



Open Awards Level 3 End-point Assessment for

ST0454 Teaching Assistant

Version History

Version	Date	Change(s) made	Section(s)	Publication source(s)
1		New document.	All	Development Team

This EPA Handbook is for apprentices, employers and providers. It provides an overview of the end-point assessment, the assessment methods, the grading criteria etc. It is a reference document which will guide you through each stage of the process.

For further information about apprenticeship standards and Trailblazers please contact enquiries@openawards.org.uk.

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Occupational Overview

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

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

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

An employee in this occupation will be responsible for delivering individual and small group teaching and adapting planning under the direction of a teacher; implementing safeguarding policies and safe practice; working effectively with other education professionals; promoting positive learning behaviours; and supporting the development of a safe and stimulating learning environment. They will work within a framework of national legislation regarding safeguarding, and within the policies and procedures of their individual education organisations.

The full list of duties that are covered by this apprenticeship Standard can be viewed on the IfATE [website](#).

Standard Information

Level: 3

Reference: ST0454

Approved for delivery: 26th June 2018

Route: Education and early years

Typical duration to gateway: 18 months (this does not include the EPA period)

Employers involved in creating the standard:

Hughenden Primary School, Tarka Trust, Central Bedfordshire Council, Leeds City Council, Academies Enterprise Trust, South Farnham Educational Trust, Walsall College, Nottingham City Council, South Gloucestershire & Stroud College, Enfield Council, NCFE, City & Guilds, Sporting Futures, ActivIQ, Unison, Somerset Skills & Learning

External Quality Assurance Provider: Ofqual

Entry Requirements

There are no formal entry requirements however apprentices must achieve English and mathematics in line with current ESFA funding rules.

EPA Documents Overview

An overview of the main documents and supporting materials you will encounter during this end-point assessment is in the table below.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Skills Scan	This document is designed to support employers and providers to ensure that an apprentice's job role meets the requirements of the standard.	Employers Providers	Use this during the decision making process when considering whether the EPA is appropriate for the apprentice.	This allows employers and providers to ensure that the EPA is a good fit for the skills and aspirations of the apprentice.
Apprentice EPA Journey	A one page visual overview of the different milestones the apprentice will reach within their EPA journey.	Apprentices Employers Providers	Before committing to the course to make sure it is the right fit for you. Throughout the EPA journey.	This roadmap will help you to understand what has been achieved so far and what still needs to be completed.
EPA Handbook	This provides an overview of the end-point assessment, the assessment methods, the grading criteria etc. It is a reference document which will guide you through each stage of the process.	Apprentices Employers Providers	During the apprenticeship as a reminder of the expectations, assessment methods and grading.	This is a key document which will help you to navigate your way through each step of the end-point assessment. Refer back to this frequently.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Progression Tracker	This allows the employer to compile and record an evidence base to prove that the apprentice has demonstrated competence against each KSB specified in the assessment plan.	Apprentices Employers Providers	Throughout the EPA prior to gateway.	This document could be a valuable basis for discussions around progress that the employer may have with the apprentice.
Preparation for the Observation	This gives you a brief reminder of how to prepare for the Observation and the KSBs that will be assessed through this assessment method.	Apprentices Employers Providers	When preparing for your Observation.	The grading descriptors will help apprentices to identify areas you may need to work on.
Preparation for the Professional Discussion	This gives you a brief reminder of how to prepare for the Professional Discussion and the knowledge and behaviours that will be assessed	Apprentices Employers Providers	When preparing for your Professional Discussion.	The grading descriptors may help you to complete a self-assessment whilst preparing for the Professional Discussion
Portfolio Referencing Matrix	This gives you an overview of the Portfolio of Evidence requirements. It also includes a declaration for the apprentice and the	Apprentices Employers Providers	When you submit the Portfolio of Evidence to support the Professional Discussion at gateway.	If this document is not signed and submitted the apprentice will not be able to enter gateway.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
	employer to sign.			
Gateway Authenticity and Declaration form	This form declares that the apprentice is ready for gateway, the gateway conditions have been met and the evidence submitted has been produced by the apprentice.	Apprentices Employers Providers	At gateway.	This form needs to be signed by employers, providers and the apprentice. The apprentice is unable to enter gateway until this form has been completed and submitted.

Gateway Requirements

The training provider must provide Open Awards with the following evidence to enable us to approve the gateway.

