



ELITE
AWARDING



Specialist Teaching
Assistant
Specification Level 5 (V1.1)

Version control

Version number	Date	Summary	Location
1.1	21.01.2026	New version – including amplification	SharePoint Site

INTRODUCTION

End-Point Assessment can be a challenging process. This specification contains practical information about the process from the first step through to certification. Training providers, employers and apprentices should read this document carefully to understand the process and requirements of them at each stage, from registration, on-programme support, assessment to certification. Training providers should pay particular assessment to the knowledge, skills and behaviours and grading requirements linked to each assessment component.

There are many other resources that are specific to the apprentice, including templates, mapping documents and exemplar materials, to help them prepare for their End-Point Assessment. You will find these in the Apprentice Toolkit.

Good luck with the Specialist Teaching Assistant Apprenticeship.

Contents

INTRODUCTION	3
WHAT IS END-POINT ASSESSMENT?	5
OVERVIEW	6
QUICK GUIDE TO THE ASSESSMENT METHODS AND RESOURCES FOR PREPARATION	7
END-POINT ASSESSMENT TASKS AND GRADING	9
KNOWLEDGE, SKILLS, AND BEHAVIOURS.....	10
Core Knowledge	10
Core Skills	12
Core Behaviours	14
SEND Specialism.....	14
Social and Emotional Well-being Specialism	15
Curriculum Provision Specialism	16
GATEWAY	17
GATEWAY AND EPA CHECKLIST.....	19
UPLOADING THE EVIDENCE ON TO ACE360.....	21
THE END POINT ASSESSMENT PROCESS	22
OBSERVATION WITH QUESTIONS	24
PROFESSIONAL DISCUSSION SUPPORTED BY A PORTFOLIO OF EVIDENCE.....	2929
AFTER ASSESSMENT – WHAT HAPPENS NEXT?.....	3434
RESITS/RETAKES	3434
APPEALS	3434
REASONABLE ADJUSTMENTS	3535

WHAT IS END-POINT ASSESSMENT?

End-Point Assessment will confirm whether the apprentice is competent to fulfil the requirements of the Level 5 Specialist Teaching Assistant v1.1 apprenticeship standard.

This End-Point Assessment occurs at the end of a minimum period of training. A full-time apprentice on this programme will typically spend 24 months on-programme (this means in training before the gateway) working towards competence as a specialist teaching assistant, during which time they must complete the required amount of off-the-job training in line with the apprenticeship funding rules.

Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, carers, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve. They draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context. Specialist teaching assistants both reflect on their own practices and support the training and development of others within their specialist area. Apprentices on this standard will specialise in one of three options:

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

The training provider will decide, together with the apprentice's employer and End-Point Assessment Organisation (EPAO) when an apprentice is ready for End-Point Assessment (EPA).

The assessment is 'synoptic', which means it takes an overview of all the knowledge, skills and behaviours, looking at everything the apprentice has learnt during their apprenticeship, and asking them to show both what they know and what they can do.

The End-Point Assessment will consist of two different assessment activities:

1. Observation with questions

2. Professional discussion, underpinned by a portfolio of evidence

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

OVERVIEW

The process for achieving certification as a Specialist Teaching Assistant involves three phases.



On- Programme

This is the training part of the apprenticeship which is often referred to as the on-programme phase. During this phase the apprentice will learn all the knowledge, skills, and behaviours necessary for a Level 5 Specialist Teaching Assistant, as set out in this document and the apprenticeship standard.

For this standard, this phase will typically take 24 months for a full-time apprentice. Training providers may, following initial assessment and taking account of relevant prior learning, shorten this period where appropriate to the apprentice. However, you must ensure that the apprentice meets the expected minimum duration for apprenticeships. Training providers are advised to refer to the apprenticeship funding rules to ensure their planned programme fulfil the requirements for minimum duration based on when apprentices started their apprenticeship.

We have provided examples and further guidance for the assessment process which can be found in the Apprentice toolkit and listed below in the “Quick Guide to Resources” table.

QUICK GUIDE TO THE ASSESSMENT METHODS AND RESOURCES FOR PREPARATION

The table below is a summary of the tasks the apprentice will need to complete over the course of their End-point Assessment and the resources available to help them prepare.

Observation with questions	
Observation	Be observed in the workplace for assessment against a range of KSBs. Duration: 90 minutes Can be made up of various lessons, sessions, or activities on the same working day to reflect the normal practice of the apprentice in their setting. -----
Questions	Engage in a question-and-answer session with the independent assessor after the observation. The independent assessor must ask at least six questions. Follow up questions are allowed. Duration: 30 minutes Total assessment time: 120 minutes
Assessment	The Independent Assessor will assess the evidence from the observation and questioning holistically against the grading criteria mapped to this assessment method.
Delivery	The apprentice should be observed in their normal place of work. The questioning must take place in a quiet environment, free from any distractions.
Grading	Fail, pass or distinction grade. Please see below for overall grading.
Resources and preparation	Observation Planning Form in the Apprentice Toolkit (Observation folder)

