

Apprenticeships in

Children and Education

Pearson Level 5 End-point Assessment for
Specialist Teaching Assistant



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First assessment date: January 2026
Issue 1



Pearson

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1 The Pearson Level 5 End-point Assessment for Specialist Teaching Assistant Apprenticeship

What are Pearson End-point Assessments?

End-point Assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learned throughout the apprenticeship programme.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a specialist teaching assistant.

Specialist teaching assistants will work alongside colleagues to inspire learners to progress and achieve well. They work across all age ranges, supporting a range of learners. Specialist teaching assistants may 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.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA Detail	Pearson Level 5 End-point Assessment for Specialist Teaching Assistant
Qualification number (QN)	610/5221/8
Regulation start date	January 2025
First Pearson assessment	January 2026
Assessment methods	<ul style="list-style-type: none">• Observation with Questions.• Professional Discussion Underpinned by a Portfolio of Evidence. <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	Pass/Merit/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 24 months, but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none">• confirm they are ready to take the EPA• have achieved English and mathematics qualifications in line with the apprenticeship funding rules• submit a portfolio of evidence for the Professional Discussion Underpinned by a Portfolio of Evidence.
Time period for completion of EPA	<p>The EPA is taken in the EPA period lasting typically 3 months.</p> <p>The assessment methods can be delivered in any order.</p> <p>The result of one assessment method does not need to be known before starting the next.</p>

EPA Detail	Pearson Level 5 End-point Assessment for Specialist Teaching Assistant
Apprenticeship certification	<p>The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the End-point Assessment Organisation (EPAO), Pearson will claim certificates on behalf of apprentices.</p>
Digital badging	<p>On successful completion of their EPA, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing apprentices to showcase their talent and grow their presence in a professional community.</p> <p>Further information about Credly digital credentials can be found at www.pearson.com/en-gb.html (Discover Pearson Businesses).</p>

3 EPA structure

Pearson Level 5 End-point Assessment for Specialist Teaching Assistant

The EPA for Specialist Teaching Assistant is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- SEND specialist teaching assistant
- Social and emotional well-being specialist teaching assistant
- Curriculum provision specialist teaching assistant.

The EPA for the Specialist Teaching Assistant apprenticeship consists of the following two assessment methods:

- Observation with Questions.
- Professional Discussion Underpinned by a Portfolio of Evidence.

The table below gives a summary of the structure of the End-point Assessment.

End-point Assessment methods	Duration	Assessment method grading
Observation with questions	2 hours	Fail/Pass/Distinction
Professional discussion underpinned by a portfolio of evidence	1 hour	Fail/Pass/Distinction

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 grading

The grading for this EPA is Pass/Merit/Distinction.

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

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

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

EPA Assessment Method 1: Observation with questions	EPA Assessment Method 2: Professional discussion underpinned by a portfolio of evidence	End-point Assessment grade
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Any grade = fail, pass or distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe A*.

Language of assessment

Apprentices must only use English during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purposes of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form and Portfolio Authentication Form* (see *EPA Resource Pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment methods

Assessment Method 1: Observation with Questions

Structure

The Observation with Questions assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Observation with Questions	
Overview	<p>In the Observation with Questions, an IEA observes the apprentice in their workplace completing their day-to-day duties under normal working conditions.</p> <p>The IEA will ask at least 6 questions after the observation.</p> <p>The Observation with Questions must take place in the apprentice's normal place of work. Simulation is not allowed.</p>
Duration	<p>The Observation with Questions must take 2 hours.</p> <p>The observation may be split into discrete sections held on the same working day.</p> <p>The total time for the observation element is 90 minutes.</p> <p>The time allocated for questioning is 30 minutes.</p>
Grading	<p>Pass/Distinction</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The details of how the observation will be operated will be agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>The Observation with Questions must be structured to give the apprentice the opportunity to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method to the highest available grade.</p> <p>The IEA will conduct and assess the Observation with Questions.</p>

Observation with Questions

	<p>The IEA only observe 1 apprentice at a time to ensure quality and rigour, and will be as unobtrusive as possible.</p> <p>Pearson will give the apprentice 14 days' notice of the Observation with Questions.</p> <p>The apprentice should provide the IEA with a copy of their session plan and any support materials at least 1 day before the session observation.</p> <p>The IEA will explain to the apprentice the format and timescales of the Observation with Questions before it starts.</p> <p>The observation may be split into discrete sections held on the same working day.</p> <p>The IEA will ask at least 6 questions after the observation.</p> <p>The purpose of the questions is:</p> <ul style="list-style-type: none">• to seek clarification where required• to assess the level of competence against the grading descriptors. <p>The IEA must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the Observation with Questions and will be kept to a minimum.</p>
Assessment	<p>The IEA should observe the apprentice doing the following during the observation:</p> <ul style="list-style-type: none">• conducting planned session(s) with an individual, group or class of learners as part of a course or series of teaching sessions• delivering a session using relevant technology and/or resources to support learners' understanding and outcomes• demonstrating curriculum and pedagogical understanding through their teaching activity• creating a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice• providing feedback to learners. <p>The IEA observes and asks the apprentice questions and judges their performance against the grading criteria using the evidence requirements for guidance, published in the <i>EPA Resource Pack</i>.</p>

