



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
Task 1 – pro-formas

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

T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Assisting Teaching

Pro-formas

Task 1 – planning

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Task 1 – planning

The following forms are for use in task 1:

- Pro-forma A – intervention plan
- Pro-forma B – activity plan

Note: the spaces provided are **not** indicative of length of response required. However, you should consider how you will approach this task with your response.

SAMPLE

Task 1 (a): Pro-forma A – intervention plan

Use this template to complete your intervention plan.

Child / pupil's name		Child / pupil's strengths and interests	
Child / pupil's age		Child / pupil's developmental needs	
Setting			

Area of development	Support strategies:	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes
	<ul style="list-style-type: none"> • your role • partnerships – ways to work with parents, practitioners and specialists to enhance learning opportunities and meet the child's support and development needs building upon diagnostic and formative assessment information • communication – appropriate communication strategies to use with the child. 			

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<p>How progress will be tracked and monitored towards their 6-week summative review.</p>	
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SAMPLE

Task 1 (b): Pro-forma B – activity plan

Use this template to complete your activity plan.

Child / pupil's name	
Aims of activity	
Links to wider curriculum and the child / pupil's development	
Links to teaching and learning strategies and / or educational theory / concepts / pedagogy	
Appropriate resources	
Support strategies: <ul style="list-style-type: none">• your role• partnerships – ways to work with parents, practitioners and specialists to prepare for the activity and to inform next steps• communication – the instructions to be given to the child / pupil to ensure understanding and engagement in the activity	
Use of formative assessment (such as observation opportunities) during the activity. You must consider:	

<ul style="list-style-type: none"> • how the diagnostic assessment (child / pupil profile) and (individual progress review) has contributed to your planning • how this formative assessment may inform summative assessment (at the 6-week review) • why it is important to follow policy and procedure when recording information during observation • how to ensure observations are valid and reliable • how observation will support developmental progress, feedback and next steps, such as statutory national assessments, including any further intervention and future partnership working with colleagues, the family and other professionals 	
<p>Benchmarking and expectations of standards in children / pupil's learning and development:</p> <ul style="list-style-type: none"> • how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking) 	
<p>Hazards, risks and controls</p>	

<p>Intended outcomes</p>	
<p>The following two boxes are to be completed as part of task 2 (c) – reflection upon peer feedback. Do NOT complete as part of task 1 (b).</p>	
<p>Identify and justify the changes you have made to your activity plan in light of the feedback received</p>	
<p>Identify and justify the feedback that you have not acted upon and why</p>	

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	Logos updated on front page Pro-forma 1 (a) / 1 (b) updated to include child / pupil. Copyright information updated	26 March 2026	30 April 2026

SAMPLE

Document information

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