Professional discussion supported by a portfolio of evidence

Portfolio of evidence	Apprentices must complete a portfolio of evidence that typically includes 15 pieces of evidence which the training provider will submit at gateway. A mapping document (Portfolio of Evidence Locator form signed by the apprentice and the employer) must also be submitted with the portfolio at gateway.
Professional discussion	Take part in a structured discussion with the independent assessor on assessment day. This will be underpinned by the portfolio of evidence. Duration: 60 minutes (+10%)
Assessment	The independent assessor will review the apprentices' responses against the grading criteria mapped to this assessment method.
Delivery	Can be delivered face to face or remotely. Must take place in a quiet environment, free from any distractions.
Grading	Fail, pass, or distinction grade. Please see below for overall grading.
Resources and preparation	Professional Discussion Planning Form in the Apprentice Toolkit (PD folder) Portfolio of Evidence Locator Form in the Apprentice Toolkit (PD folder). This must be handed in with the Portfolio.

END-POINT ASSESSMENT TASKS AND GRADING

Each assessment will be graded individually, and the grades combined as outlined below to give the overall grade for the apprenticeship.

To pass the End-point Assessment the apprentice must achieve a minimum of a pass in each assessment activity. An overall merit grade will be applied when the apprentice has achieved a “pass” in one assessment activity and a “distinction” in the second assessment activity. To gain a distinction overall, the apprentice must achieve a distinction in both assessment activities.

If an apprentice fails an assessment, then they will need to retake that component in line with the guidance outlined in the “resits and retakes” section of this document.

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

KNOWLEDGE, SKILLS, AND BEHAVIOURS

Throughout the apprenticeship, the training provider, will have a responsibility to support the development of the specific knowledge, skills and behaviours (KSBs) that a Specialist Teaching Assistant apprentice will need, as set out in the apprenticeship standard.

The KSBs are then assessed across the two assessment activities once the apprentice has passed through gateway. The End-Point Assessor will have **pass** and **distinction** criteria that they need to see and/or hear the apprentice achieve, in order for them to determine the grade for each assessment. The grades from each assessment component will be combined to give the overall grade for the apprenticeship of fail, pass, merit or distinction.

The following table outlines the knowledge, skills and behaviours that must be covered in the delivery. Each section is broken down into the core knowledge or skills, and those which relate to each specialist pathway.

Each apprentice must be registered against one of the three specialisms. Three separate programmes should be available to apprentices to ensure learning is tailored to their role. For example,

Core KSBs + SEND Specialist KSBs

Core KSBs + Social and Emotional Wellbeing Specialist KSBs

Core KSBs + Curriculum Provision Specialist KSBs

Training providers should liaise with both the apprentice and their employer to ensure they are registered on to the correct pathway. The correct pathway and assessment plan version must be used on ACE360.

Core Knowledge

KNOWLEDGE	ASSESSMENT METHOD
CORE	
K1 Statutory and non-statutory curriculum frameworks relevant to the provision.	Professional discussion underpinned by a portfolio of evidence
K2 Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.	Observation with questions
K3 Policies, processes, and procedures related to the collecting, storing, and sharing of information.	Professional discussion underpinned by a portfolio of evidence
K4 The principles of equity, equality, diversity, and inclusion, and why these are important.	Observation with questions
K5 The principles of sustainability within the education context.	Observation with questions
K6 Theories of learning, their application and implications for learning.	Observation with questions

K7 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 Sources of information on research informed evidence-based practice.	Professional discussion underpinned by a portfolio of evidence
K9 The difference between curriculum, assessment and pedagogy and why this is important when planning.	Professional discussion underpinned by a portfolio of evidence
K10 Rationale, methods, and approaches to planning for learning.	Observation with questions
K11 Teaching strategies to advance learning.	Observation with questions
K12 Barriers to learning and strategies to overcome them.	Professional discussion underpinned by a portfolio of evidence
K13 Principles and different methods of assessment and observation.	Observation with questions
K14 Methods of recording and reporting on assessments.	Professional discussion underpinned by a portfolio of evidence
K15 The features of enabling environments	Observation with questions
K16 The principles of behaviours for learning.	Professional discussion underpinned by a portfolio of evidence
K17 The principles of and approaches to learner voice.	Observation with questions
K18 The purpose, impact, and safe use of equipment and resources to advance learning.	Observation with questions
K19 The additional professional support available for learners	Professional discussion underpinned by a portfolio of evidence
K20 The additional professional support available for their specialist role.	Professional discussion underpinned by a portfolio of evidence

K21 The principles of effective teamwork.	Professional discussion underpinned by a portfolio of evidence
K22 Know how and when to escalate to the appropriate professional for expert help and advice.	Professional discussion underpinned by a portfolio of evidence
K23 The principles and impact of relationships, effective working and communication with learners, parents or carers and stakeholders.	Professional discussion underpinned by a portfolio of evidence
K24 The principles of effective coaching and mentoring and the difference between them.	Professional discussion underpinned by a portfolio of evidence
K25 The principles and importance of reflective practice	Professional discussion underpinned by a portfolio of evidence
K26 Know and understand strategies to develop resilience in self and others.	Professional discussion underpinned by a portfolio of evidence
K27 Know how research findings are used to inform practices in education.	Professional discussion underpinned by a portfolio of evidence
K28 The importance of social cultural context on learning, including the factors that may lead to inequalities in access to education.	Professional discussion underpinned by a portfolio of evidence
K29 The appropriate digital and emerging technologies, and their applications to support learning.	Observation with questions