- Apprentices must have completed the minimum apprenticeship on-programme duration (12 months from the start date; typically 18 months).
- Apprentices must achieve English and mathematics in line with current ESFA funding rules.
- Portfolio of evidence.
- Portfolio Referencing Matrix.
- Fully completed and signed Gateway Authenticity Declaration form.

For more information on funding rules acceptable qualifications for English and mathematics, please visit [here](#).

Assessment

The ST0454 Teaching Assistant End-point Assessment consists of 2 assessment methods:

- Observation with questioning
- Professional discussion, underpinned by a portfolio

Assessment Preparation

Support materials are available on the Open Awards portal to help prepare apprentices for their assessments. These materials will also support training providers and employers post-gateway to ensure apprentices are well prepared for their EPA experience. They are not intended to be used to measure proficiency pre-gateway or to support gateway decisions. Training providers can access these materials through the Secure Portal.

This includes example questions for both assessment components.

Order of Assessments

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.

Assessment Window

The EPA period will typically last for 3 months.

The exception to this will be where a resit or retake is required.

It is anticipated that apprentices that where apprentices require a resit, this will be completed within 2 months of the results notification. Where an apprentice requires a retake, this will be completed within 3 months of the results 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.

Assessment Method 1 – Observation with Questioning

The observation involves an independent assessor observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs mapped to this assessment method through naturally occurring evidence. Simulation is not permitted during the observation.

The independent assessor must observe the apprentice working directly with a learner or a group of learners, either in the classroom or in an intervention. Observations may include set up of the learning environment and time post lesson/intervention to include learner and staff interaction, in addition to observation of the teaching.

Assessment Location

The observation will take place in the apprentice's normal working environment.

Assessment Timings

The apprentice will be given 2 weeks notice of the observation.

The observation with questioning must take **110 minutes** over the same day, including 20 minutes of questioning.

The independent assessor can increase the time of the observation by up to 10% to give the apprentice time to complete a task or respond to a question if necessary.

Delivery

The observation may be split into discrete sections held on the same working day. Controlled conditions must be maintained during all breaks and if/when moving between locations during the working day.

Questions must be asked after the observation. This part of the observation must take place in a quiet room, free from distractions.

The independent assessor will ask a minimum of **4 questions** at the end of the presentation. The independent assessor has the discretion to increase the time of the presentation with questioning by up to 10% to allow the apprentice to complete their last point or answer their last question.

Questions will be drawn from a question bank supplied by the EPAO and follow up questions are allowed.

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 and should be kept to a minimum. The independent assessor can also ask questions to clarify answers given by the apprentice.

The independent assessor will make all grading decisions.

Grading Criteria (Observation with Questioning)

Grading Descriptors	Pass Descriptors	Distinction Descriptors
Delivery K2, K12, S1, S6, S14	Adapts and applies teaching strategies in delivery, using suitable learning resources to engage learners and support progress. (K2; K12; S6; S14)	Recognises when a learner requires immediate adaptation of resources to increase or decrease the level of demand during delivery. (K2; K12; S6; S14)
	Delivers strategies to support the development of independence in learners. (S1)	
Assessment K8, K9, S10, S11, S16	Applies observation methods and produces clear, accurate and concise records and reports of observations. (K9; S10)	
	Chooses and applies formative assessment method(s), appropriate to the learning activity. Provides accurate feedback to learners based on the formative assessment. (K8; S11; S16)	
Communication K13, S2, S5	Chooses and applies communication strategies with consideration for the audience and context of the message to be communicated. (K13; S2)	Combines and adapts verbal and non-verbal communication strategies to ensure learners remain engaged and achieve progress in learning. (K13; S2)
	Consults with the teacher to clarify their role during classroom or intervention delivery. (S5)	Collaborates with the teacher proactively and adapts to changing need to ensure their activity has an impact on learning in line with the teacher's guidance. (S5)
Pastoral S3, S9, S15, B2	Chooses and consistently applies behaviour management strategies in line with organisation policy, in response to learner pastoral or academic behaviour, and	Adapts and merges strategies to support the individual needs of the learner and tailor behaviour management strategies to proactively manage learner pastoral or

	reflects organisational values in their own practice. (S3; S15; B2)	academic behaviour. (S3; S15)
	Applies the use of strategies to support the mental health and well-being requirements of learners in line with organisational policy. (S9)	
Technology K6, S12, S13	Selects and operate technology that supports learning, ensuring it is operated in line with organisational policy and safeguarding procedures. Models the safe use of technology to prepare learners to operate independently. (K6; S12; S13)	Combines and adapts the use of different technologies in line with individual learner needs to ensure learning is accessible. (K6; S12)
Relationships and role modelling S7, B1, B6	Interacts professionally and respectfully with others to build relationships and collaborate. (S7; B1; B6)	

A fail grade would be given where the candidate does **not** meet all of the pass grading descriptors

To achieve a pass, the apprentice must meet **all** of the pass grading descriptors.

