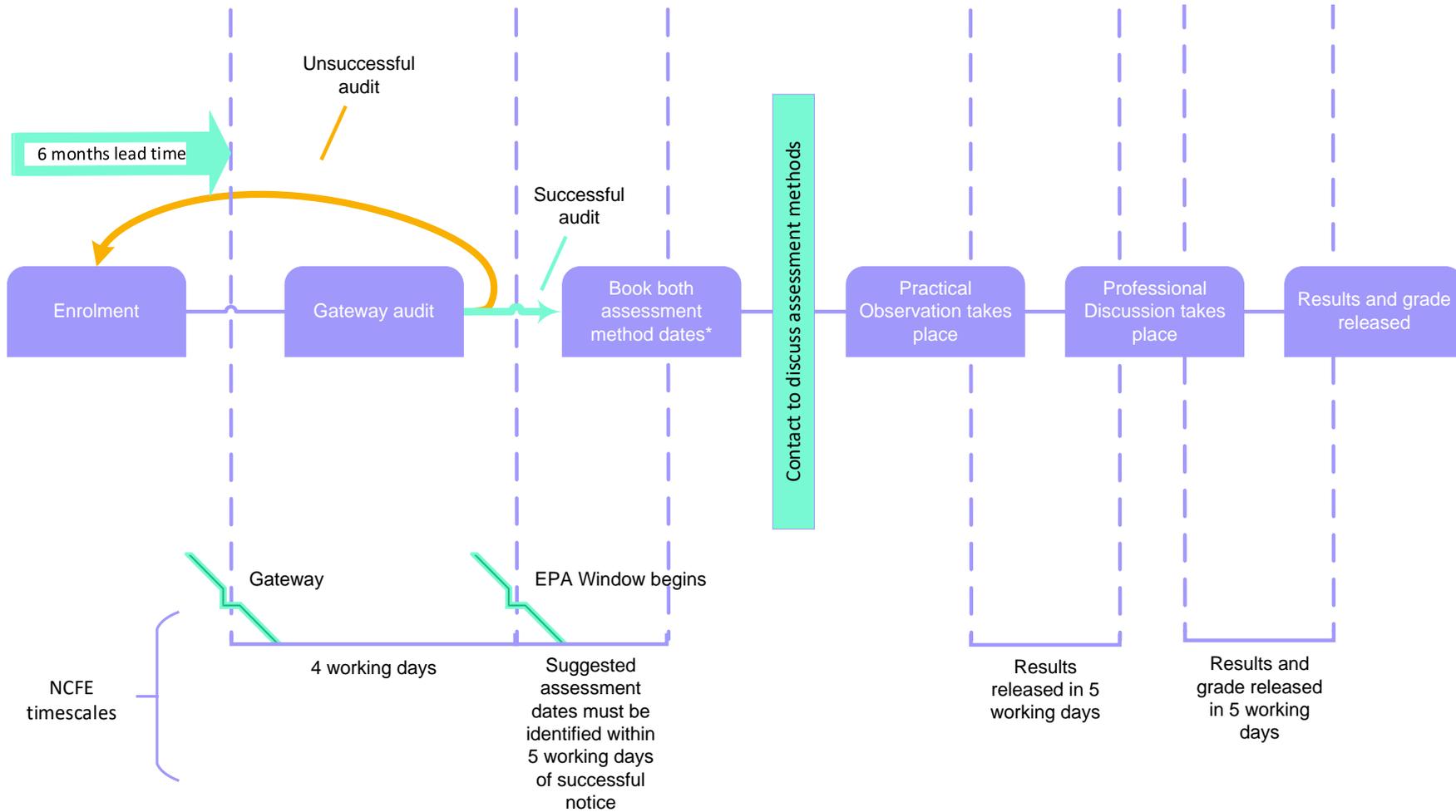
### Re-sits and Re-takes

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit/re-take. Re-sits/re-takes must not be offered to apprentices wishing to move from Pass to Distinction. A re-sit does not require further learning, whereas a re-take does. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An apprentice requiring a re-sit or a re-take can only achieve a Pass (unless there are extenuating circumstances accounting for the original Fail as confirmed by NCFE, which must be taken into account).