Core Skills

SKILLS	ASSESSMENT METHOD
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	Observation with questions
S2 Establish a safe, stimulating and nurturing environment for learners.	Observation with questions
S3 Establish nurturing, effective working relationships with learners, parents or carers and stakeholders.	Professional discussion underpinned by a portfolio of evidence
S4 Demonstrate understanding of equality and diversity and sustainable development.	Observation with questions
S5 Undertake dynamic risk assessment of the learning environment	Observation with questions

S6 Respond to and mitigate potential hazards that may adversely affect a learning environment.	Observation with questions
S7 Contribute to the planning of learning and assessment activities.	Professional discussion underpinned by a portfolio of evidence
S8 Apply teaching strategies to advance learning, for example scaffolding.	Observation with questions
S9 Select and use safely, appropriate equipment and resources to advance learning.	Observation with questions
S10 Apply an appropriate range of assessment methods, including formative, summative and individual needs-based assessments.	Observation with questions
S11 Analyse assessment outcomes to inform reporting and future planning.	Professional discussion underpinned by a portfolio of evidence
S12 Provide ongoing feedback to learners and support them to respond to feedback.	Observation with questions
S13 Record and report information related to learners' progress to a range of stakeholders	Professional discussion underpinned by a portfolio of evidence
S14 Collaborate with colleagues and other professionals.	Professional discussion underpinned by a portfolio of evidence
S15 Advocate for and champion the needs of learners.	Observation with questions
S16 Use a range of research to critically evaluate teaching and assessment approaches and practices	Professional discussion underpinned by a portfolio of evidence
S17 Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs	Observation with questions
S18 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 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 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 Support the development of effective practices in others, for example through mentoring and coaching colleagues	Professional discussion underpinned by a portfolio of evidence

S22 Identify, action, and challenge issues and undertake difficult conversations where appropriate	Professional discussion underpinned by a portfolio of evidence
S23 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 Implement strategies to support the social and emotional wellbeing of learners	Observation with questions
S25 Select and use technologies safely and effectively to promote learning	Observation with questions
S26 Prioritise and manage own workload, for example recognising the importance of capacity.	Professional discussion underpinned by a portfolio of evidence

Core Behaviours

BEHAVIOUR	ASSESSMENT METHOD
B1 Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts.	Observation with questions
B2 Act professionally, positively, and proactively.	Observation with questions
B3 Show respect, care, approachability and empathy for children, colleagues and stakeholders.	Professional discussion underpinned by a portfolio of evidence
B4 Adaptable and resilient	Observation with questions
B5 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 Model appropriately aspirational practices.	Observation with questions

SEND Specialism

SEND SPECIALISM	ASSESSMENT METHOD
KNOWLEDGE	
K30 National and local SEND policies, practices, processes, and procedures.	Professional discussion underpinned by a portfolio of evidence
K31 The theoretical background to a range of SEND, for example ASD, attachment and trauma and dyslexia.	Professional discussion underpinned by a portfolio of evidence

K32 Principles and approaches to early identification of SEND	Professional discussion underpinned by a portfolio of evidence
K33 The tools available for assessment of SEND.	Observation with questions
K34 The impact of SEND on children and young peoples' learning and development.	Professional discussion underpinned by a portfolio of evidence
K35 Strategies to advance learning for learners with a range of SEND.	Professional discussion underpinned by a portfolio of evidence
SKILLS	ASSESSMENT METHOD
S27 Implement national and local SEND policy, practices, processes, and procedures.	Observation with questions
S28 Apply approaches to the assessment and early identification of SEND.	Professional discussion underpinned by a portfolio of evidence
S29 Apply strategies to adapt provision and practices to support learners with SEND	Observation with questions

Social and Emotional Well-being Specialism

SOCIAL AND EMOTIONAL WELL-BEING SPECIALISM	ASSESSMENT METHOD
KNOWLEDGE	
K36 National and local policies, practices, processes, and procedures related to social and emotional well-being of learners.	Professional discussion underpinned by a portfolio of evidence
K37 The theoretical background to support social and emotional wellbeing in educational contexts.	Professional discussion underpinned by a portfolio of evidence
K38 Principles and approaches to the promotion of social and emotional well-being in educational contexts.	Professional discussion underpinned by a portfolio of evidence
K39 The tools available to promote social and emotional well-being to advance learning.	Observation with questions
K40 The impact of social and emotional well-being on children and young people's learning and development.	Professional discussion underpinned by a portfolio of evidence
K41 Strategies to advance social and emotional well-being in learning and assessment contexts.	Professional discussion underpinned by a portfolio of evidence

SKILLS	ASSESSMENT METHOD
S30 Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.	Observation with questions
S31 Identify and signpost learners in need of social and emotional well-being intervention.	Professional discussion underpinned by a portfolio of evidence
S32 Apply strategies to support the social and emotional well-being of learners.	Observation with questions

