

NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)

Mapping document

The Level 3 Diploma in Supporting Teaching and Learning is listed as a Department for Education approved qualification and maps to the Teaching Assistant standard criteria for employment in the sector. The qualification satisfies the requirements of the standard embedding the duties, knowledge and skills for apprentices on programme. This ensures that teaching assistants (TAs) are highly trained professionals who are able to take a key role in the teaching and learning needs of children across the sector. Please refer to the table below for additional guidance for content delivery.

Duties expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Delivery guidance to meet standard criteria
Duty 1: Contribute to the overall ethos and aims of the organisation and promote diversity, inclusion, equality and acceptance of all learners in line with school policies, including by challenging stereotyped views, bullying or harassment.	<p>Inherent throughout the whole qualification.</p> <p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C6 Support positive behaviour in children and young people (F/616/5883)</p>	<p>The identified units make specific reference on ways to respond to evidence or concerns that a child or young person has been abused or harmed. Delivery should include aspects of harassment when considering types of abuse and bullying.</p> <p>Holistic delivery around supporting positive behaviour should give reference to challenging stereotypical views that represent society today.</p>

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Duty 2: Implement safeguarding policies and safe practice, including online safety, in line with legislation, policies, and procedures including maintaining confidentiality.	<p>STL3C2 Support health and safety in a learning environment (A/616/5879)</p> <p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3C9 Support the use of ICT in the learning environment (M/616/5958)</p>	N/A
Duty 3: Work in partnership and liaise with other professionals (such as the teaching staff, SENDCo, or external advisors) and parents/carers to support all learners' learning.	<p>STL3C7 Support children and young people during learning activities (J/616/5884)</p> <p>STL3D15 Support children and young people during transitions (F/616/5978)</p>	N/A
Duty 4: Reflect on their own practice and identify appropriate professional development opportunities with the support of colleagues.	STL3C11 Engage in personal and professional development (L/616/5966)	N/A

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Duty 5: Understand the specific needs of learners and use strategies to support all learners to achieve their learning goals.	<p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p> <p>STL3D14 Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977)</p>	N/A
Duty 6: Promote engagement and teach learning behaviours to support the development of independent learners.	STL3C7 Support children and young people during learning activities (J/616/5884)	N/A
Duty 7: Establish positive relationships with learners and promote positive behaviours, consistently applying the school's behaviour policy.	STL3C6 Support positive behaviour in children and young people (F/616/5883)	N/A
Duty 8: Support the social, emotional, mental health, wellbeing and personal care of all learners in line with organisational policy and procedures.	<p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3D15 Support children and young people during transitions (F/616/5978)</p>	This duty makes specific reference to supporting personal care. Personal care includes a child-centred approach in terms of supporting children and young people's individual needs. This may or may not include intimate care depending on job role. Consideration could be given to personal care provided when supporting safeguarding issues, relationships and transitions.

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Duty 9: Deliver individual and small group teaching within clearly defined/planned parameters in partnership with the teacher and other professionals.	STL3D12 Support children and young people's speech, language and communication (D/616/5969)	N/A
Duty 10: Contribute to assessment and planning by supporting the monitoring, recording, and reporting of learner outcomes and participation as agreed with the teacher.	STL3C7 Support children and young people during learning activities (J/616/5884)	N/A
Duty 11: Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners.	STL3C2 Support health and safety in a learning environment (A/616/5879) STL3D12 Support children and young people's speech, language and communication (D/616/5969)	N/A
Duty 12: Support or lead enrichment activities for example visits, out of school activities and in school clubs.	STL3D16 Support the role of play, leisure and extra-curricular activities for children and young people (J/616/5979)	N/A

Knowledge expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K1: The importance of providing feedback.	<p>STL3C7 Support children and young people during learning activities (J/616/5884):</p> <ul style="list-style-type: none"> LO4 Be able to observe and report on learner participation and progress <p>STL3C10 Support assessment for learning (J/616/5965)</p>	The identified units make specific reference to understanding the purpose and characteristics for learning. Holistic delivery should encourage learners to understand the importance of providing feedback in order to demonstrate competency in giving feedback to others.
K2: The learning resources available to support learners and how to use them.	<p>STL3C9 Support the use of ICT in the learning environment (M/616/5958)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p> <p>STL3D13 Understand how to support bilingual learners (Y/616/5971)</p> <p>STL3D14 Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977)</p>	N/A

