



T Level Technical Qualification in Education and Early Years (Level 3)

QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 – pass

Guide standard exemplification materials

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Introduction

The material within this document relates to the Assisting Teaching occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner / moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content and grade descriptors for assessment.

Assignment 3 consists of two case studies about two different children. These outline real-world challenging scenarios, based in the classroom context, which the student must read before producing a rationale for how they would respond to the situation. The student's evidence is written work produced under supervised conditions.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Case study 1: brief

Complete the case study and evaluation below.

The writing sessions will be supervised.

Further information about the group of children you are planning for is given below.

SAMPLE

Case study 1 – safeguarding and wellbeing

Read the case study below.

You are a teaching assistant working in a primary school with a class of year 3 pupils aged 7 to 8.

The pupils have recently returned to the classroom following a period of school closure. Most of the pupils have settled back in well.

The class teacher has observed that one of the girls in the class, Chloe, is having difficulty reintegrating into school. Chloe is not joining in with friends during breaktimes and is avoiding other social situations including group learning activities in the classroom.

You have also noticed that Chloe is anxious during the day. She appears preoccupied and unable to concentrate on tasks set by the teacher in lessons. This is impacting on her learning and achievement.

Chloe often tells you that she feels sick and wants to go home to her parents. Her parents have informed the class teacher that Chloe is upset each morning and does not want to go to school. On a few occasions, Chloe has refused to go to school so her parents have kept her at home. Chloe is eating less than usual.

The class teacher has asked you to work with Chloe to help her reintegrate into school and regain her focus and participation in lessons.

Discuss how you would respond to Chloe's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to Chloe's situation, you are required to:

- discuss the impact of factors that may be contributing to Chloe's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Chloe's wellbeing, safety, resilience and development to enable her to make informed choices
- describe how you would communicate and work effectively with Chloe and the class teacher to support Chloe's engagement and independent learning
- explain how you would review and adapt relevant activities and resources to meet Chloe's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Chloe's social inclusion.

Resources

For this case study, you will have access to the following:

- this brief.

Student evidence

There are many factors that may be contributing to Chloe's behaviour which have stemmed from the closure of the school. Children need to interact with others as part of their developmental progress and the sudden closure could have caused the anxieties that she is experiencing.

For many children school is a safe space and for others it is a place to form friendships and have social interactions as well as to develop intellectually through teaching and learning opportunities across a range of subjects. All children have a right to learn and socially engage / interact with others at a pace they are comfortable with. Evidence from the impact of COVID-19 2019-21 has shown that there are many children who have been away from schools for any prolonged periods of time who have regressed holistically or in specific areas of development, any long absence can have the same effect such as long summer holiday breaks or periods of prolonged absence due to illness.

The sudden closure of the school may have triggered anxieties for her which are deep rooted or caused by attachment disorders linked to spending time with their family and now led to separation anxiety. Unfortunately, while the family may believe they are helping Chloe by allowing her to stay at home, this could increase her anxieties as a constant routine will be beneficial.

Separation anxiety disorder is where the child becomes dependent on the people or person who cares for them and can be caused by biological and environmental factors with resistance from a child reintegrating back to school or within society. The child may often fear what will happen if they are away from those they care about and although this fear seems irrational it is very real for the child. I can see that Chloe also has headaches and this is another indicator that she may be struggling. Poor school performance is another key element that I can see from the information provided that would show she may be anxious and something that needs to be considered, as does her loss of appetite.

Attachment is another factor that may contribute to poor attendance and self-esteem. Spending time with her family may have contributed to her wanting to spend more time with them and has a fear of missing out on her return to school. Children who have attachment issues will often try and manipulate situations to get attention and affection, this could be linked to wider safeguarding or mental health concerns. As the TA I need to try and assess what the relationship is like between Chloe and her family. Are the family keeping her off due to other issues that may be of concern? For example, has Chloe been at risk during time off and this has caused her to become withdrawn or have the family given her a lot of time and attention and now she does not want to return. I will liaise with the designated safeguarding lead, DSL and class teacher to see who drops off and picks up, and if the parent / carers have been into the school for any previous meetings. I will book in regular times to meet with Chloe and will ensure that I welcome her each morning and make a record of how she leaves each afternoon and who with. This will help me to talk to her about family life and how she feels about home. I will then be able to raise any concerns with the class teacher and other professionals.

Being absent from school for a long period of time can also cause mental health issues and I need to be mindful that she is only in Year 3 and significant changes without explanation can impact on all aspects of development. Children who struggle with their mental health will often regress and may become clingy and anxious. I can see that Chloe has become withdrawn and is finding it hard to interact with peers.

The other consideration would be if Chloe has any specific SEND needs which have only emerged during her time away from the school, so liaising with the SENDCo would also be useful in supporting Chloe. She may find that she finds social interactions more difficult in a noisy environment especially if she has been on her own at home. Autism is a social and communication condition that can make it hard for children to regulate or manage transitions and change easily. This could also see changes in her ability to focus on tasks and could impact on her sensory needs which in turn could see changes to her diet and eating habits, but this would need more professional advice and monitoring.

