



HM Government

T-LEVELS

T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Employer set project (ESP)
Assisting Teaching
Scenario and Control Documents

v2.0: Specimen assessment material (SAM)
30 April 2026

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Employer set project (ESP): preliminary research activity

You have already completed four pages of research notes based on the information in the scenario overview provided below. The scenario overview has been included for information and reference, if required, as you complete the ESP.

Scenario overview

The primary school you work at has identified that one of the children in year 1 is falling behind in some areas of their studies after completing interim assessments. The class teacher and special educational needs and disabilities co-ordinator (SENDCo) feel the child would benefit from further support in mathematics.

As a result of this concern, you have been asked by the class teacher to work with the child to support their mathematical development of number. You will need to carry out research to inform your planning and provision in order to effectively support this child's progress and development.

You **must** consider the following:

- developmental norms and strategies that would be appropriate to support development
- the national curriculum and selection of suitable resources
- the roles of observation, assessment, planning and reflection
- partnership-working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Assisting Teaching

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

Student instructions

You must read the following scenario, Control Document 1 (pupil profile) and Control Document 2 (interim progress report (mathematics)) before beginning task 1 (a): intervention plan.

Scenario

You are a teaching assistant in a small community primary school, working within a year 1 class of 25 pupils. The school is based in a rural area with access to an outdoor provision within the school grounds. You are about to begin the summer term.

You have been asked to work with the class teacher to support the development and progress of Emily, aged 6 years. Assessments have shown that Emily is not meeting some of the expected targets in mathematics, specifically in using objects / pictures and arrays to solve one-step multiplication and division problems. Emily has a cognitive learning difficulty and is supported by the special educational needs and disabilities co-ordinator (SENDCo).

You are provided with diagnostic and formative assessment in the form of interim teacher assessments. You also have Emily's profile notes, which outline background information recorded by the teachers.

Emily's profile notes indicate that she struggles with counting in multiples and tends to get frustrated when faced with problem-based multiplication and division questions. Her interim progress report shows that she requires extra support in this area. Emily is performing below the expected benchmark in mathematics as indicated by national assessments and the class teacher's ongoing assessment throughout the year.

You are required to analyse all of the information provided in order to plan an approach, including an intervention plan and an activity plan, to support the development of Emily's mathematics. The approach will be shared with, and approved by, the class teacher.

Regular reviews will take place to monitor Emily's progress, and the class teacher will formally review Emily's mathematics skills against the expected benchmark in mathematics after 6 weeks.

Control Document 1: pupil profile

Setting:	Oakdale Primary School
Name:	Emily
Age:	6 years
Family background notes:	<p>Emily joined the reception class at Oakdale Primary School when her parents relocated to the area during the summer holidays, just before the start of term one. Emily's parents selected the school because of its strong focus on outdoor learning and its commitment to creating a supportive, inclusive community for all pupils.</p> <p>The drive from their rural farmhouse to school typically takes around 25 minutes on most days, although traffic can cause delays on occasion. Emily has a 2-year-old brother and a newborn younger sister. Her mother is a freelance writer who works from home several days each week, while her father owns a small business that allows him to be flexible with his work schedule and prioritise family time.</p> <p>At home, Emily enjoys spending time with her family's pets – a cat named Luna and a dog named Rufus – and helping her parents in the garden. Her mother often helps out at school by volunteering for various events and activities, which Emily responds positively to.</p>
Health and wellbeing notes:	<p>Emily is a confident pupil who consistently demonstrates a strong sense of self-assurance in class. She has developed positive relationships with her peers through her involvement in extracurricular activities at school.</p> <p>However, Emily occasionally struggles to manage her emotional response to the demands of being a big sister, particularly since the arrival of younger siblings on the family farm. This can sometimes lead to feelings of frustration, and she is often overwhelmed during lessons, especially when she is expected to focus during structured activities. This is exacerbated by her cognitive learning difficulty. Emily often shouts, scribbles on her work and can refuse to engage in tasks, which has had an impact on her progress in some developmental areas.</p>
Other professional involvement:	The school special educational needs and disabilities co-ordinator (SENDCo) continues to work with the class teacher and Emily's parents to support with teaching and learning strategies.
Teacher comments:	<p>Emily is a confident pupil who has made progress in many areas of her learning this year. However, she has sometimes struggled to transition from play-based learning to more formal structured lessons as she has progressed from reception into year 1.</p> <p>Emily enjoys spending time outdoors and has in-depth knowledge related to animals and the natural world. She works well with other children demonstrating strong social skills. She sometimes struggles to transition from break times back into the classroom, and it can take some time for her to settle and focus during teacher instruction.</p> <p>Strengths: Emily has made good progress with her counting, number recognition and solving problems involving numbers in real-life situations (for example, collecting the correct number of resources for friends in a game).</p>

Emily can read and write numbers from 0 to 20 with confidence.
Emily enjoys using measurement in activities and demonstrates a good understanding of key mathematical vocabulary.

Areas for improvement:

Emily finds it difficult to remember and recall counting in multiples of 2, 5 and 10.

Emily can find it difficult to understand written mathematical problems using symbols (+ – x ÷).

Emily struggles to solve one-step problems, particularly involving multiplication and division, and can get frustrated when asked to answer mathematical questions.

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Control Document 2: interim progress report (mathematics)

Year 1 Teacher assessment outcomes (based on continuous assessment)	Emily's performance	% of year 1 children working towards the expected standard	% of year 1 children working at the expected standard	% of year 1 children working at a greater depth within the standard
Number				
Number and place value	1	14	70	16
Addition and subtraction	1	16	65	19
Multiplication and division	1	13	71	16
Fractions	1	15	66	19
Measurement				
Measurement	2	5	81	14
Geometry				
Properties of shapes	2	11	63	36
Position and direction	3	12	68	20
(1) Working towards the expected standard (2) At the expected standard (3) At a greater depth within the standard				

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	09 June 2025
v2.0	Minor updates to SPaG and abbreviations Logos updated on front page Copyright information updated	N/a	30 April 2026

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Document information

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