Curriculum Provision Specialism

CURRICULUM SPECIALISM	ASSESSMENT METHOD
KNOWLEDGE	
K42 National and local curriculum policies, practices, processes, and procedures.	Professional discussion underpinned by a portfolio of evidence
K43 The theoretical background to progression in the specific curriculum area(s)	Professional discussion underpinned by a portfolio of evidence
K44 Principles and approaches to planning sequences of learning in the specific curriculum area(s).	Observation with questions
K45 The tools available for assessment within the specific curriculum area(s) to advance learning	Professional discussion underpinned by a portfolio of evidence
K46 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 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
SKILLS	ASSESSMENT METHOD
S33 Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision	Observation with questions
S34 Adapt planning and assessment to support learning and progress in the specific area of curriculum provision	Observation with questions
S35 Support colleagues by advocating for the specific curriculum provision	Professional discussion underpinned by a portfolio of evidence

GATEWAY

The term 'gateway' refers to the point at which the employer, training provider and apprentice have decided that the apprentice is ready to be assessed. This means that the apprentice is consistently working at or above the level set out in the apprenticeship standard.

Once it has been agreed that the apprentice is at 'gateway' there are requirements that must be fulfilled before they can move on to the End-Point Assessment phase of the process. These include:

- Apprentices that have achieved English and maths qualifications in line with the apprenticeship funding rules. Training providers are advised to refer to the apprenticeship funding rules for detailed guidance. If apprentices have an Educational Health Care Plan or legacy statement, then it is advised that you discuss options with a member of our admin team (admin@eliteawarding.co.uk).
- The apprentice must provide a portfolio of evidence to support the professional discussion assessment activity.

A checklist for the documents required at gateway is available in the Training Provider toolkit. A summary of the timeline and requirements to support the apprentice through each stage of the transition from on-programme to assessment is available and included below.

PORTFOLIO OF EVIDENCE

The portfolio of evidence must include a minimum of 15 discrete pieces of evidence and must be submitted at Gateway. The evidence contained within the portfolio should comprise of the apprentice's best work collected over the duration of the apprenticeship that demonstrates that they have learned and are able to apply the knowledge, skills and behaviours criteria mapped to the Professional Discussion.

The apprentice's portfolio will be reviewed by the independent assessor in advance of the Professional Discussion and will be used as the basis for questioning related to the relevant KSBs. The portfolio of evidence must be available to the apprentice during the Professional Discussion for them to refer to any relevant evidence to support the answers they give.

The portfolio of evidence will not be directly assessed or graded by the independent assessor. However, by ensuring good coverage and the apprentice mapping each piece of work to the relevant KSBs, the independent assessor can more easily ask questions and guide the discussion to assess the apprentice against each of the required knowledge and skills.

Evidence sources apprentices may include:

- workplace documentation and records
- workplace policies and procedures
- annotated plans and assessments of children
- case studies
- practical project work
- witness statements
- research tasks
- annotated photographs
- video clips (note that video clips should be no more than 10 minutes long and the apprentice must be in view or identifiable throughout the clip).

This is not a definitive list; other evidence sources can be included. Evidence included in the portfolio must be anonymised prior to submission.

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.

Portfolio evidence must be mapped to KSBs. It is recommended that apprentices use Elite Awarding's **Portfolio of Evidence Locator Form** which can be found in the Apprentice Toolkit.

Evidence may map to more than one criterion – providers should note that a qualitative rather than quantitative approach is recommended.

Once gateway has been reached and Elite Awarding as the End-point Assessment Organisation, is satisfied that the apprentice has met all of the requirements, they will move forward into the End-Point Assessment process.

The End-point Assessment should take place within **3 months** of completing the gateway.

GATEWAY AND EPA CHECKLIST

TIMINGS	TASK	COMPLETED Yes / No
On programme	Apprentices registered for assessment with Elite Awarding (6 months before EPA) Training providers may apply for any reasonable adjustments at point of registration.	
	Uploads completed on ACE360: • Portfolio of evidence to support the Professional Discussion • Portfolio of Evidence Locator Form (signed by apprentice and employer) • Gateway Declaration Form • Level 2 Certificates for English and maths in place, where required. • Booking form	
Pre-assessment	Planning Meeting arranged: Date: Time:	
	After the planning meeting, emails will be sent out to the apprentice to confirm the assessment bookings.	
	EPA Assessment dates confirmed: Observation with questions Date: Professional Discussion underpinned by a portfolio Date:	

GATEWAY DOCUMENTS

The table below outlines the documents that you must ensure are uploaded to ACE360 for each apprentice at Gateway.

