

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



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Employer set project (ESP)

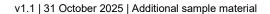
Assisting Teaching

Pro-formas

Task 1 – planning

Contents

Contents	
Task 1 – planning	
Task 1 (a): Pro-forma A – intervention plan	
Task 1 (b): Pro-forma B – activity plan	
Document information	
Change history record	

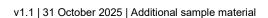


Task 1 - planning

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.



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	 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. 	Appropriate resources and / or techniques	Links to educational theory / concepts / pedagogy	Intended outcomes

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

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 6week 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				

Document information

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	30 October 2025
v1.1	Watermark updated	31 October 2025	31 October 2025