Any appeals in relation to the outcome of the EPA will be managed by NCFE whose decision is final. The employer will determine how many re-sits/re-takes the apprentice will be allowed to take. Please refer to the *Re-sit/Retake Policy* which is available on the EPA Resource Library.

## Timelines



\*NCFE must have at least 5 working days' notice of the first suggested assessment date. This is a recommended order of assessment; however, assessments can be taken in any order.

## Additional Information

### Result Enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure*, which is available on the EPA Resource Library.

### Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy and Procedure*. The policy and procedure can be found on the EPA Resource Library.

### Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

## Useful Links and Reading Materials

To fully prepare for the EPA, this list has been compiled to be used as additional study material.

### Legislation and Frameworks

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-fags>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/national-curriculum>

<https://www.hse.gov.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/organisations/ofsted>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### Useful Sources of Further Information

<https://www.headstogether.org.uk/programmes/mentally-healthy-schools/>

<https://campaignresources.phe.gov.uk/schools/resources/exam-stress-lesson-plan-pack>

<https://youngminds.org.uk/>

<https://www.rospa.com/>

<https://www.nspcc.org.uk>

<https://www.thinkuknow.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/>

<https://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>

<https://www.nhs.uk/conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>

<https://www.childline.org.uk/>

<https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/>

<https://www.literacytrust.org.uk>

<https://ican.org.uk/i-cans-talking-point/>

<https://naldic.org.uk/>

<https://www.challengingbehaviour.org.uk/>

<https://www.playengland.org.uk>

## Glossary of Terms

Term	Meaning
British Values	Moral principles that reflect life in modern Britain.
Code of Practice	A set of written rules which explains how people working in a particular profession should behave.
Curriculum	The outline of lessons and topics to be taught in a school or college.
Ethos	The set of beliefs and ideas of a community such as school or college.
Intervention	Action taken to become intentionally involved in a situation in order to improve it or prevent it from getting worse.
Legislation	The act or process of making or enacting laws.
Managing Risk	Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.
Pastoral	The part of work of teachers that involves giving help and advice on personal matters rather than educational learning.
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest.
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.
Reflective Practice	A way of studying your own experiences to improve the way you think and work.
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live.
Scaffolding	A method used to move students to a greater level of understanding by taking steps to increase knowledge and skills.
Special Educational Needs (SEN)	Learning difficulties or disabilities that make it harder for children to learn than most children of the same age.
Stakeholder	A person with an interest in a school, college or learners. Such people may be professionals who work outside of the learning environment (e.g. speech therapist).
Transition	A period of change from one state to another.

*Appendix I – Evidence Summary*

Knowledge	What an apprentice needs to know	Method of Assessment
K1. Understanding how the pupils learn and develop	Understand the need to provide feedback to support and facilitate an appropriate level of independence.	Professional Discussion
	Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.	Professional Discussion
	Recognise different stages of child development through school, e.g. transition between key stages.	Professional Discussion
K2. Technology	Recognise the importance of using appropriate technology to support learning, for example: use of photocopier, tablets, computers, correct programs - e.g. English, maths, topic, IT programs.	Professional Discussion
K3. Working with teachers to understand and support assessment for learning	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.	Professional Discussion
	Understand the school's assessment procedures for benchmarking against targets set by the class teacher.	Professional Discussion
	Be familiar with assessment materials.	Professional Discussion
K4. Curriculum	An appropriate knowledge of the curriculum and context you are working in.	Professional Discussion
K5. Keeping Children Safe in Education	Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	Professional Discussion
	Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.	Professional Discussion
	Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy.	Professional Discussion