To achieve a distinction, the apprentice must meet **all** of the pass **and** distinctions grading descriptors.

Knowledge, Skills and Behaviours – Observation with Questioning

Ref	Criteria
Knowledge	
K2	The learning resources available to support learners and how to use them.
K6	How technology can support learning.
K8	Methods of formative assessment.
K10	The curriculum intent, how it is implemented, and the intended impact.
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).

K13	How to adapt communication strategies to suit the audience and context.
Skills	
S1	Apply strategies to support and encourage the development of independent learners.
S2	Adapt communication strategies for the audience and context.
S3	Apply behaviour management strategies in line with organisational policy.
S5	Communicate with teachers to ensure clarity of the TA's role.
S6	Apply teaching strategies to deliver learning activities or interventions.
S7	Build relationships with learners, teachers, other professionals and stakeholders.
S9	Support the well-being and mental health of learners.
S10	Observe, record, and report on learners in line with organisational procedures.
S11	Apply methods of formative assessment.
S12	Use up to date technology safely, to support learning.
S13	Encourage safe use of technology by learners.
S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).
S15	Identify and respond to pastoral and academic behaviours in learners.
S16	Provide feedback to learners.
Behaviours	
B1	Act professionally and respectfully with the whole school community.
B2	Be a positive role model, upholding and exemplifying the organisation's values.
B6	Work collaboratively and constructively with the whole school community.

Assessment Method 2 Professional Discussion underpinned by a portfolio of evidence

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

A portfolio of evidence will be used by the apprentice to provide evidence to support the discussion and will not in itself be assessed or contribute to the overall grade. The assessor will ask a minimum of **10 questions** from the question bank provided by the EPAO and follow up questions are allowed.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion, and both can refer to it as needed.

The professional discussion must be conducted on a 1:1 basis in a controlled environment free from distraction or influence. The discussion can take place face-to-face or remotely via video conferencing. The discussion will be recorded. KSBs met and answers to questions, must be recorded by the independent assessor. The independent assessor will make all grading decisions.

Assessment Timing

The professional discussion will last for **90 minutes** with +/- 10% tolerance at the assessor's discretion.

Assessment Location

The professional discussion should take place in a quiet room, free from distractions and influence. This assessment will be conducted remotely by video conferencing with a camera and microphone unless an in-person assessment is requested at gateway.

The professional discussion can take place in any of the following:

- employer's premises
- suitable venue selected by the EPAO (for example a training provider's premises)

The EPAO will have processes in place to verify the identity of the apprentice and have their camera and microphone on at all times to ensure the apprentice is not being aided.

Grading Criteria - Professional Discussion

Grading Descriptors	Pass Descriptors	Distinction Descriptors
Learning and support K1, K14, K15, K16, S4, B3	Describes the range of academic behaviours and pastoral needs learners may display, and the strategies and referral services available to educators to support learner's well-being and mental health. (K15; K16)	Explains their organisation's process for reporting and referral to other professionals (internal or external), their role in the reporting and referral process, and how this can support the learner. (K15; K16)
	Explains how resources can be adapted to meet the learning needs of all learners, and how the adaptation of resources can promote equality, diversity and inclusion within the organisation. (S4; B3)	Analyses the reasons for adapting resources and the impact that adaptation can have on learners. (S4; B3)
	Describes the types of individual and group intervention available to support learners. (K14)	
	Explains how they provide feedback to support progress in learning. (K1)	
Assessment K4, K7	Describes the stages of the learning, assessment and feedback cycle and how target setting is used to support learner's academic progress. (K4; K7)	Analyses the advantages and limitations of assessment methods and the impact of target setting within the learning, assessment and feedback cycle. (K4; K7)
Curriculum K10, K17	Describes the intent of the curriculum within their organisation, how their organisation implements the curriculum and what the intended impact of that curriculum is. (K10)	Explain how the curriculum within their setting fits within the broader curriculum the learner has been/will be exposed to across different stages of education. (K10)
	Explains how enrichment activities benefit learners. (K17)	