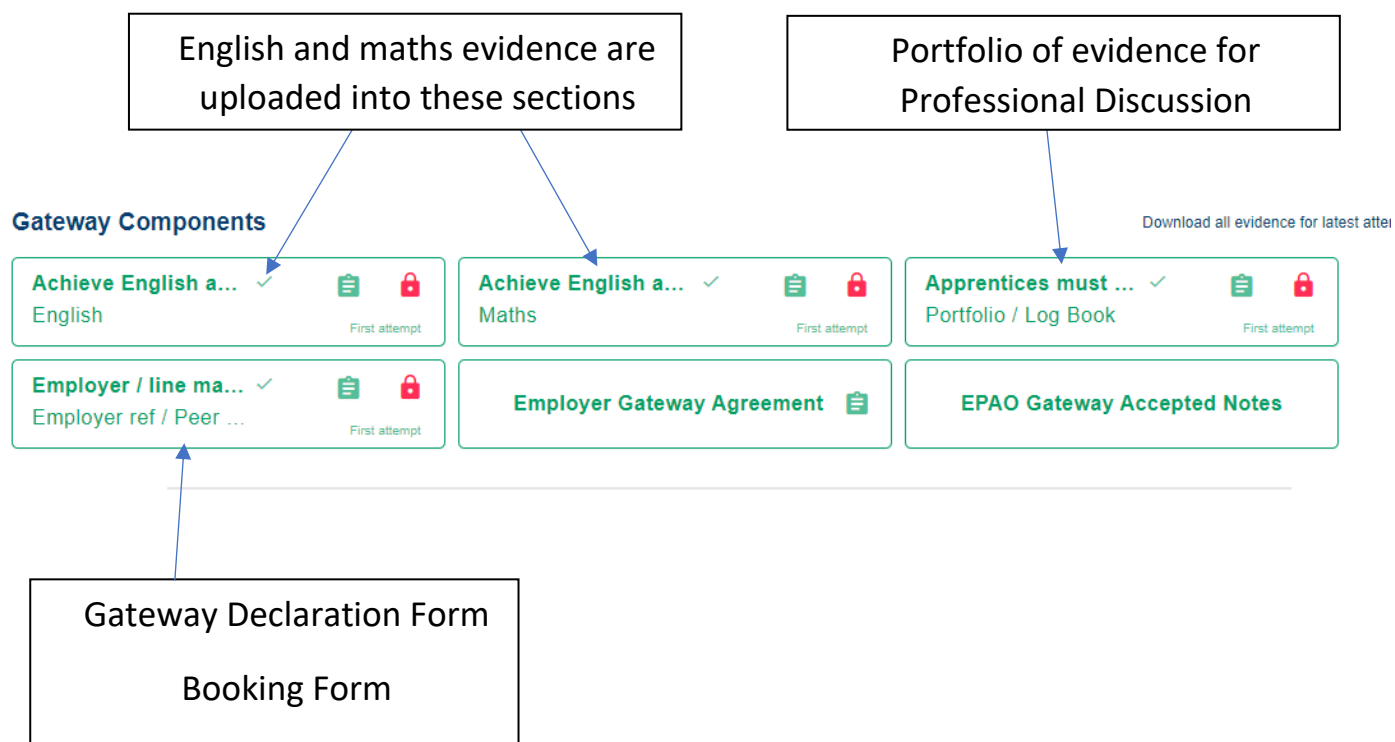
Once they have been uploaded, our team will check them to approve the apprentice for EPA.

DOCUMENTS		Yes / No
1	Evidence of Functional Skills Level 2 for English and maths or the equivalent (GCSE Level 4 or above) where required in line with the apprenticeship funding rules	
2	Gateway Declaration form This document can be found on ACE360 in the knowledge base area and the Gateway folder in the Training Provider Toolkit	
3	Portfolio of evidence Portfolio of Evidence Locator Form – used to map evidence to KSBs This document can be found in the Apprentice Toolkit	
4	Booking form, including the full address of the location of the Observation	