Skills	What an apprentice needs to do	Method of Assessment
S1. Developing strategies to support and encourage pupils to move towards independent learning	Use appropriately varied vocabulary to ensure pupils' understanding.	Professional Discussion
	Deliver interventions in accordance with training given (RAG rating).	Professional Discussion
	Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.	Professional Discussion
	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.	Professional Discussion
	Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities e.g. use Makaton, visual timetables.	Professional Discussion
S2. Communication and team work	Work closely with teachers to ensure own contribution aligns with the teaching.	Practical Observation
	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.	Practical Observation
	Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.	Practical Observation
	Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.	Practical Observation
	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	Practical Observation
	Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	Practical Observation
	Undertake safeguarding training every 3 years.	Practical Observation
	Support pupils' wellbeing whilst embedding the importance of online safety.	Practical Observation

Skills	What an apprentice needs to do	Method of Assessment
S3. Working with teachers to accurately assess	Contribute to a range of assessment processes and use information effectively for example: written records.	Practical Observation
	Use specific feedback to help pupils make progress.	Practical Observation
	Apply good subject knowledge to support accurate assessment.	Practical Observation
S4. Using technology	Use school computer systems, including specialist software e.g. online registration, intervention programmes and management information systems.	Practical Observation
	Use relevant technology competently and effectively to improve learning.	Practical Observation
	Ensure pupils use technology safely.	Practical Observation
S5. Problem Solving/ability to motivate pupils	Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.	Practical Observation
	Recognise the difference between pastoral and academic issues and model good behaviour for learning.	Practical Observation

Behaviours	What an apprentice needs to show	Method of Assessment
B1. Building relationships/ embracing change	Flexibility, trust, professional conduct, confidentiality and being respectful.	Professional Discussion
	Promote the school's efforts to build positive behaviour for learning.	Professional Discussion
	Promote and exemplify positive behaviour and uphold the school ethos.	Professional Discussion
	Be enthusiastic and open to new ideas.	Professional Discussion
B2. Adding value to education	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.	Professional Discussion
B3. Promoting equality, diversity and inclusion	Keep pupils at the centre of everything.	Professional Discussion
	Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.	Professional Discussion
B4. Professional standards and personal accountability	Demonstrate professional relationships in line with Staff Handbook.	Professional Discussion
	Be diplomatic, a positive role model and maintain confidentiality.	Professional Discussion
	Optimise learning opportunities and reflect on their personal development.	Professional Discussion
	Demonstrate a willingness to learn and improve personal skill set.	Professional Discussion
B5. Team working, collaboration and engagement	Work collaboratively and constructively with the whole school team.	Professional Discussion
	Engage professionally as appropriate with outside professionals.	Professional Discussion

*Appendix II – KSBs and Grading Descriptors*

## Practical Observation

In order to Pass, the apprentice must meet all of the Pass criteria. To achieve a Distinction, the apprentice must meet all of the Pass and Distinction criteria. In all cases a Fail means that the Pass criteria has not been met.

Skills	Pass Criteria	Distinction Criteria
<p><b>Skills S2.</b> Communication and team work.</p> <ul style="list-style-type: none"> <li>• Work closely with teachers to ensure own contribution aligns with the teaching.</li> <li>• Ensure regular communication with teachers to provide clarity and consistency of role within lessons.</li> <li>• Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.</li> <li>• Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.</li> <li>• Comply with policy and procedures for sharing confidential information and know when and where to seek advice.</li> <li>• Implement current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.</li> <li>• Undertake safeguarding training every 3 years.</li> <li>• Support pupils' wellbeing whilst embedding the importance of online safety.</li> </ul>	<p>Ability to provide effective support for colleagues in line with the responsibilities of your role.</p> <p>Works well within a team and contribute effectively to the planning and implementation of joint actions.</p> <p>Demonstrates an adherence to the Staff Handbook and knows school policies and procedures for communication and team work. Be a role model to all pupils.</p> <p>Ability to comply with all requirements and expectations for confidentiality of information in a timely manner.</p> <p>Demonstrates the ability to converse respectfully and in a way the child understands.</p> <p>Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships.</p> <p>Ability to support online safety and adhere to school policy.</p>	<p>Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements.</p>