Standards assessed

The Observation with Questions assesses the following areas from the apprenticeship standard.

Standard area	KSB ref	Apprenticeship standard outcomes
Knowledge		Core
	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.
	K6	Theories of learning, their application and implications for learning.
	K10	Rationale, methods and approaches to planning for learning.
	K11	Teaching strategies to advance learning.
	K13	Principles and different methods of assessment and observation.
	K15	The features of enabling environments.
	K17	The principles of and approaches to learner voice.
	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.
		SEND specialist teaching assistant
	K33	The tools available for assessment of SEND.
		Social and emotional wellbeing specialist teaching assistant
	K39	The tools available to promote social and emotional wellbeing to advance learning.
		Curriculum provision specialist teaching assistant
	K44	Principles and approaches to planning sequences of learning in the specific curriculum area(s).

Standard area	KSB ref	Apprenticeship standard outcomes
Skills	Core	
	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.
	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.
	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.
	S15	Advocate for and champion the needs of learners.
	S17	Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.
	S24	Implement strategies to support the social and emotional wellbeing of learners.
	S25	Select and use technologies safely and effectively to promote learning.
		SEND specialist teaching assistant
	S27	Implement national and local SEND policy, practices, processes and procedures.
	S29	Apply strategies to adapt provision and practices to support learners with SEND.

Standard area	KSB ref	Apprenticeship standard outcomes
		Social and emotional wellbeing specialist teaching assistant
	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.
		Curriculum provision specialist teaching assistant
	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.

Standard area	KSB ref	Apprenticeship standard outcomes
Behaviours	B1	Model ethical, fair, consistent and impartial behaviours by valuing inclusion, equity, equality and diversity within professional contexts.
	B2	Act professionally, positively and proactively.
	B4	Be adaptable and resilient.
	B6	Model appropriately aspirational practices.

Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence

Structure

The Professional Discussion Underpinned by a Portfolio of Evidence assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Professional Discussion Underpinned by a Portfolio of Evidence	
Summary	<p>In the Professional Discussion Underpinned by a Portfolio of Evidence the IEA and the apprentice have a formal, 2-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.</p> <p>The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.</p>
Duration	<p>The professional discussion must last for 60 minutes.</p> <p>The IEA can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.</p>
Portfolio	<p>Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the professional discussion. This portfolio is submitted at gateway, prior to the professional discussion.</p>
Grading	<p>Pass/Distinction</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p>

Professional Discussion Underpinned by a Portfolio of Evidence

Delivery and conduct	<p>The professional discussion should take place in a quiet room, free from distractions and influence.</p> <p>The professional discussion can be conducted by video conferencing.</p> <p>The IEA must have at least 1 week to review the supporting documentation.</p> <p>The apprentice must have access to their portfolio of evidence during the professional discussion.</p> <p>The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence; however, the portfolio of evidence is not directly assessed.</p> <p>The IEA will ask at least 10 questions.</p>
Assessment	<p>The purpose of the professional discussion is to assess the apprentice's competence against the following themes:</p> <ul style="list-style-type: none"> • core – regulation and guidance • core – advancing learning • core – planning and assessment • core – professionalism • core – communication • option – specialist teaching assistant – SEND • option – social and emotional wellbeing specialist – social and emotional wellbeing • option – curriculum provision specialist teaching assistant – curriculum provision. <p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.</p>

Standards assessed

The professional discussion assesses the following areas from the apprenticeship standard.

Standard area	KSB ref	Apprenticeship standard outcomes
Knowledge	Core	
	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.
	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.
	K9	The difference between curriculum, assessment and pedagogy, and why this is important when planning.
	K12	Barriers to learning and strategies to overcome them.
	K14	Methods of recording and reporting on assessments.
	K16	The principles of behaviours for learning.
	K19	The additional professional support available for learners.
	K20	The additional professional support available for their specialist role.
	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.
	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.