UPLOADING THE EVIDENCE ON TO ACE360

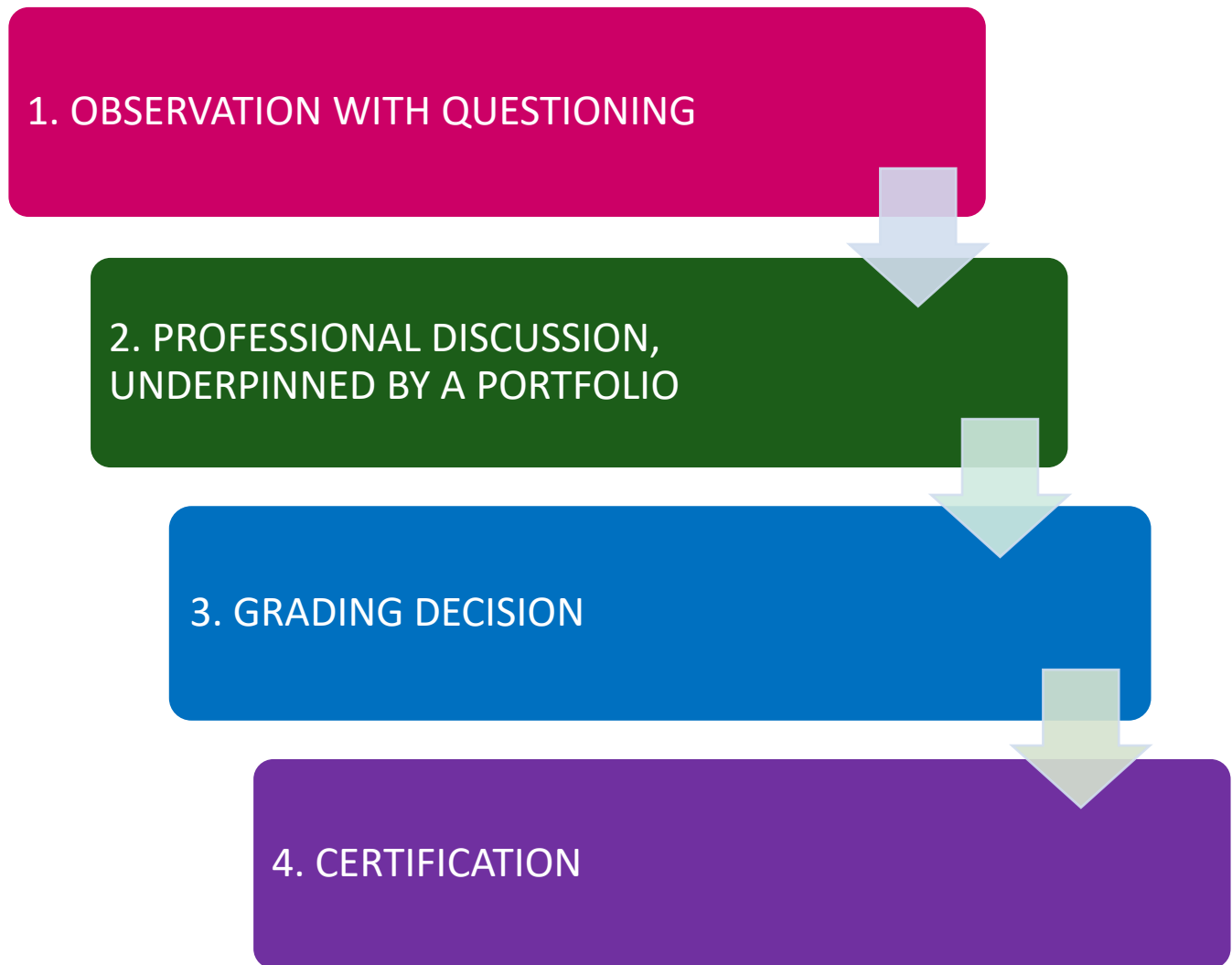


The evidence should be uploaded into the relevant sections as below



THE END POINT ASSESSMENT PROCESS

The End-Point Assessment for the Level 5 Specialist Teaching Assistant apprenticeship standard may take place as follows. However, it should be noted that assessments can take place in any order.



EXAMPLE OF ASSESSMENT TIMINGS

Note: These timings are illustrative. Assessments can take place in an order and may not be scheduled on the same day if there is a valid reason not to do so.

Day 1 – Morning assessment

1. OBSERVATION WITH QUESTIONS

FACE TO FACE
ASSESSMENT

Day 1 – Afternoon assessment

2. PROFESSIONAL DISCUSSION

FACE TO FACE
OR REMOTE
ASSESSMENT

OBSERVATION WITH QUESTIONS

This assessment activity will include:

- 1.5 hours (90 minutes) practical observation
- 30 minutes question and answer session
- Total time of assessment is **2 hours**

During the observation, the assessor will expect to see the apprentice:

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

The observation must take place in the apprentices' normal place of work. In certain circumstances, the independent assessor may be accompanied on the assessment by a subject expert who will serve in an advisory capacity, for example in cases where the assessor does not have sufficient experience in specialist elements of the pathway chosen by the apprentice. Their role will be to advise the assessor who will administer the assessment and have responsibility for the final grading decision.

If, in exceptional circumstances, the presence of an external person not known to the learner may adversely impact on the assessment process then training providers must contact Elite Awarding to discuss the process of applying for a reasonable adjustment. This could be the assessor observing the activity remotely within the apprentice's place of work. The observation may be split into discrete sessions over the course of the assessment day to allow the apprentice the opportunity to demonstrate their knowledge, skills and behaviours. Any time taken for moving between sessions, or breaks in between, will not be counted in the overall time allocation for this assessment activity.

On the day of the assessment, an apprentice may choose to end their assessment early, before the total permitted time has elapsed. In these cases, the apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. Clear guidance will be available for the apprentice, but it is recommended that training providers work with apprentices to ensure they understand the implications of this decision.

Apprentices should work with their employers to agree a plan for the observation and the activities and sessions that it will cover, including their location and any resources that will need to be available. Copies of the session plan and any relevant support materials should be shared with the independent assessor at least one working day ahead of the assessment.

The observation must:

- Reflect the apprentice's typical working conditions
- Allow the apprentice to demonstrate all the knowledge, skills and behaviours included in this assessment method
- Take a synoptic approach to assessing the relevant KSBs
- Observe apprentices working without support or input from trainers

The independent assessor's questions are designed to clarify what they have seen during the observation and to capture further evidence against the KSBs that has not been directly observed.

The questioning will take place after the observation and will take place in a quiet room, free from distraction. The time allocated for questions is 30 minutes during which time the apprentice will be asked a minimum of six questions. Follow up questions may be asked where clarification is required.

Grading of the observation with questions will cover the following themes:

- Regulation and guidance
- Advancing learning
- Planning and assessment
- Professionalism
- Communication

Apprentices will also need to meet grading criteria relevant to their area of specialism, either:

- SEND
- Social and emotional wellbeing
- Curriculum

The apprentice will be given **two weeks'** notice for this assessment activity.