Skills	Pass Criteria	Distinction Criteria
<p><b>Skills S3.</b> Working with teachers to accurately assess</p> <ul style="list-style-type: none"> <li>Contribute to a range of assessment processes and use information effectively for example: written records.</li> <li>Use specific feedback to help pupils make progress.</li> <li>Apply good subject knowledge to support accurate assessment.</li> </ul>	<p>Evidences how they feedback appropriately to learners and to teachers.</p> <p>Able to complete assessments in the required format given by teacher.</p> <p>Able to ensure agreed contributions are accurate, complete and up to date.</p> <p>Gives feedback to learners to promote independence.</p> <p>Uses age-related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy.</p> <p>Evidences how to access school system to input information, for example: assessment data.</p>	<p>Evidences a dynamic adaptation of language skills relevant to the group of pupils you are interacting with.</p> <p>Uses assessment data to improve next steps and planning.</p>
<p><b>Skills S4.</b> Using technology</p> <ul style="list-style-type: none"> <li>Use school computer systems, including specialist software e.g. online registration, intervention programmes and management information systems.</li> <li>Use relevant technology competently and effectively to improve learning.</li> <li>Ensure pupils use technology safely.</li> </ul>	<p>Ability to access the school system to complete electronic registers.</p> <p>Ability to support learners and ensure the safe use of technology.</p> <p>Demonstrates the use of ICT to advance pupils learning.</p> <p>Evidences how they promote the importance of health, safety and security and access to programs.</p>	<p>Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher.</p>

Skills	Pass Criteria	Distinction Criteria
<p><b>Skills S5.</b> Problem solving/ability to motivate pupils</p> <ul style="list-style-type: none"> <li>• Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.</li> <li>• Recognise the difference between pastoral and academic issues and model good behaviour for learning.</li> </ul>	<p>Ability to use a range of motivational resources to engage children’s learning.</p> <p>Evidences how they respond to children’s emotional and learning needs and recognising the difference.</p> <p>Ability to use a range of techniques to help problem solving and promote independent learning.</p> <p>Evidences how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning.</p>	<p>Demonstrates how they support pupils to reflect on their learning, identify the progress they have made and how to improve.</p> <p>Demonstrates evidence of where they have made an impact.</p>

## Professional Discussion supported by a Portfolio of Evidence

In order to Pass, the apprentice must meet all of the Pass criteria. To achieve a Distinction, the apprentice must meet all of the Pass and Distinction criteria. In all cases a Fail means that the Pass criteria has not been met.

Knowledge	Pass Criteria	Distinction Criteria
<p><b>Knowledge K1.</b> Understanding how pupils learn and develop.</p> <ul style="list-style-type: none"> <li>• Understand the need to provide feedback to support and facilitate an appropriate level of independence.</li> <li>• Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.</li> <li>• Recognise different stages of child development through school, e.g. transition between key stages.</li> </ul>	<p>Shares findings from delivered sessions in a required format.</p> <p>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.</p> <p>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.</p> <p>Evidences an understanding of common transitions that children will experience during their education, for example: moving up to the next class or key stage.</p> <p>Evidences knowledge of how a pupil's background and experiences can impact on their learning.</p> <p>Understands the different learning styles and adapts approach accordingly depending on the children they are supporting.</p> <p>Understands that pupils have different preferred ways of learning, and is able to adapt tasks to meet pupils' interests and needs.</p>	<p>Demonstration of knowledge of a range of methods for teaching enhancement.</p> <p>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.</p>