Child development K3, K5	Describe how a learner's background and experiences can impact upon how they learn, including the impact of transition. (K3; K5)	Explain how they apply theories of development to support learner's academic and pastoral development. (K3)
Legislation and policy K11, S8	Describes their responsibilities with regards to Prevent, safeguarding, and health & safety legislation and guidance, and how they apply their organisations' procedures to ensure compliance with this legislation. (K11; S8)	Explains how local and national policies and procedures for safeguarding including serious case reviews, can impact on organisational policies and procedures. (K11; S8)
Professional development B4, B5	Describes how they reflect on their practice, responding to constructive feedback, and engage with research on best practice to improve their delivery. (B4; B5)	

A fail grade would be given where the candidate does **not** meet all of the pass grading descriptors

To achieve a pass, the apprentice must meet **all** of the pass grading descriptors. To achieve a distinction, the apprentice must meet **all** of the pass **and** distinctions grading descriptors.

Knowledge, Skills and Behaviours - Professional Discussion

Ref	Criteria
Knowledge	
K1	The importance of providing feedback.
K3	The stages of development for children and young people.
K4	The principles of target setting to support the next steps in learning.
K5	The impact of transition on learners and strategies to support them.
K7	The learning, assessment, and feedback cycle.
K10	The curriculum intent, how it is implemented, and the intended impact.
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures.
K14	Types of learning intervention.
K15	How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.
K16	The pastoral and academic behaviours learners will display.
K17	The impact of enrichment activities on learners.
Skills	
S4	Adapt resources to support all learners.
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.
Behaviours	
B3	Respect and promote equality, diversity, and inclusion.
B4	Be committed to improving their own delivery through reflective practice.
B5	Engage with research to establish best practice.

Grading

Both assessment methods are graded in the same way, i.e.:

- If one or more pass grading descriptors are not met, the assessment will be graded as a fail.
- To achieve a pass **all** pass criteria must be met.
- To achieve a distinction all pass criteria **and all** distinction criteria must be met.

Overall Grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan. EPAOs must combine the individual assessment method grades to determine 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 should achieve at least a pass in all the assessment methods.

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

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

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

Observation with questions	Professional discussion	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. Open Awards will provide feedback alongside the result notification to all apprentices who fail an assessment method. This feedback will be provided via the training provider, normally **within ten (10) workings days** of the assessment taking place.

Re-sits or re-takes are only to be taken in the event that the original assessment grade is a fail. A re-sit or re-take cannot be taken with the intention of increasing the original grade if an apprentice has passed their EPA. Therefore, feedback will not normally be provided to apprentices who achieve a pass or higher.

A re-sit does not require further learning, whereas a re-take does.

Apprentices will normally be asked different questions in the case of a re-sit or re-take. However, given the nature of the task it may be necessary for an assessor to ask identical or closely related questions to ensure assessment criteria have been met.

The maximum grade that can be achieved for a re-sit or re-take is a pass. Where an apprentice believes exceptional circumstances impacted on their initial assessment attempt, they must submit a formal request with supporting evidence for exceptional circumstances to be considered, directly to Open Awards **within five (5) working days** of receiving the assessment decision.

All re-sits and re-takes must be completed within six (6) months of the EPA outcome notification otherwise the entire EPA will need to be taken again.

It is expected that a resit will be taken within two (2) months of the EPA outcome notification, and retakes within three (3) months.

Quality Assurance

Independent End-point Assessor Standard Requirements

Independent End Point Assessors must meet the following criteria:

- have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience
- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector
- understand the occupational standard and the requirements of this EPA
- have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation
- have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest

Internal Quality Assurance

Open Awards will complete quality assurance on assessments before results are released. Quality assurance is completed through observations and examination of documentation on a risk-based sampling model.

External quality assurance

External quality assurance for this apprenticeship standard is undertaken by Ofqual.

Indicative Content

The assessment specification can be found on our website and on IfATE's website in the published assessment plan for the standard.

Details of the indicative content that will be assessed by each assessment method of the apprenticeship standard is outlined below.