It is recommended that training providers run mock observations with their apprentices to support their preparation for live assessment.

HOW WILL THE OBSERVATION BE ASSESSED?

The knowledge, skills and behaviours the apprentice has developed during their time on programme that will be assessed in the observation are listed in the table below.

The observation will be graded as a fail, pass or distinction. The pass and distinction requirements for this assessment are listed below, and the apprentice will have the opportunity to demonstrate these across both the observation and question and answer session.

To achieve a pass, apprentices must meet all of the pass descriptors for both the core areas of learning and their chosen area of specialism.

To achieve a distinction, apprentices must meet all of the pass **and** all of the distinction descriptors for both the core areas of learning and their chosen area of specialism.

If an apprentice fails to meet any of the required pass descriptors, they will fail this assessment and be required to retake/resit the observation.

Regulation and Guidance (Core)	
Grading Criteria Pass: Creates a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing. (K2, K4, K5, K15, S1, S2, S4)	
Example questions. <i>What strategies have you used to promote awareness of the safeguarding policies among colleagues and learners?</i> <i>During the session I observed you [insert action]. How did this support inclusion of all learners you were working with?</i> <i>Talk me through the specific health and safety considerations you were managing during the session. How did your approach link to school policy and statutory frameworks?</i>	
KSBs	Amplification
K2 Statutory and non-statutory health, safety and well-being frameworks relevant to the provision, including safeguarding.	The full version of this specification, including amplification, can be found on our SharePoint resources for registered apprentices. This document is a web-only version that aims to provide sufficient coverage to help users make an informed decision. The full specification also includes example questions to support preparation for end-point assessments.

Advancing learning (Core) Assessment Content Criteria

Grading Criteria

Pass: Completes a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards. (K18, K29, S5, S6, S9, S25)

Pass: 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)

Distinction: 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)

Planning and assessment (Core)

Grading Criteria

Pass: Applies a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners. (K10, K13, S10, S12)

Pass: Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners. (S17)

Distinction: 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)

Professionalism (Core)

Grading Criteria

Pass: Models aspirational, consistent and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs. (B1, B4, B6)

Communication (Core)

Pass: In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs. (K17, S15)

SEND Specialism

Pass: Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes. (K33, S27, S29)

Distinction: Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy. (K33, S29)

Social Emotional Wellbeing Specialism
Grading Criteria Pass: Using tools available, apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing. (K39, S30, S32) Distinction: Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning. (K39, S32)
Curriculum Specialism
Grading Criteria Pass: Adapts planning and assessment to support learning in their specific curriculum area, in line with national and local policies, practices, processes, and procedures. (K44, S33, S34) Distinction: Effectively adapts their approach to planning and local practice to support sequencing of learning within their specific curriculum area. (K44, S34)

RESOURCES TO HELP THE APPRENTICE PREPARE FOR THE OBSERVATION

- ✓ Observation planning form found in the Apprentice Toolkit
- ✓ Mock assessment recording form found in the Training Provider Toolkit

PROFESSIONAL DISCUSSION SUPPORTED BY A PORTFOLIO OF EVIDENCE

This assessment activity will include:

- A structured one to one discussion with the independent assessor that will last for 60 minutes (+10%).

The discussion will be based on the apprentice's portfolio of evidence that was submitted at Gateway, which the assessor will review ahead of the assessment. The portfolio will not be marked but will be reviewed by the independent assessor who will use the portfolio to help them formulate questions to ask during the assessment.

The independent assessor's questions are designed to draw out contextualised examples, further clarify knowledge, skills and behaviours demonstrated in a portfolio of evidence, and to assess the apprentice against the following themes:

- Regulation and guidance
- Advancing learning
- Planning and assessment
- Professionalism
- Communication
- Their chosen area of specialism, either: SEND, Social and Emotional Wellbeing or Curriculum

PORTFOLIO

The portfolio should be uploaded on to ACE360 with the other relevant documents at Gateway. The apprentice's evidence must map to the knowledge, skills and behaviours covered by this assessment. A template has been provided for them to complete and submit alongside their portfolio that indicates to the assessor how each KSB has been covered and where the corresponding evidence can be found in the portfolio. Note that one piece of evidence may map to more than one criterion.

It is recommended that training providers spend time with their apprentices to support the collation of the portfolio and ensure that this is supported with a statement from their employer that all work is attributable to the apprentice and reflects their working practice.

PROFESSIONAL DISCUSSION

The discussion will last for 60 minutes during which time the apprentice will be asked at least 10 questions. Follow up questions may be asked where clarification is required. Additional time of up to 10% (6 minutes) may be added to the assessment at the discretion of the assessor to allow the apprentice to finish their response.

On the day of the assessment, an apprentice may choose to end their assessment early, before the total permitted time has elapsed. In these cases, the apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. Clear guidance will be available for the apprentice, but it is recommended that training providers work with apprentices to ensure they understand the implications of this decision.

The discussion may take place face to face or remotely but must be held in a quiet room, free from distraction.

The apprentice will be given at least two weeks' notice of the date of the assessment.

HOW WILL THE PROFESSIONAL DISCUSSION BE ASSESSED?