Standard area	KSB ref	Apprenticeship standard outcomes
	K28	The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.
SEND specialist teaching assistant		
	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.
	K33	The tools available for assessment of SEND.
	K34	The impact of SEND on children and young people's learning and development.
	K35	Strategies to advance learning for learners with a range of SEND.
Social and emotional wellbeing specialist teaching assistant		
	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.
Curriculum provision specialist teaching assistant		
	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 people's learning and development.
	K47	Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.

Standard area	KSB ref	Apprenticeship standard outcomes
Skills	Core	
	S3	Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.
	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.
	S14	Collaborate with colleagues and other professionals.
	S16	Use a range of research to critically evaluate teaching and assessment approaches and practices.
	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.
	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.
	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.
	SEND specialist teaching assistant	
	S28	Apply approaches to the assessment and early identification of SEND.

Standard area	KSB ref	Apprenticeship standard outcomes
		Social and emotional wellbeing specialist teaching assistant
	S31	Identify and signpost learners in need of social and emotional wellbeing intervention.
		Curriculum provision specialist teaching assistant
	S35	Support colleagues by advocating for the specific curriculum provision.

Standard area	KSB ref	Apprenticeship standard outcomes
Behaviours	B3	Show respect, care, approachability and empathy for children, colleagues and stakeholders.
	B5	Be eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.

6 Delivery of End-point Assessment

End-point Assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point Assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, visit www.legislation.gov.uk.

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment, then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

Further guidance: [Submitting Reasonable Adjustments Requests](#).

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, centre staff or centres where malpractice or attempted malpractice has been proven.

AI misuse is deemed by Pearson and the other JCQ awarding organisations to be a form of plagiarism. AI misuse can involve plagiarising content produced by AI tools and/or incomplete or poor acknowledgement of AI use. More information can be found in the JCQ AI Use in Assessments guidance here: *AI Use in Assessments: Protecting the Integrity of Qualifications* – JCQ Joint Council for Qualification

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Apprentice malpractice

The head of centre is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Onscreen testing – Rogo

Please note that should a Rogo test recording be flagged for further review, the malpractice team will investigate whether JCQ rules have been adhered to. This will extend the agreed timeframe from 5 working days, until the investigation has been concluded. Further information can be found here [End-point Assessment: Rogo - EPA Knowledge Test Results \(pearson.com\)](#).

Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of apprentices
- placing temporary suspensions on registration of apprentices
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of apprentices and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the JCQ Appeals booklet

(<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- www.qualifications.pearson.com/en/contact-us.html.

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandfecolleges.co.uk.

Document that further supports the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that End-point Assessment Organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment Methods	The different assessments that form the overarching EPA. Most EPAs will typically have between 2 and 4 assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
End-point Assessment Organisation (EPAO)	Approved to deliver EPA. Employers select an approved EPAO from the Education and Skills Funding Agency's Register of End-point Assessment Organisations (RoEPAO).
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their End-point Assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence.
Resit	Occurs when an apprentice feels comfortable to attempt their EPA again, with no additional training or learning, e.g. failing an assessment method on 1 or 2 criteria, due to test nerves.

Term	Description
Retake	Occurs when an apprentice needs a period of additional training or learning to support them to reattempt their EPA, e.g. failing an assessment method on multiple criteria, due to lack of preparation or not being able to articulate their response in line with the criteria.
Trailblazer Group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Assessment Plan

Level: 5 Specialist Teaching Assistant

Reference: ST1414 Version: 1.0

Approved for delivery: 14 October 2024

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the specialist teaching assistant apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Specialist teaching assistant apprentices, their employers and training providers should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- SEND specialist teaching assistant
- Social and emotional well-being specialist teaching assistant
- Curriculum provision specialist teaching assistant

A full-time specialist teaching assistant apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 – observation with questions:

- fail
- pass
- distinction

Assessment method 2 – professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

On-programme – typically 24 months	<p>The apprentice must:</p> <ul style="list-style-type: none">• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules• compile a portfolio of evidence
End-point assessment gateway	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none">• confirm they are ready to take the EPA• have achieved English and mathematics qualifications in line with the apprenticeship funding rules• For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.• Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

End-point assessment – typically 3 months	<p>The grades available for each assessment method are below</p> <p>Observation with questions:</p> <ul style="list-style-type: none"> ● fail ● pass ● distinction ● Professional discussion underpinned by a portfolio of evidence: ● fail ● pass ● distinction ● Overall EPA and apprenticeship can be graded: ● fail ● pass ● merit ● distinction
Re-sits and re-takes	<ul style="list-style-type: none"> ● re-take and re-sit grade cap: pass ● re-sit timeframe: typically 2 months ● re-take timeframe: typically 4 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence.

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

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

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

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.