Knowledge	Pass Criteria	Distinction Criteria
<p><b>Knowledge K2.</b> Technology</p> <ul style="list-style-type: none"> <li>Recognise the importance of using appropriate technology to support learning, for example: use of photocopier, tablets, computers, correct programs - e.g. English, maths, topic, IT programs.</li> </ul>	<p>Evidences knowledge of specific computer programs and APPs that are used in school and evidences how these are used in teaching and learning, for example: Scratch for computer programming.</p> <p>Uses appropriate technology to access workplace information, including policies, lessons plans, timetables and resources.</p> <p>Describes how to assist children in their ICT lessons and shows them how to log on and use specific programs.</p> <p>Understands their school's IT structure and explains where/how information is saved and retrieved, for example: resources to support children's learning.</p>	<p>Being able to describe positives and negatives of using different technologies in the support of learning.</p> <p>Reports issues to the ICT co-ordinator and log faults for the technician to address.</p>
<p><b>Knowledge K3.</b> Working with teachers to understand and support assessment for learning</p> <ul style="list-style-type: none"> <li>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</li> <li>Understand the school's assessment procedures for benchmarking against targets set by the class teacher</li> <li>Be familiar with assessment materials</li> </ul>	<p>Actively participates, on a daily basis, in the assessment of children and young people's development.</p> <p>Describes how to use a required given format to record observations.</p> <p>The ability to offer and share constructive feedback on learning.</p> <p>An understanding of age-related expectations for all age groups that they work with and the next steps for their progress.</p> <p>An understanding of the range of assessments: such as summative.</p>	<p>The ability to use assessment format to record children's learning.</p> <p>An understanding of the advantages and disadvantages with using different observation methods and assessments.</p> <p>Ability to use correct and accurate assessment to construct feedback to pupils and teachers.</p>

Knowledge	Pass Criteria	Distinction Criteria
<p><b>Knowledge K4.</b> Curriculum</p> <ul style="list-style-type: none"> <li>An appropriate knowledge of the curriculum and context you are working in.</li> </ul>	<p>An understanding of the National Curriculum and its relevance for the key stage the apprentice is working within.</p> <p>The ability to monitor knowledge and practice in at least two curriculum areas relevant to their practice identifying possible CPD opportunities.</p>	<p>The ability to use curricular subject knowledge to contribute to the planning, delivery and evaluation of activities and lessons.</p> <p>Evidences an understanding of the National Curriculum across all key stages and be able to implement this into children’s learning.</p>
<p><b>Knowledge K5.</b> Keeping Children Safe in Education</p> <ul style="list-style-type: none"> <li>Understand current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy.</li> <li>Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.</li> <li>Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health &amp; Safety Policy.</li> </ul>	<p>Through CPD, ensures Child Protection Awareness Training is current and has an understanding of current statutory guidance and legislation.</p> <p>Evidences an understanding of the Threshold document ‘Keeping Children Safe in Education’ document.</p> <p>Completes Prevent training and provide evidence of attendance. Demonstrates an understanding of Prevent Strategy.</p> <p>Able to identify who the Designated/Deputy Safeguarding Officer is in school.</p> <p>Describes how to implement requirements of safeguarding procedures as stated in schools safeguarding policy.</p> <p>Be able to correctly discuss online safety procedures within school.</p> <p>Discuss understanding of school’s health and safety and first aid procedures, including knowledge of behavioural strategies and reporting to parents.</p>	<p>Describes an understanding of how Serious Case Reviews inform changes to school procedures.</p> <p>Evidences of working with/be able to explain the roles of external agencies to keep children safe.</p>

Skills	Pass Criteria	Distinction Criteria
<p><b>Skills S1.</b> Developing strategies to support and encourage pupils to move towards independent learning</p> <ul style="list-style-type: none"> <li>• Use appropriately varied vocabulary to ensure pupils' understanding.</li> <li>• Deliver interventions in accordance with training given (RAG rating).</li> <li>• Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.</li> <li>• Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.</li> <li>• Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example use Makaton, visual timetables.</li> </ul>	<p>Shows use of how assessment for learning can support learners; peer assessment, self-assessment and questioning.</p> <p>Contributes to reviews of behaviour including bullying and attendance.</p> <p>Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery.</p> <p>Follows and implements the school's behaviour policy.</p> <p>Demonstrates more than one behaviour management strategy in a classroom setting.</p> <p>Is able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs.</p>	<p>Use of effective questioning skills and dialogue that deepens children's understanding.</p> <p>Use of developmental feedback to encourage learner's independence.</p> <p>Ability to provide considered feedback on the effectiveness of behaviour management strategies.</p> <p>Successfully uses a range of behaviour strategies.</p> <p>Demonstrates broader support in behaviour management utilising the school's Behaviour Management System.</p>