Assessment Method 1: Observation with Questioning

Ref	KSB to be assessed
Knowledge	
K2	The learning resources available to support learners and how to use them. S1 Apply strategies to support and encourage the development of independent learners.
	Types of learning resources (e.g., digital, physical, sensory). Identifying different learning styles (e.g., visual, auditory, kinaesthetic). Understanding how learners process new information. Identifying appropriate resources to support different learning styles and abilities and understanding how, why and when to adapt resources. Accessing and utilising a range of resources (e.g., school library, online platforms/ resources, other providers/ organisations). Evaluating the effectiveness of learning resources and proactively seeking our new resources to bridge learner needs.
K6	How technology can support learning.
	Different types of educational technology (hardware and software). Using technology to enhance learner experiences. Digital literacy skills for learners and teaching assistants. Ensuring safe and responsible use of technology. Engaging with technology to promote learning beyond the classroom (e.g., sharing information with families, promoting school events using online platforms).
K8	Methods of formative assessment.
	Purpose and benefits of formative assessment. Formative assessment strategies (e.g., questioning, observation, peer assessment). Understanding what types of formative assessments suit the needs of different learners' depending on age, ability, pastoral and behavioural care needs, including understanding the importance of adapting assessment strategies. Using formative assessment data to inform teaching and learning. Utilising formative assessment to assess progress during the lesson.
K9	Methods of observing, recording, and reporting.
	Observing learner behaviour, engagement and progress. Recording observations effectively and efficiently (e.g., using observation sheets, digital tools). Sharing observations with colleagues and parents/carers. Understanding the procedures around recording and reporting information about learners.

Ref	KSB to be assessed
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).
	<p>A range of teaching strategies to support learning.</p> <p>Adapting teaching strategies to meet the needs of different learners.</p> <p>Using scaffolding techniques and resources to support learner progress.</p> <p>Asking effective open questions to promote critical thinking.</p>
K13	How to adapt communication strategies to suit the audience and context.
	<p>Effective communication skills for different audiences (learners, parents, colleagues).</p> <p>Adapting communication style to different contexts (one-to-one, group, formal, informal).</p> <p>Using clear and concise language.</p> <p>Active listening skills.</p>

Ref	KSB to be assessed
Skills	
S1	Apply strategies to support and encourage the development of independent learners.
	<p>Setting achievable goals with learners which foster motivation and build confidence.</p> <p>Providing opportunities for choice and decision-making.</p> <p>Teaching self-regulation and time management skills.</p>
S2	Adapt communication strategies for the audience and context.
	<p>Being aware of the age, ability and backgrounds of learners.</p> <p>Using clear and concise language.</p> <p>Active listening.</p> <p>Tailoring communication styles to different audiences (learners, parents, colleagues).</p> <p>Effective verbal and non-verbal communication.</p> <p>Consistently demonstrating professionalism.</p>
S3	Apply behaviour management strategies in line with organisational policy.
	<p>Establishing clear classroom routines and expectations.</p> <p>Using positive reinforcement and rewards in line with the organisation's behaviour policy.</p> <p>Implementing consistent consequences for inappropriate behaviour in line with organisation's behaviour policy.</p> <p>De-escalation techniques.</p>
S5	Communicate with teachers to ensure clarity of the TA's role.
	<p>Effective communication channels (meetings, emails, informal conversations).</p> <p>Seeking clarification on tasks and expectations.</p> <p>Seeking support when needed, including understanding the impact on mental health and wellbeing.</p> <p>Sharing information about learner progress.</p> <p>Building positive working relationships.</p>
S6	Apply teaching strategies to deliver learning activities or interventions.
	<p>Using a variety of teaching methods (e.g., direct instruction, group work, inquiry-based learning).</p> <p>Differentiating instruction to meet learner needs.</p> <p>Providing clear explanations and demonstrations.</p> <p>Managing classroom activities effectively.</p>

