



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

v1.0: Additional specimen assessment material (SAM)
30 October 2025

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Scenario and control documents

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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

You are a teaching assistant working in a primary school. The class teacher has identified that one of the children in year 5 is not yet achieving the expected outcomes in some areas of their studies after completing interim assessments. The class teacher feels the child may need further support within English, particularly word reading and comprehension. The child uses English as an additional language.

As a result of this concern, you have been asked by the class teacher to work with the child to support their progress in English. 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 role 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 (English) before beginning task 1 (a): intervention plan.

Scenario

You are a teaching assistant in a large primary school working within a year 5 group that has three parallel classes of 30 pupils. The school is based in a large city centre and has a public library next door that pupils often visit. You are part way through the autumn term.

You have been asked to work with the class teacher to support the development and progress of Artem, aged 9 years. Assessments have shown that Artem is not meeting the expected targets in English, specifically in reading comprehension. Artem uses English as an additional language, having recently settled in England from Ukraine.

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

Artem's profile notes indicate that although his word reading has started to improve recently, he lacks confidence with reading books and is reluctant to choose and read books independently. The interim progress report (control document 2) shows that he requires extra support to engage in discussion around what he has read.

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

Regular reviews will take place to monitor Artem's progress, and the class teacher will formally review Artem's reading comprehension skills against the expected benchmarks after 6 weeks.

Control Document 1: pupil profile

Setting:	Doverton Primary
Name:	Artem
Age:	9 years
Family background notes:	Artem and his family are from Ukraine and had to leave their home to seek asylum in the UK. Artem joined Doverton Primary partway through year 4 when his family settled in the city as refugees. Artem is living in a flat close to the school with his Mum, Dad, younger brother and sister who both also attend the school. Artem's parents are both working locally in jobs which involve long hours. Artem likes to spend time with his siblings at playtimes and lunchtime and often worries about them during the school day. Artem had some English language before arriving in the UK and can now communicate fluently in English in school. He also enjoys communicating in Ukrainian with his siblings and some other Ukrainian pupils in the school. Artem had family pets before leaving Ukraine and enjoys helping to look after the class tortoise.
Health and wellbeing notes:	Artem is a thoughtful pupil who is caring of others in his class and works well with all children and staff. Artem has begun to make some friendships in the class this year and tries hard in lessons to complete the work given to him. Artem can find it difficult to transition into class at the start of the day which is when the class do independent reading. Artem has experienced a significant transition and trauma having to leave his home before moving to the UK and has been getting support from a counsellor. He can struggle to concentrate in the busy classroom, especially when it is loud. Artem finds it difficult to engage in group discussions and can get upset quickly if he feels he can't complete a task correctly.
Other professional involvement:	Artem has worked with a counsellor previously. He now works with the mental health first aider (MHFA) in the school three times a week.
Teacher comments:	Artem is kind and hardworking. Artem has worked hard to progress his English language, and he has made significant progress since he joined the school last year, particularly with his word reading and writing. He is building some good friendships in class and works well with the adults supporting in the classroom. Artem really enjoys learning new facts and has a passion for history and geography. He particularly enjoyed our class trip to the local museum where he was excited to learn about the Ancient Egyptians. Artem enjoys writing non-fiction texts about topics that excite him and often writes at length using a mixture of English and Ukrainian.

	Strengths: • Artem works hard in class and has made good progress with word reading and is continuing to develop his knowledge of root words, prefixes and suffixes. • Artem enjoys looking at non-fiction books with an adult and has started to ask questions to help him understand these. • Artem enjoys writing and is making good progress with composing texts. He takes care to present his work neatly although this can take him a long time. Areas for improvement: • Artem finds it difficult to engage in conversation about the books that are read as a class and demonstrates little understanding of the stories. • Artem doesn't often choose books from the school library to take home. • Artem lacks confidence with reading independently and struggles to engage in guided reading groups • Artem finds it difficult to summarise ideas from fiction books, inferring or predicting what might happen.
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Control Document 2: interim progress report (English)

Year 5 Teacher assessment outcomes (based on continuous assessment)	Artem's performance	% of year 5 children working towards the expected standard	% of year 5 children working at the expected standard	% of year 5 children working at a greater depth within the standard
Language				
Spoken language	2	9	76	15
Reading				
Word reading	1	12	77	11
Comprehension	1	17	74	9
Writing				
Spelling	1	22	72	6
Handwriting and presentation	3	4	69	27
Composition	2	10	56	34
Vocabulary, grammar and punctuation	2	13	84	3
(1) Working towards the expected standard				
(2) At the expected standard				
(3) At a greater depth within the standard				

Document information

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Change history record

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