Observation with questions

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- this is a practical occupation it can assess KSBs holistically
- it should give employers assurance about an apprentice's competence as it takes place in a real work setting the familiar environment should allow the apprentice to perform at their best
- it is cost effective, tasks completed during the observation should contribute to workplace productivity and it makes use of the employer's resources and equipment
- it allows for the assessment of KSBs that relate to interaction with colleagues and other stakeholders

Delivery

The observation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 14 days' notice of the observation with questions.

The observation must take 2 hours.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent 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

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

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions. The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 6 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

If required, the EPAO appoints an external subject specialist advisor to serve in an advisory capacity. In exceptional circumstances, where an external subject specialist advisor cannot be appointed the EPAO can appoint a subject specialist advisor from the employer's organisation. The subject specialist advisor will have no direct connection or conflict of interest with the apprentice or training provider.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved.

Assessment location

The observation with questions must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

The observation should take place with the assessor at the apprentices setting. This may be adapted in advance in the exceptional circumstance if the presence of an external person not known to the learner(s) may impact adversely 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. The questioning should take place in a quiet room, free from distractions and influence at the apprentice's workplace.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation with questions:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost
- reduces the assessment burden on the apprentice.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

The purpose is to assess the apprentice's competence against the following themes:

- core – regulation and guidance
- core – advancing learning
- core – planning and assessment
- core – professionalism
- core – communication
- option – specialist teaching assistant – SEND
- option – social and emotional wellbeing specialist – social and emotional wellbeing
- option – curriculum provision specialist teaching assistant – curriculum provision

The EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 10 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment.

They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved.

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Observation with questions

Fail – does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS FOR THE CORE AND THEIR OPTION	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS FOR THE CORE AND THEIR OPTION
(Core) Regulation and guidance K2 K4 K5 K15 S1 S2 S4	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)	None
(Core) Advancing learning K6 K11 K18 K29 S5 S6 S8 S9 S24 S25 B2	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)	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)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS FOR THE CORE AND THEIR OPTION	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS FOR THE CORE AND THEIR OPTION
(Core) Planning and assessment K10 K13 S10 S12 S17	<p>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)</p> <p>Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners. (S17)</p>	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)
(Core) Professionalism B1 B4 B6	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)	None
(Core) Communication K17 S15	In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs. (K17, S15)	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS FOR THE CORE AND THEIR OPTION	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS FOR THE CORE AND THEIR OPTION
(SEND specialist teaching assistant) SEND K33 S27 S29	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)	Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy. (K33, S29)
(Social and emotional well-being specialist teaching assistant) Social and emotional well-being K39 S30 S32	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)	Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning. (K39, S32)
(Curriculum provision specialist teaching assistant) Curriculum provision K44 S33 S34	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)	Effectively adapts their approach to planning and local practice to support sequencing of learning within their specific curriculum area. (K44, S34)

Professional discussion underpinned by a portfolio of evidence

Fail – does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Regulation and guidance K1 K3	<p>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)</p>	None
(Core) Advancing learning K7 K8 K12 K16 K28	<p>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, S28)</p> <p>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)</p>	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Planning and assessment K9 K14 S7 S11 S13 S16	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)	Critically analyses assessment outcomes for their learners, and how these inform future planning. (S7, S11)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Professionalism K20 K25 K26 K27 S18 S19 S23 S26 B5	<p>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)</p> <p>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)</p>	<p>Critically evaluates professional development activities and explains the impact on own role and the wider organisation. (S18, S19, B5)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Communication K19 K21 K22 K23 K24 S3 S14 S20 S21 S22 B3	<p>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)</p> <p>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)</p> <p>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)</p>	<p>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)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(SEND specialist teaching assistant) K30 K31 K32 K34 K35 S28	<p>Explains the theory, principles and approaches to the early identification of a range of SEND. (K31, K32)</p> <p>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)</p>	<p>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)</p>
(Social and emotional well-being specialist teaching assistant) Social and emotional well-being K36 K37 K38 K40 K41 S31	<p>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)</p> <p>Evaluates the principles and approaches to the promotion of well-being in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work. (K38, K41)</p>	<p>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)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Curriculum provision specialist teaching assistant) Curriculum provision K42 K43 K45 K46 K47 S35	<p>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)</p> <p>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)</p>	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)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the observation with questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall merit, the apprentice must achieve a distinction in one assessment method and a pass in another assessment method. To achieve an overall distinction, the apprentice must achieve a distinction in both assessment methods.

