



Skills England

Draft Preview

DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE TEACHING ASSISTANT APPRENTICESHIP

ST0454/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0454	3	None

Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 3 teaching assistant apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment Outcome	Mapping
AO1: Learning Support, Development, and Enrichment Supports learners by applying tailored teaching strategies, adapting resources, and delivering interventions that enable access to the curriculum and promote independent learning. Applies understanding of learner development to tailor support appropriately, aligns practice with the curriculum's intent, implementation, and impact, and recognises how enrichment activities contribute to engagement and development.	K2*, K3, K10, K12, K14, K17 S1*, S4, S6, S14
AO2: Assessment, Feedback, and Progress Monitoring Observes, assesses, and provides feedback to learners using formative assessment methods to inform teaching and support learner progress.	K1*, K4, K7, K8, K9* S10*, S11, S16*
AO3: Learner Welfare and Behaviour Supports learners' well-being by identifying and responding to pastoral and behavioural needs and applying behaviour management strategies to promote positive learning behaviours and engagement.	K5, K15, K16 S3, S9, S15
AO4: Communication, Safeguarding, and Professional Relationships Communicates effectively with learners, teachers, and other professionals, adapting communication to the audience and context. Applies safeguarding, prevent, and health and safety procedures through appropriate information sharing and collaboration, maintaining professional responsibilities and building positive relationships.	K11, K13* S2*, S5, S7, S8
AO5: Technology-Enhanced Learning Uses up-to-date technology to support learning and encourages learners to use it safely and effectively.	K6 S12, S13

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one on-programme **observation**. To meet employer expectations, assessment organisations must use this evidence within a **professional discussion**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **additional observations**
- **additional professional discussions**
- **portfolio**
- **question and answer**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of teaching assistant factual, procedural, and theoretical knowledge across routine and non-routine situations, completing them to an acceptable standard.	Applies a thorough understanding of teaching assistant factual, procedural, and theoretical knowledge to manage and resolve routine and non-routine situations with discernment and skill.
Applied Skills	Identifies and applies appropriate teaching assistant strategies, techniques, and procedures to complete learner interventions and address challenges with a reasonable degree of autonomy and effectiveness.	Selects and integrates appropriate teaching assistant strategies, techniques, and procedures proactively and resourcefully to complete learner interventions and address challenges effectively and with minimal oversight.
Regulatory and Procedural Awareness	Applies legislation, regulation, and guidance relevant to the teaching assistant role, with minimal noncritical errors, with some depth of insight and adaptability.	Demonstrates refined judgement in interpreting legislation, regulation, and guidance relevant to the teaching assistant role, confidently navigating nuanced issues in practice.
Communication and Collaboration	Communicates clearly and appropriately with learners, teachers, and professionals, building positive working relationships that support daily operations.	Communicates persuasively and with insight, adapting strategies to influence and support others, taking initiative in collaborative environments to strengthen learner outcomes and team effectiveness.
Information Use and Decision Making	Accurately interprets and evaluates relevant learner data from a	Evaluates diverse and sometimes conflicting learner data from a variety

	variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts.	of information sources with insight, drawing informed conclusions that improve task outcomes or efficiency.
Responsibility and Autonomy	Takes responsibility for delivering planned learning activities and interventions under teacher direction, supporting learners safely and consistently, and contributing to team goals.	Anticipates learner needs and initiates support strategies within defined parameters, demonstrating accountability and leadership in promoting positive behaviours and learning environments, and guiding others to achieve shared outcomes.

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