The knowledge, skills and behaviours that have been developed during the apprentice's time on programme that will be assessed in the professional discussion are listed in the following table.

The professional discussion will be graded as fail, pass or distinction. The pass and distinction grading criteria for the KSBs for this assessment are listed below.

To achieve a pass, apprentices must meet all of the pass descriptors for both the core areas of learning and their chosen area of specialism.

To achieve a distinction, apprentices must meet all of the pass **and** all of the distinction descriptors for both the core areas of learning and their chosen area of specialism.

If an apprentice fails to meet any of the required pass descriptors, they will fail this assessment and be required to retake/resit the professional discussion.

KSBs	Assessment Criteria Content
Regulation and guidance (Core)	
Grading criteria Pass: Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting storing and sharing information, to adhere to organisational guidance and legislation. (K1, K3)	
Example questions <i>How do you ensure that your practice aligns with the statutory regulations and policies of your educational setting?</i> <i>How would you reflect on the impact your understanding of curriculum frameworks has on your effectiveness in the classroom?</i> <i>How do you ensure compliance with data protection regulations when handling sensitive information?</i>	
K1 Statutory and non-statutory curriculum frameworks relevant to the provision.	The full version of this specification, including amplification, can be found on our SharePoint resources for registered apprentices. This document is a web-only version that aims to provide sufficient coverage for users to make an informed decision. The full specification also includes example questions to support preparation.

Advancing learning (Core)

Grading criteria

Pass: Summarises the importance of social and cultural context on learning within their provision, and how patterns of child development and age-related expectations differ for individual learners, including the factors that may lead to inequalities in access to education. (K7, K28)

Pass: 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)

Planning and assessment (Core)

Grading criteria

Pass: Evaluates teaching and assessment approaches and practices using a range of research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning. (K9, S16)

Pass: 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)

Distinction: Critically analyses assessment outcomes for their learners and how these inform future planning (S7, S11)

Professionalism (Core)

Grading criteria

Pass: Assesses how they use reflective practice and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others. (K20, K25, K26, K27, S18)

Distinction: Critically evaluates professional development activities and explains the impact on own role and the wider organisation. (S18, S19, B5)

Pass: 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)

Communication (Core)

Grading criteria

Pass: Explains how they adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals and demonstrates a collaborative approach with colleagues and other professionals. (S14, S20)

Distinction: 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)

Pass: 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)

Pass: 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)

SEND Specialism

Grading criteria

Pass: Explains the theory, principles and approaches to the early identification of a range of SEND. (K31, K32)

Distinction: 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)

Pass: 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)

Social and Emotional Wellbeing Specialism

Grading criteria

Pass: Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local policies, and processes, and summarise 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)

Distinction: Critically evaluates the principles and approaches 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)

Pass: 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)

Curriculum Provision Specialism

Grading criteria

Pass: Supports colleagues by advocating their curriculum provision, drawing on theory to progress and promote their specific curriculum area to benefit children and young people in line with national and local curriculum policies, practices, processes and procedures. (K42, K43, K47, S35)

Distinction: 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)

Pass: 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)

RESOURCES TO HELP THE APPRENTICE PREPARE FOR THE PROFESSIONAL DISCUSSION

- ✓ Portfolio of evidence locator form found in the Apprentice Toolkit
- ✓ Professional discussion planning form
- ✓ Mock assessment recording form found in the Training Provider Toolkit

AFTER ASSESSMENT – WHAT HAPPENS NEXT?

GRADING AND CERTIFICATION

During the assessment, the assessor will administer the assessment activities and complete the evidence records, before submitting these to the Elite Awarding's quality assurance team.

This submission will include the observation record and the report from the professional discussion.

The assessor may also record the quality of the portfolio.

The assessor will not discuss grading with the training provider, the apprentice or the employer during this stage.

The apprentice's results will be available within 10 working days of the assessment. Normally, the following will occur in 5-7 working days:

- the final grade will be sent to the training provider. It can be sent to the employer and the apprentice via email (depending on the information you provide us with during contracting). This will contain assessment feedback and a grade breakdown. Also, it will be available on ACE360
- a resit or a retake is booked by the assessor if a failure grade is upheld by the quality team.

On successful completion, the certificate will be sent to the employer. Elite Awarding reserves the right to retain all assessment materials for quality assurance processes in line with our retention schedule policy.

RESITS/RETAKES

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 Elite Awarding 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 a pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

APPEALS

Elite Awarding's Appeals Policy for End-Point Assessment is available on our website. If the apprentice wishes **to appeal, they must do so within 10 days** of receiving the disputed assessment decision and are advised to keep copies of all documents relating to their appeal.

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 with others. If an apprentice requires any adjustment to their assessment, this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting. Elite Awarding will apply the Reasonable Adjustment matrix within our policy. Further guidance on reasonable adjustments can be found in our reasonable adjustment's guidance document on ACE360.

Please contact admin@eliteawarding.co.uk if you require support with the reasonable adjustment process.



ELITE AWARDING

Elite Awarding
300 St. Marys Road, Garston,
Liverpool, L19 0NQ

admin@eliteawarding.co.uk
www.eliteawarding.co.uk