Ref	KSB to be assessed
S7	Build relationships with learners, teachers, other professionals and stakeholders.
	Establishing rapport and trust. Effective interpersonal skills. Collaborating with colleagues. Building positive relationships with parents/carers. Understanding the importance of building a professional reputation and displaying professional conduct.
S9	Support the well-being and mental health of learners.
	Creating a positive and supportive classroom environment. Recognising signs of emotional and mental health difficulties. Providing basic emotional support. Knowing when and how to refer to specialist services.
S10	Observe, record, and report on learners in line with organisational procedures.
	Using observation tools effectively. Recording observations accurately and consistently. Sharing observations with relevant professionals. Using data to inform planning and intervention.
S11	Apply methods of formative assessment.
	Using observation tools effectively. Recording observations accurately and consistently. Sharing observations with relevant professionals. Using data to inform planning and intervention.
S12	Use up to date technology safely, to support learning.
	Basic digital literacy skills. Using technology to enhance learning experiences. Ensuring data security and privacy. Troubleshooting technical issues.
S13	Encourage safe use of technology by learners.
	Supporting development of digital literacy skills and e-safety. Monitoring and reporting online activity. Implementing policies for preventing cyberbullying. Promoting responsible use of technology.
S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).
	Using a variety of teaching strategies to support learners' progress. Using a variety of teaching strategies and resources to promote critical thinking (e.g., open ended questions, inquiry-based tasks). Providing differentiated support. Using a variety of teaching approaches.
S15	Identify and respond to pastoral and academic behaviours in learners.
	Recognising signs of academic and emotional difficulties. Implementing behaviour management strategies. Referring learners to appropriate support services. Building positive relationships with learners.
S16	Provide feedback to learners.

Ref	KSB to be assessed
	<p>Giving specific and actionable feedback.</p> <p>Using positive reinforcement.</p> <p>Encouraging self-assessment.</p> <p>Adapting feedback to meet individual needs.</p>

Ref	KSB to be assessed
Behaviours	
B1	Act professionally and respectfully with the whole school community.
	<p>Foster professional relationships.</p> <p>Maintaining professional boundaries.</p> <p>Demonstrate appropriate behaviour, language and tone.</p> <p>Showing respect for colleagues, learners, and parents/carers.</p> <p>Conduct personal behaviour appropriately.</p>
B2	Be a positive role model, upholding and exemplifying the organisation's values.
	<p>Demonstrating enthusiasm and commitment.</p> <p>Embodying the school's ethos and values.</p> <p>Leading by example.</p>
B6	Work collaboratively and constructively with the whole school community.
	<p>Building positive relationships with colleagues and the wider school community.</p> <p>Contributing to team goals.</p> <p>Sharing ideas and resources.</p> <p>Participating in school events and activities.</p>

Assessment Method 2: Professional Discussion

Ref	KSB to be assessed
Knowledge	
K1	The importance of providing feedback.
	<p>The role of feedback in supporting learner progress, including different types of feedback (oral, written, visual, formal reporting, informal discussion).</p> <p>Understanding the benefits of constructive feedback and praise when building learner self-esteem and confidence.</p> <p>Effective feedback strategies (specific, timely, measurable, attainable).</p> <p>The impact of positive and negative feedback on learners' motivation, self-esteem and attainment.</p> <p>The importance of adapting feedback to meet the needs of different learners (ability, age, language).</p>
K3	The stages of development for children and young people.
	<p>Child and adolescent development theories e.g., Vygotsky, Piaget, Maslow.</p> <p>Physical development (growth, motor skills, health and well-being)</p> <p>Cognitive development (thinking, problem-solving, speech and language)</p> <p>Social and emotional development (relationships, self-esteem, empathy, self-regulation)</p> <p>Characteristics of different developmental stages (early years, primary, secondary).</p> <p>Understanding the impact early trauma can have on a learner, including how development affects learner outcomes and barriers to education.</p> <p>An understanding of barriers to education and strategies to overcome them, including the impact of learner backgrounds on education.</p>
K4	The principles of target setting to support the next steps in learning.
	<p>Understanding the role of targets in learner progression.</p> <p>Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.</p> <p>Differentiating targets based on learner needs and abilities.</p> <p>Monitoring and reviewing target progress.</p> <p>Understanding the importance of sharing targets with learners to support accountability and autonomy, including links to feedback.</p>
K5	The impact of transition on learners and strategies to support them.
	<p>Understanding the challenge of daily transitions for learners' (e.g., change of staff, arriving, departing, changing topics).</p> <p>Understanding the challenges of transition periods across a learners' academic career (e.g., primary to secondary, key stage changes).</p> <p>Supporting learners emotionally and academically during transitions.</p> <p>Building positive relationships with learners and parents/ carers during transition.</p> <p>Strategies for managing anxiety and stress related to transitions.</p>
K7	The learning, assessment, and feedback cycle.
	<p>Understanding the relationship between learning, assessment, and feedback.</p> <p>Using assessment information to inform planning and teaching.</p> <p>Understanding the role of in the moment planning, lesson, medium- and long-term planning.</p> <p>Providing timely and effective feedback to learners.</p> <p>Reflecting on the impact of assessment and feedback.</p> <p>Utilising different types of feedback (e.g., in the moment, written, oral, formal reporting, informal discussions).</p>