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K3: The stages of development for children and young people.	<p>STL3C5 Understand how children and young people develop (A/616/5882)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p> <p>STL3D14 Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977)</p> <p>STL3D16 Support the role of play, leisure and extra-curricular activities for children and young people (J/616/5979)</p>	N/A
K4: The principles of target setting to support the next steps in learning.	STL3C10 Support assessment for learning (J/616/5965)	N/A
K5: The impact of transition on learners and strategies to support them.	STL3D15 Support children and young people during transitions (F/616/5978)	N/A

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K6: How technology can support learning.	<p>STL3C9 Support the use of ICT in the learning environment (M/616/5958)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p>	N/A
K7: The learning, assessment, and feedback cycle.	STL3C10 Support assessment for learning (J/616/5965)	N/A
K8: Methods of formative assessment.	STL3C10 Support assessment for learning (J/616/5965)	N/A

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K9: Methods of observing, recording, and reporting.	<p>STL3C6 Support positive behaviour in children and young people (F/616/5883)</p> <p>STL3C7 Support children and young people during learning activities (J/616/5884)</p> <p>STL3C10 Support assessment for learning (J/616/5965)</p> <p>STL3D13 Understand how to support bilingual learners (Y/616/5971)</p> <p>STL3D14 Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977)</p>	The identified units make specific reference to skills required to observe, record and report learner participation and progress. Holistic delivery should encourage learners to understand the various methods and the purpose of observing, recording and reporting to meet the specific individual needs of children and young people.
K10: The curriculum intent, how it is implemented, and the intended impact.	STL3C1 Schools and colleges as organisations (T/616/5878)	N/A

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K11: Prevent, safeguarding and health & safety legislation, guidance, and procedures.	<p>STL3C2 Support health and safety in a learning environment (A/616/5879)</p> <p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3C9 Support the use of ICT in the learning environment (M/616/5958)</p>	N/A
K12: Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).	<p>STL3C5 Understand how children and young people develop (A/616/5882)</p> <p>STL3C7 Support children and young people during learning activities (J/616/5884)</p>	<p>The identified units make specific reference to skills required to demonstrate various teaching strategies in meeting the diverse needs of children.</p> <p>Delivery across STL3C5 and STL3C7 should ensure that reference is given to understanding a range of strategies to support interventions, for example, modifying or adapting activities and the learning environment.</p> <p>Refer to the tutor guidance document for further examples to support K12.</p>

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K13: How to adapt communication strategies to suit the audience and context.	<p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3C8 Support English and maths skills (L/616/5885)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p>	<p>Units STL3C4 and STL3C8 make specific reference to developing skills in effective communication to meet the needs of children, young people and other professionals.</p> <p>Unit STL3D12 supports the learner's knowledge in understanding the role of the support staff when supporting speech, language and communication development.</p> <p>Holistic delivery should ensure learners have a sound understanding of how to adapt communication strategies using a range of resources to meet the diverse needs of all learners. Refer to the tutor guidance document for further examples.</p>

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K14: Types of learning intervention.	<p>STL3C5 Understand how children and young people develop (A/616/5882)</p> <p>STL3C7 Support children and young people during learning activities (J/616/5884)</p> <p>STL3C8 Support English and maths skills (L/616/5885)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p>	The identified units make specific reference to skills required to demonstrate leaning support strategies. Holistic delivery should ensure refence is made to a range of learning interventions that meet the diverse needs of children and young people in order to support the learner's competency.