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

OBSERVATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

The apprentice will get a maximum EPA grade of if pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none">• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider• understand the purpose and importance of EPA• prepare for and undertake the EPA including meeting all gateway requirements

ROLES	RESPONSIBILITIES
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> ● select the training provider ● work with the training provider to select the EPAO ● work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs ● arrange and support off-the-job training to be undertaken by the apprentice ● decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA ● ensure the apprentice is prepared for the EPA ● ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan ● confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where ● provide the EPAO with access to any employer-specific documentation as required for example, company policies ● ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs ● ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA ● ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place ● ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments ● remain independent from the delivery of the EPA ● pass the certificate to the apprentice upon receipt

EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> ● conform to the requirements of this EPA plan and deliver its requirements in a timely manner ● conform to the requirements of the apprenticeship provider and assessment register ● conform to the requirements of the external quality assurance provider (EQAP) ● understand the apprenticeship including the occupational standard and EPA plan ● make all necessary contractual arrangements including agreeing the price of the EPA ● develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material ● maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA ● have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes ● appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan ● appoint administrators, invigilators and any other roles where required to facilitate the EPA ● deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
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ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> ● conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year ● conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors ● monitor the performance of all their independent assessors and provide additional training where necessary ● develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders ● use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship ● arrange for the EPA to take place in a timely manner, in consultation with the employer ● provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA ● confirm the gateway requirements have been met before they start the EPA for an apprentice ● arrange a suitable venue for the EPA <ul style="list-style-type: none"> ○ maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials ○ where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary ○ confirm the overall grade awarded ○ maintain and apply a policy for conducting appeals

ROLES	RESPONSIBILITIES
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements

ROLES	RESPONSIBILITIES
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> conform to the requirements of the apprenticeship provider and assessment register ensure procedures are in place to mitigate against any conflict of interest work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard deliver training to the apprentice as outlined in their apprenticeship agreement monitor the apprentice's progress during any training provider led on-programme learning ensure the apprentice is prepared for the EPA work with the employer to select the EPAO advise the employer, upon request, on the apprentice's readiness for EPA ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan remain independent from the delivery of the EPA
Technical expert	<p>As a minimum, the technical expert should:</p> <ul style="list-style-type: none"> have no direct connection or conflict of interest with the apprentice or training provider provide technical support, advice and guidance such as confirming company policies, procedures or processes, and providing context on technical information or on emerging technologies provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice or the assessment judgement in any way not amplify or clarify points made by the apprentice

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA. This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 3 years or significant experience of the occupation or sector.

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1: Core. Statutory and non-statutory curriculum frameworks relevant to the provision.	Professional discussion underpinned by a portfolio of evidence
K2: Core. Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.	Observation with questions
K3: Core. Policies, processes, and procedures related to the collecting, storing, and sharing of information.	Professional discussion underpinned by a portfolio of evidence
K4: Core. The principles of equity, equality, diversity, and inclusion, and why these are important.	Observation with questions
K5: Core. The principles of sustainability within the education context.	Observation with questions
K6: Core. Theories of learning, their application and implications for learning.	Observation with questions
K7: Core. Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these.	Professional discussion underpinned by a portfolio of evidence
K8: Core. Sources of information on research informed evidence-based practice.	Professional discussion underpinned by a portfolio of evidence
K9: Core. The difference between curriculum, assessment and pedagogy and why this is important when planning.	Professional discussion underpinned by a portfolio of evidence
K10: Core. Rationale, methods, and approaches to planning for learning.	Observation with questions
K11: Core. Teaching strategies to advance learning.	Observation with questions

