

ST1414 Specialist teaching assistant Assessment Plan

Assessment details

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 5 Specialist 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.

The Assessment Organisations must ensure all the core assessment outcomes and the assessment outcomes for one of the following options are assessed for each apprentice:

- Option 1: SEND specialist teaching assistant duties
- Option 2: Social and emotional well-being specialist teaching assistant duties
- Option 3: Curriculum provision specialist teaching assistant duties

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

Assessment Outcome	Mapping
AO1: Learning Environment and Safeguarding Establishes and maintains safe, inclusive, and stimulating learning environments by applying safeguarding principles, managing information securely,	K2, K3, K15, K16, K22 S1, S2, S5, S6, S24

conducting risk assessments, and implementing behaviour policies.	
<p>AO2: Curriculum, Pedagogy and Planning</p> <p>Applies curriculum frameworks, learning theories, pedagogical approaches, and sustainability principles to plan and deliver effective, digitally enhanced learning experiences.</p>	<p>K1, K5, K6, K9, K10, K11, K18, K29</p> <p>S7, S8, S9, S25</p>
<p>AO3: Assessment and Progress Monitoring</p> <p>Selects and applies appropriate assessment methods, records and reports learner progress, and uses assessment outcomes to inform future planning and feedback.</p>	<p>K13, K14*</p> <p>S10, S11, S12, S13</p>
<p>AO4: Inclusion, Equity and Learner Support</p> <p>Identifies and addresses barriers to learning, promotes equity and inclusion, supports learner voice and well-being, and accesses professional support where needed.</p>	<p>K4, K7, K12, K17, K19, K28</p> <p>S4, S15, S23</p>
<p>AO5: Professional Practice and Development</p> <p>Engages in reflective practice, manages workload effectively, uses research to inform teaching and assessment, and supports others through mentoring, coaching, and professional development.</p>	<p>K8, K20, K24, K25, K26, K27</p> <p>S16, S17, S18, S19, S21, S26</p>
<p>AO6: Communication and Collaboration</p> <p>Communicates effectively with learners, parents, carers, and stakeholders, collaborates with colleagues, and advocates for learner needs across professional networks, including managing challenging conversations.</p>	<p>K21, K23</p> <p>S3, S14, S20, S22</p>
Option 1: SEND specialist teaching assistant duties	Mapping
<p>AO7: SEND Support, Adaptation and Advocacy</p> <p>Implements SEND policies and practices, identifies and assesses learners' needs, and applies strategies to adapt provision and support learning and development for children and young people with SEND.</p>	<p>K30, K31, K32, K33, K34, K35</p> <p>S27, S28, S29</p>
Option 2: Social and emotional well-being specialist teaching assistant duties	Mapping

<p>AO8: Social and Emotional Well-being Support and Advocacy</p> <p>Applies policies, theories, and tools to promote learners' social and emotional well-being, identifies needs for intervention, and supports well-being to enhance learning and development.</p>	<p>K36, K37, K38, K3, K40, K41 S30, S31, S32</p>
<p>Option 3: Curriculum provision specialist teaching assistant duties</p>	<p>Mapping</p>
<p>AO9: Curriculum Area Planning and Advocacy</p> <p>Implements curriculum-specific policies and practices, plans and assesses learning sequences in targeted subject areas, and advocates for curriculum provision to support learner progress.</p>	<p>K42, K43, K44, K45, K46, K47 S33, S34, S35</p>

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 their apprenticeship assessment to include one **professional discussion**.

Additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- ***question and answer***
- ***portfolio***
- ***observation***

Assessment organisations must have due regard to any relevant frameworks, standards, guidance or other documents that may be published by industry regulators, professional bodies, and other representative groups.

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.

Criteria	Pass	Distinction
Applied knowledge	Applies practical, theoretical or technological knowledge to propose and implement educational solutions to advance learning and to reach effective outcomes.	Consistently demonstrates refined and insightful application of practical, theoretical or technological knowledge to advance learning, producing solutions that are both robust and enhance outcomes.
Applied skills	Identifies and applies appropriate pedagogical approaches, drawing on existing knowledge, procedures or research to advance learning.	Selects, adapts and applies methods with a high degree of judgment, drawing on existing knowledge, procedures or research to advance learning and mitigate problems, leading to efficiencies or improvements.
Regulatory and procedural awareness	Navigates and applies regulatory frameworks and organisational policies confidently, ensuring compliance while adapting appropriately to educational and safeguarding situations to support operational effectiveness.	Demonstrates confident and rigorously informed interpretation of overlapping regulations, balancing compliance with innovation or improvement in educational practice.

Criteria	Pass	Distinction
Communication and collaboration	Engages effectively with internal and external stakeholders, influencing appropriately and using effective methods to support collaboration, resolve issues, and inform decision-making in learner-focused contexts.	Demonstrates strategic communication skills, influencing outcomes through well-judged messaging and collaboration, fostering strong stakeholder relationships in educational settings.
Information use and decision making	Analyses and interprets relevant information, demonstrating clear reasoning and awareness of broader professional, sectoral or ethical considerations in teaching and learner support.	Evaluates and synthesises relevant information and perspectives, offering well-justified, rigorously informed reasoning and awareness of different perspectives on or approaches to broader professional, sectoral or ethical implications in education.
Responsibility and autonomy	Plans and carries out significant tasks taking accountability for actions and decisions. Manages own work and where relevant, the work of others and allocates resources, showing keen awareness of risks and priorities in supporting learning and inclusion.	Exercises responsibility and autonomy, planning and leading courses of action with impact. Handles resource decisions and team coordination with clarity of purpose, accountability demonstrated in reflective evaluation and continuous improvement of educational outcomes.