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
<p>K15: How to support learner's wellbeing, mental health and pastoral needs, including referral to other professionals or services.</p>	<p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3C6 Support positive behaviour in children and young people (F/616/5883)</p> <p>STL3D15 Support children and young people during transitions (F/616/5978)</p>	<p>All aspects of K15 are holistically covered within the identified 4 units. Ensure that reference is given to the physical and emotional welfare of children and young people.</p> <p>Unit STL3C3 has a wide coverage conducive to the breadth of safeguarding including:</p> <ul style="list-style-type: none"> • wellbeing • self-esteem • self-confidence • self-image • supporting individuals through a range of transitions • recognising signs of mental health concerns <p>Unit STL3C4 includes information involving supporting children and young people to deal with conflict.</p> <p>Unit STL3C6 includes information around the referral processes.</p>

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
K16: The pastoral and academic behaviours learners will display.	<p>STL3C3 Understand how to safeguard children and young people (M/616/5880)</p> <p>STL3C6 Support positive behaviour in children and young people (F/616/5883)</p> <p>STL3D15 Support children and young people during transitions (F/616/5978)</p>	Ensure that reference is given to understanding children and young people's physical and emotional wellbeing needs across all stages of development. The units identified will allow learners to explore a range of behaviours such as mental health concerns, behaviour that challenges, emotions and behaviours demonstrated during various transitions.
K17: The impact of enrichment activities on learners.	STL3D16 Support the role of play, leisure and extra-curricular activities for children and young people (J/616/5979)	Within the unit identified, reference should be given to the impact of enrichments such as play and leisure activities for children and young people.

Skills expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
S1: Apply strategies to support and encourage the development of independent learners.	<p>STL3C7 Support children and young people during learning activities (J/616/5884)</p> <p>STL3C8 Support English and maths skills (L/616/5885)</p> <p>STL3C9 Support the use of ICT in the learning environment (M/616/5958)</p> <p>STL3C10 Support assessment for learning (J/616/5965)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p>	N/A
S2: Adapt communication strategies for the audience and context.	<p>STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)</p> <p>STL3D12 Support children and young people's speech, language and communication (D/616/5969)</p>	N/A

Skills expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
S3: Apply behaviour management strategies in line with organisational policy.	STL3C4 Develop professional relationships with children, young people and adults (T/616/5881) STL3C6 Support positive behaviour in children and young people (F/616/5883)	N/A
S4: Adapt resources to support all learners.	STL3C7 Support children and young people during learning activities (J/616/5884)	N/A
S5: Communicate with teachers to ensure clarity of the TA's role.	STL3C4 Develop professional relationships with children, young people and adults (T/616/5881)	N/A
S6: Apply teaching strategies to deliver learning activities or interventions.	STL3C7 Support children and young people during learning activities (J/616/5884) STL3C8 Support English and maths skills (L/616/5885) STL3D12 Support children and young people's speech, language and communication (D/616/5969)	N/A

Skills expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
S7: Build relationships with learners, teachers, other professionals and stakeholders.	STL3C4 Develop professional relationships with children, young people and adults (T/616/5881) STL3D15 Support children and young people during transitions (F/616/5978)	N/A
S8: Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.	STL3C9 Support the use of ICT in the learning environment (M/616/5958) STL3D15 Support children and young people during transitions (F/616/5978)	N/A
S9: Support the wellbeing and mental health of learners.	STL3C4 Develop professional relationships with children, young people and adults (T/616/5881) STL3D15 Support children and young people during transitions (F/616/5978)	N/A
S10: Observe, record, and report on learners in line with organisational procedures.	STL3C7 Support children and young people during learning activities (J/616/5884) STL3C10 Support assessment for learning (J/616/5965)	N/A

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Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
S11: Apply methods of formative assessment.	STL3C7 Support children and young people during learning activities (J/616/5884) STL3C10 Support assessment for learning (J/616/5965)	N/A
S12: Use up to date technology safely, to support learning.	STL3C9 Support the use of ICT in the learning environment (M/616/5958)	N/A
S13: Encourage safe use of technology by learners.	STL3C9 Support the use of ICT in the learning environment (M/616/5958)	N/A
S14: Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).	STL3C7 Support children and young people during learning activities (J/616/5884) STL3C8 Support English and maths skills (L/616/5885)	N/A

Skills expected of all teaching assistants carrying out their role		
Teaching Assistant standard criteria	Mapping to NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)	Additional delivery guidance
S15: Identify and respond to pastoral and academic behaviours in learners.	<p>STL3C6 Support positive behaviour in children and young people (F/616/5883)</p> <p>STL3C10 Support assessment for learning (J/616/5965)</p> <p>STL3D15 Support children and young people during transitions (F/616/5978)</p>	N/A
S16: Provide feedback to learners.	STL3C7 Support children and young people during learning activities (J/616/5884)	N/A



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