KNOWLEDGE	ASSESSMENT METHODS
K12: Core. Barriers to learning and strategies to overcome them.	Professional discussion underpinned by a portfolio of evidence
K13: Core. Principles and different methods of assessment and observation.	Observation with questions
K14: Core. Methods of recording and reporting on assessments.	Professional discussion underpinned by a portfolio of evidence
K15: Core. The features of enabling environments.	Observation with questions
K16: Core. The principles of behaviours for learning.	Professional discussion underpinned by a portfolio of evidence
K17: Core. The principles of and approaches to learner voice.	Observation with questions
K18: Core. The purpose, impact, and safe use of equipment and resources to advance learning.	Observation with questions
K19: Core. The additional professional support available for learners.	Professional discussion underpinned by a portfolio of evidence
K20: Core. The additional professional support available for their specialist role.	Professional discussion underpinned by a portfolio of evidence
K21: Core. The principles of effective teamwork.	Professional discussion underpinned by a portfolio of evidence
K22: Core. Know how and when to escalate to the appropriate professional for expert help and advice.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
<p>K23: Core.</p> <p>The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K24: Core.</p> <p>The principles of effective coaching and mentoring and the difference between them.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K25: Core.</p> <p>The principles and importance of reflective practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K26: Core.</p> <p>Know and understand strategies to develop resilience in self and others.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K27: Core.</p> <p>Know how research findings are used to inform practices in education.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K28: Core.</p> <p>The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K29: Core.</p> <p>The appropriate digital and emerging technologies, and their applications to support learning.</p>	<p>Observation with questions</p>
<p>K30: SEND specialist teaching assistant.</p> <p>National and local SEND policies, practices, processes, and procedures.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K31: SEND specialist teaching assistant.</p> <p>The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K32: SEND specialist teaching assistant.</p> <p>Principles and approaches to early identification of SEND.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K33: SEND specialist teaching assistant.</p> <p>The tools available for assessment of SEND.</p>	<p>Observation with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K34: SEND specialist teaching assistant.</p> <p>The impact of SEND on children and young peoples' learning and development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K35: SEND specialist teaching assistant.</p> <p>Strategies to advance learning for learners with a range of SEND.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K36: Social and emotional well-being specialist teaching assistant.</p> <p>National and local policies, practices, processes, and procedures related to social and emotional well-being of learners.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K37: Social and emotional well-being specialist teaching assistant.</p> <p>The theoretical background to support social and emotional well-being in educational contexts.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K38: Social and emotional well-being specialist teaching assistant.</p> <p>Principles and approaches to the promotion of social and emotional well-being in educational contexts.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K39: Social and emotional well-being specialist teaching assistant.</p> <p>The tools available to promote social and emotional well-being to advance learning.</p>	<p>Observation with questions</p>
<p>K40: Social and emotional well-being specialist teaching assistant.</p> <p>The impact of social and emotional well-being on children and young people's learning and development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K41: Social and emotional well-being specialist teaching assistant.</p> <p>Strategies to advance social and emotional well-being in learning and assessment contexts.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K42: Curriculum provision specialist teaching assistant.</p> <p>National and local curriculum policies, practices, processes, and procedures.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
K43: Curriculum provision specialist teaching assistant. The theoretical background to progression in the specific curriculum area(s).	Professional discussion underpinned by a portfolio of evidence
K44: Curriculum provision specialist teaching assistant. Principles and approaches to planning sequences of learning in the specific curriculum area(s).	Observation with questions
K45: Curriculum provision specialist teaching assistant. The tools available for assessment within the specific curriculum area(s) to advance learning.	Professional discussion underpinned by a portfolio of evidence
K46: Curriculum provision specialist teaching assistant. The importance of the specific curriculum area(s) on children and young peoples' learning and development.	Professional discussion underpinned by a portfolio of evidence
K47: Curriculum provision specialist teaching assistant. Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1: Core. Act in line with policies, processes, and procedures related to statutory frameworks and non-statutory guidance, including safeguarding, implementing the setting's behaviour policy.	Observation with questions
S2: Core. Establish a safe, stimulating and nurturing environment for learners.	Observation with questions
S3: Core. Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.	Professional discussion underpinned by a portfolio of evidence
S4: Core. Demonstrate understanding of equality and diversity and sustainable development.	Observation with questions

SKILL	ASSESSMENT METHODS
S5: Core. Undertake dynamic risk assessment of the learning environment.	Observation with questions
S6: Core. Respond to and mitigate potential hazards that may adversely affect a learning environment.	Observation with questions
S7: Core. Contribute to the planning of learning and assessment activities.	Professional discussion underpinned by a portfolio of evidence
S8: Core. Apply teaching strategies to advance learning, for example scaffolding.	Observation with questions
S9: Core. Select and use safely, appropriate equipment and resources to advance learning.	Observation with questions
S10: Core. Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.	Observation with questions
S11: Core. Analyse assessment outcomes to inform reporting and future planning.	Professional discussion underpinned by a portfolio of evidence
S12: Core. Provide ongoing feedback to learners and support them to respond to feedback.	Observation with questions
S13: Core. Record and report information related to learners' progress to a range of stakeholders.	Professional discussion underpinned by a portfolio of evidence
S14: Core. Collaborate with colleagues and other professionals.	Professional discussion underpinned by a portfolio of evidence
S15: Core. Advocate for and champion the needs of learners.	Observation with questions

SKILL	ASSESSMENT METHODS
S16: Core. Use a range of research to critically evaluate teaching and assessment approaches and practices.	Professional discussion underpinned by a portfolio of evidence
S17: Core. Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.	Observation with questions
S18: Core. Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources.	Professional discussion underpinned by a portfolio of evidence
S19: Core. Update and maintain their own knowledge and skills as part of managing their own continuing professional development.	Professional discussion underpinned by a portfolio of evidence
S20: Core. 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.	Professional discussion underpinned by a portfolio of evidence
S21: Core. Support the development of effective practices in others, for example through mentoring and coaching colleagues.	Professional discussion underpinned by a portfolio of evidence
S22: Core. Identify, action, and challenge issues and undertake difficult conversations where appropriate.	Professional discussion underpinned by a portfolio of evidence
S23: Core. Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being.	Professional discussion underpinned by a portfolio of evidence
S24: Core. Implement strategies to support the social and emotional well-being of learners.	Observation with questions