Ref	KSB to be assessed
K10	The curriculum intent, how it is implemented, and the intended impact.
	<p>Understanding the curriculum, how it is delivered and its purpose.</p> <p>Analysing how the curriculum is implemented and embedded into daily routines in the classroom.</p> <p>Evaluating the impact of the curriculum on learners' progress.</p> <p>Understanding the role of recall and learners building on prior knowledge.</p>
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures.
	<p>Understanding Prevent, child protection and safeguarding procedures.</p> <p>Recognising signs of abuse and neglect.</p> <p>Reporting concerns about child welfare.</p> <p>Health and safety regulations in an educational setting.</p> <p>Identifying ways to embed safeguarding, prevent and health and safety in the curriculum.</p> <p>Understanding own role in relation to Prevent, safeguarding and health and safety.</p>
K14	Types of learning intervention.
	<p>Identifying learners who require additional support and gaining an understanding of their unique needs.</p> <p>Different types of learning interventions (e.g., one-to-one support, small group work, peer mentoring, play based).</p> <p>Implementing and evaluating the effectiveness of interventions.</p>
K15	How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.
	<p>Recognising signs of emotional and mental health difficulties.</p> <p>Providing basic emotional support to learners.</p> <p>Working with other professionals to support learners' well-being.</p> <p>Understanding confidentiality and data protection.</p> <p>Understanding the benefits of positive reinforcement to ensure learners feel encouraged to achieve, including links to conduct and wellbeing.</p>
K16	The pastoral and academic behaviours learners will display.
	<p>Identifying positive and negative pastoral and academic behaviours.</p> <p>Understanding the impact of behaviour and attitudes in the classroom, and a learner's ability to thrive.</p> <p>Strategies for managing challenging behaviour.</p> <p>Building positive and nurturing relationships with learners in which learners feel safe and able to learn confidently.</p> <p>Understands links to learning environment.</p>
K17	The impact of enrichment activities on learners.
	<p>Understanding the purpose of enrichment activities to extend the breadth of learning.</p> <p>Planning and delivering enrichment activities.</p> <p>Assessing the impact of enrichment activities on learners' development and engagement.</p>

Ref	KSB to be assessed
Skills	
S4	Adapt resources to support all learners.
Differentiating resources to meet diverse learning needs, including extending higher ability. Using assistive technology when appropriate. Creating inclusive learning environments.	
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.
Following relevant policies and procedures. Identifying signs of abuse and neglect. Reporting concerns promptly and appropriately. Following health and safety procedures.	

Ref	KSB to be assessed
Behaviours	
B3	Respect and promote equality, diversity, and inclusion.
Demonstrating enthusiasm and commitment. Embodying the school's ethos and values. Leading by example.	
B4	Be committed to improving their own delivery through reflective practice.
Seeking feedback from colleagues. Reflecting on teaching practices based on constructive feedback and self- evaluation. Identifying areas for development. Setting professional development goals.	
B5	Engage with research to establish best practice.
Keeping up to date with educational research. Take part in continuous professional development opportunities. Applying research findings to practice. Sharing knowledge with colleagues.	

Open Awards Policies

Current versions of the following Open Awards policies are accessible through the Secure Portal.

These policies include:

- End Point Assessment Pricing Policy
- Reasonable Adjustments and Special Considerations Policy
- Data Protection
- Enquiries and Appeals Policy
- Complaints Policy
- Malpractice and Maladministration Policy
- Equality and Diversity Policy
- Sanctions Policy
- Safeguarding Policy
- Conflict of Interest Policy
- Fair Access Policy

In addition, the current version of the following relevant document may be obtained by training providers, employers or apprentices by contacting Open Awards directly:

- Instructions for Conducting Controlled Assessment Remotely

Support

For information about Open Awards support offer, including information on our policies, quality assurance, re-sits, appeals, complaints and general enquiries, please see our website: www.openawards.org.uk or contact our customer service team on 0151 494 2072 or via email at customerservices@openawards.org.uk

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Open Awards

17 De Havilland Drive,
Estuary Commerce Park
Speke
Liverpool
L24 8RN

Tel: **0151 494 2072**

Email: info@openawards.org.uk

Website: www.openawards.org.uk