Behaviours	Pass Criteria	Distinction Criteria
<p><b>Behaviour B1.</b> Building relationships/embracing change</p> <ul style="list-style-type: none"> <li>Flexibility, trust, professional conduct, confidentiality and being respectful.</li> <li>Promote the school's efforts to build positive behaviour for learning.</li> <li>Promote and exemplify positive behaviour and uphold the school ethos.</li> <li>Be enthusiastic and open to new ideas.</li> </ul>	<p>Describes that they are a flexible, professional and approachable member of the working team.</p> <p>Evidences how they liaise and communicate effectively with parents/carers either directly or via newsletters, parent mail.</p> <p>Evidences how they follow the school's code of conduct and behaviour expectations in line with the Staff Handbook.</p> <p>Describes how they promote the school's aims, values and ethos and be diplomatic.</p>	<p>Evidences how they show full professionalism with professional agencies and have a flexible approach to all areas of the school with enthusiasm.</p> <p>Evidences how they action and accept new ideas for activities to meet all children's needs.</p>
<p><b>Behaviour B2.</b> Adding value to education</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Describes how pupils make opportunities for peer marking and reflection and keeping the child central to ensure a holistic approach to their learning.</p>	<p>Evidences when they have taken a proactive lead in supporting children and colleagues.</p>
<p><b>Behaviour B3.</b> Promoting equality, diversity and inclusion</p> <ul style="list-style-type: none"> <li>Keep pupils at the centre of everything.</li> <li>Promote community cohesion and cultural diversity encompassing a full understanding of the school's ethos.</li> </ul>	<p>Evidences how they demonstrate acceptance and respect for children's individuality.</p> <p>Evidences how they have treated all pupils equally throughout school.</p>	<p>Describes examples of promoting community cohesion and cultural differences in the classroom ensuring all learners feel valued and individual.</p>

Behaviours	Pass Criteria	Distinction Criteria
<p><b>Behaviour B4.</b> Professional standards and personal accountability</p> <ul style="list-style-type: none"> <li>• Demonstrate professional relationships in line with Staff Handbook.</li> <li>• Be diplomatic, a positive role model and maintain confidentiality.</li> <li>• Optimise learning opportunities and reflect on their personal development.</li> <li>• Demonstrate a willingness to learn and improve personal skill set.</li> </ul>	<p>Demonstrates and evidences a clear understanding of the work behaviours as set out in the schools Staff Handbook.</p> <p>Evidences 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.</p> <p>Completes a full CPD training log and Personal Development Plan to discuss areas of training and development and how this will influence professional delivery.</p> <p>Describes how they are accountable for set tasks and meeting timescales.</p>	<p>Demonstrates and evidences an understanding of the importance of reflective practice and how this increases professional knowledge and skills.</p> <p>Evidences when they have independently looked to improve skills, knowledge and practice.</p> <p>Ability to use reflection to improve and identify key areas for personal growth.</p>
<p><b>Behaviour B5.</b> Team working, collaboration and engagement</p> <ul style="list-style-type: none"> <li>• Work collaboratively and constructively with the whole school team.</li> <li>• Engage professionally as appropriate with outside professionals.</li> </ul>	<p>Discuss good team work and solid communication within their role.</p> <p>Works together as a team incorporating liaison with outside agencies.</p> <p>Describes confidence in their ability to address and resolve issues through 1:1 reviews.</p>	<p>Describes evidence of working with Agencies, for example, School Nurse.</p> <p>Provides evidence of working alongside any outside agency and implementing suggested strategies.</p>



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