SKILL	ASSESSMENT METHODS
S25: Core. Select and use technologies safely and effectively to promote learning.	Observation with questions
S26: Core. Prioritise and manage own workload, for example recognising the importance of capacity.	Professional discussion underpinned by a portfolio of evidence
S27: SEND specialist teaching assistant. Implement national and local SEND policy, practices, processes, and procedures.	Observation with questions
S28: SEND specialist teaching assistant. Apply approaches to the assessment and early identification of SEND.	Professional discussion underpinned by a portfolio of evidence
S29: SEND specialist teaching assistant. Apply strategies to adapt provision and practices to support learners with SEND.	Observation with questions
S30: Social and emotional well-being specialist teaching assistant. Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.	Observation with questions
S31: Social and emotional well-being specialist teaching assistant. Identify and signpost learners in need of social and emotional well-being intervention.	Professional discussion underpinned by a portfolio of evidence
S32: Social and emotional well-being specialist teaching assistant. Apply strategies to support the social and emotional well-being of learners.	Observation with questions
S33: Curriculum provision specialist teaching assistant. Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision.	Observation with questions
S34: Curriculum provision specialist teaching assistant. Adapt planning and assessment to support learning and progress in the specific area of curriculum provision.	Observation with questions

SKILL	ASSESSMENT METHODS
S35: Curriculum provision specialist teaching assistant. Support colleagues by advocating for the specific curriculum provision.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1: Core. Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts.	Observation with questions
B2: Core. Act professionally, positively, and proactively.	Observation with questions
B3: Core. Show respect, care, approachability and empathy for children, colleagues and stakeholders.	Professional discussion underpinned by a portfolio of evidence
B4: Core. Adaptable and resilient.	Observation with questions
B5: Core. Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism.	Professional discussion underpinned by a portfolio of evidence
B6: Core. Model appropriately aspirational practices.	Observation with questions

Mapping of KSBs to grade themes

Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Regulation and guidance K2 K4 K5 K15 S1 S2 S4	Statutory and non- statutory health, safety and well-being frameworks relevant to the provision, including safeguarding. (K2) The principles of equity, equality, diversity, and inclusion, and why these are important. (K4) The principles of sustainability within the education context. (K5) The features of enabling environments. (K15)	Act in line with policies, processes, and procedures related to statutory frameworks and non- statutory guidance, including safeguarding, implementing the setting's behaviour policy. (S1) Establish a safe, stimulating and nurturing environment for learners. (S2) Demonstrate understanding of equality and diversity and sustainable development. (S4)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Advancing learning K6 K11 K18 K29 S5 S6 S8 S9 S24 S25 B2	Theories of learning, their application and implications for learning. (K6) Teaching strategies to advance learning. (K11) The purpose, impact, and safe use of equipment and resources to advance learning. (K18) The appropriate digital and emerging technologies, and their applications to support learning. (K29)	Undertake dynamic risk assessment of the learning environment. (S5) Respond to and mitigate potential hazards that may adversely affect a learning environment. (S6) Apply teaching strategies to advance learning, for example scaffolding. (S8) Select and use safely, appropriate equipment and resources to advance learning. (S9) Implement strategies to support the social and emotional well-being of learners. (S24) Select and use technologies safely and effectively to promote learning. (S25)	Act professionally, positively, and proactively. (B2)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Planning and assessment K10 K13 S10 S12 S17	Rationale, methods, and approaches to planning for learning. (K10) Principles and different methods of assessment and observation. (K13)	Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments. (S10) Provide ongoing feedback to learners and support them to respond to feedback. (S12) Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs. (S17)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Professionalism B1 B4 B6	None	None	<p>Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts. (B1)</p> <p>Adaptable and resilient. (B4)</p> <p>Model appropriately aspirational practices. (B6)</p>
(Core) Communication K17 S15	The principles of and approaches to learner voice. (K17)	Advocate for and champion the needs of learners. (S15)	None
(SEND specialist teaching assistant) SEND K33 S27 S29	The tools available for assessment of SEND. (K33)	<p>Implement national and local SEND policy, practices, processes, and procedures. (S27)</p> <p>Apply strategies to adapt provision and practices to support learners with SEND. (S29)</p>	None
(Social and emotional well-being specialist teaching assistant) Social and emotional well-being K39 S30 S32	The tools available to promote social and emotional well-being to advance learning. (K39)	<p>Implement national and local policies, practices, processes, and procedures related to social and emotional well-being. (S30)</p> <p>Apply strategies to support the social and emotional well-being of learners. (S32)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Curriculum provision specialist teaching assistant) Curriculum provision K44 S33 S34	Principles and approaches to planning sequences of learning in the specific curriculum area(s). (K44)	Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision. (S33) Adapt planning and assessment to support learning and progress in the specific area of curriculum provision. (S34)	None

