



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

v1.1: Additional sample material
31 October 2025

T Level Technical Qualification in Education and Early Years

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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's name

Child's age

Setting

Child's strengths and interests

Child's developmental needs

Area of development	Support strategies:	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes
	• 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.			

How progress will be tracked and monitored towards their 6-week summative review.

SAMPLE

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

Use this template to complete your activity plan.

Child's name

Aims of activity

**Links to wider curriculum
and the child's
development**

**Links to teaching and
learning strategies and /
or educational theory /
concepts / pedagogy**

Appropriate resources

Support strategies:

- **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 to ensure understanding and engagement in the activity

**Use of formative
assessment (such as
observation
opportunities) during the
activity. You must
consider:**

- how the diagnostic assessment (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

Benchmarking and expectations of standards in children's learning and development:

- how the activity plan may contribute to raising standards in expectations in this area of learning or development (benchmarking)

Hazards, risks and controls

Intended outcomes

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).

Identify and justify the changes you have made to your activity plan in light of the feedback received

Identify and justify the feedback that you have not acted upon and why

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