



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: Additional sample material
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. 			

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

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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>	

Intended outcomes	
<p align="center">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>	
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	

Change history record (CHR)

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
v2.0	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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