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Regulation and guidance K1 K3	Statutory and non- statutory curriculum frameworks relevant to the provision. (K1) Policies, processes, and procedures related to the collecting, storing, and sharing of information. (K3)	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Advancing learning K7 K8 K12 K16 K28	Typical patterns of child development and age-related expectations. How these differ for individual learners and the implication of these. (K7) Sources of information on research informed evidence-based practice. (K8) Barriers to learning and strategies to overcome them. (K12) The principles of behaviours for learning. (K16) The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education. (K28)	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Planning and assessment K9 K14 S7 S11 S13 S16	The difference between curriculum, assessment and pedagogy and why this is important when planning. (K9) Methods of recording and reporting on assessments. (K14)	Contribute to the planning of learning and assessment activities. (S7) Analyse assessment outcomes to inform reporting and future planning. (S11) Record and report information related to learners' progress to a range of stakeholders. (S13) Use a range of research to critically evaluate teaching and assessment approaches and practices. (S16)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Professionalism K20 K25 K26 K27 S18 S19 S23 S26 B5	The additional professional support available for their specialist role. (K20) The principles and importance of reflective practice. (K25) Know and understand strategies to develop resilience in self and others. (K26) Know how research findings are used to inform practices in education. (K27)	Improve own practice by undertaking continuous self-reflection including seeking and responding to feedback from varied sources. (S18) Update and maintain their own knowledge and skills as part of managing their own continuing professional development. (S19) Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being. (S23) Prioritise and manage own workload, for example recognising the importance of capacity. (S26)	Eager to develop as a practitioner, by being receptive and open to challenge and constructive criticism. (B5)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Communication K19 K21 K22 K23 K24 S3 S14 S20 S21 S22 B3	The additional professional support available for learners. (K19) The principles of effective teamwork. (K21) Know how and when to escalate to the appropriate professional for expert help and advice. (K22) The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders. (K23) The principles of effective coaching and mentoring and the difference between them. (K24)	Establish nurturing, effective working relationships with learners, parents or carers and stakeholders. (S3) Collaborate with colleagues and other professionals. (S14) 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. (S20) Support the development of effective practices in others, for example through mentoring and coaching colleagues. (S21) Identify, action, and challenge issues and undertake difficult conversations where appropriate. (S22)	Show respect, care, approachability and empathy for children, colleagues and stakeholders. (B3)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(SEND specialist teaching assistant) SEND K30 K31 K32 K34 K35 S28	National and local SEND policies, practices, processes, and procedures. (K30) The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia. (K31) Principles and approaches to early identification of SEND. (K32) The impact of SEND on children and young peoples' learning and development. (K34) Strategies to advance learning for learners with a range of SEND. (K35)	Apply approaches to the assessment and early identification of SEND. (S28)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Social and emotional well-being specialist teaching assistant) Social and emotional well-being K36 K37 K38 K40 K41 S31	National and local policies, practices, processes, and procedures related to social and emotional well-being of learners. (K36) The theoretical background to support social and emotional well-being in educational contexts. (K37) Principles and approaches to the promotion of social and emotional well-being in educational contexts. (K38) The impact of social and emotional well-being on children and young people's learning and development. (K40) Strategies to advance social and emotional well-being in learning and assessment contexts. (K41)	Identify and signpost learners in need of social and emotional well-being intervention. (S31)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>(Curriculum provision specialist teaching assistant)</p> <p>Curriculum provision</p> <p>K42 K43 K45 K46 K47 S35</p>	<p>National and local curriculum policies, practices, processes, and procedures. (K42)</p> <p>The theoretical background to progression in the specific curriculum area(s). (K43)</p> <p>The tools available for assessment within the specific curriculum area(s) to advance learning. (K45)</p> <p>The importance of the specific curriculum area(s) on children and young peoples' learning and development. (K46)</p> <p>Strategies to promote the specific curriculum area(s) within the educational context for the benefit of children and young people. (K47)</p>	<p>Support colleagues by advocating for the specific curriculum provision. (S35)</p>	<p>None</p>

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