Maslow's hierarchy of needs shows that if a child's basic needs are not met then they will find learning difficult. I will monitor Chloe at lunch and ensure that she is eating and can adapt this to sit with her or find her a quieter space where she is not overwhelmed by too many people. There is a lot of noise in the canteen and the smell of food may also be off-putting. I need to make sure that I monitor what she has and how much and again feedback to the DSO or class teacher so that we can form a more formal plan to support her holistic needs.

In order to offer Chloe support I would put strategies into place that will allow me to monitor her social interactions, integrate her back into school and identify any safeguarding concerns. I will therefore start by

- Welcoming Chloe at the start of the day in the reception area and ask her parents or carers to bring her to meet me there. This way I am able to form relationships with them directly.
- Assess her emotional wellbeing and liaise with her parents / carers to exchange information.
- Talk to her before class about what the plan is for the day and when I will be with her and who she can go to if she needs help.
- Ask Chloe how she is feeling and gauge her emotions – emotion cards may be a good strategy.
- Introduce widgets if she finds this easier to see what is expected in the day and what order it happens in.
- Sit with her at the start of the lesson so that she has reassurance as the classroom environment may be noisy and overwhelming.
- Monitor at playtime and offer a safe space for her to go if the playground becomes too over stimulating.
- Welcome her back after lunch to the classroom and go over afternoon lessons and expectations.
- Handover to parent at the end of the day with communication feedback and progress update.
- Have a communication book to record Chloe's day and share with professionals and parents. This is to build a picture to help me assess patterns in behaviour or safeguarding concerns.

I will share my plans with the teacher to ensure that I am complying with the school policies and practices and will adapt them accordingly. Communication with the teacher, parents, DSL and SENDCo will help me build inclusive plans that meet the Equality Act 2010 and the SEND code of practice 2015. I will support Chloe in an inclusive environment, supporting peer interaction in a way that does not overwhelm Chloe. I will use feedback to support my evidence and in reviewing what is triggering the change in her school engagement.

I will aim to identify how Chloe is feeling, before developing my plan further or jumping to conclusions. I will use a range of communication methods to help her express her feelings and work with her to ensure that my practice remains child centred.

Case study 2: brief

Complete the case study assessment below.

This case study comes with an additional insert.

The writing sessions will be supervised.

Further information about the group of children you are planning for is given below.

SAMPLE

Case study 2 – learning and development

Read the case study below, and the practitioner observations in the insert you will be given.

You are working as a teaching assistant in a secondary school. You have been working with a year 9 class since the beginning of the academic year.

Formative assessments and teacher observations carried out during the autumn term have shown that one of the pupils, George, requires additional support.

George has difficulty with organising his classwork and misses deadlines for homework. Frequently, George does not have the equipment he needs for class projects, which means he is unable to be fully involved in the learning. George finds it difficult to complete written or computer-based work in class, and the teachers have said there are gaps in his knowledge and understanding across a range of subjects.

George becomes restless and disruptive in class when he is not interested in the lesson. He is also having difficulty contributing to group work with other pupils because he has not completed the set homework tasks.

You have been asked by the class teacher to support George's learning and development needs when he returns to school in the spring term.

Observations carried out on George by his subject teachers have been provided. This information should be used to help you plan the required support.

Discuss how you would respond to George's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to George's situation, you are required to:

- discuss the impact of factors that may be contributing to George's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support George's wellbeing, safety, resilience and development to enable him to make informed choices
- describe how you would work in collaboration with the teacher to support George's learning and development
- explain how you would review and adapt relevant activities and resources to meet George's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support George's social inclusion.

Resources

For this case study, you will have access to the following:

- this brief
- the case study insert.

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- your case study response.

All evidence **must** be saved securely by your tutor / invigilator.

SAMPLE

Student evidence

I have read the feedback from George's teachers and can see that there are safeguarding concerns as well as SEND needs. George does not bring the correct equipment into school and rarely completes tasks outside of school. He seems distracted and withdrawn during lessons and is often uncomfortable when engaging in class activities.

George may be distracted easily through a range of conditions such as dyslexia, ADHD or ASC. A referral to the SENDCo can refer for dyslexia screening in school or so that further assessments can be completed. There may be underlying issues at home which are impacting on George and his ability to complete homework or when remembering his equipment. Any concerns at home need to be monitored and pastoral support offered.

As support for George, I would like to build a relationship with him so that he feels he has a safe space. I will keep a set of equipment for him in the school and try and use time out cards for when he feels he is struggling to engage to help prevent him from becoming frustrated and expressing feelings of anger, a safe space where George can support his own self-regulation such as a sensory area or just being able to take some time away from the activity may be useful.

Underlying issues at home would need to be raised and recorded as a safeguarding concern with the DSL. I would talk to George at the start of the term and ask him what he feels is going on and how he is feeling through open questioning. I would then ask if he has all the equipment or if he needs it as there could be financial difficulties in the home which he is embarrassed about. If George is having a difficult time at home then resources can be provided and George may be able to attend homework club. If the tasks are too much and he does not understand them then I will need to adapt lessons with more accessible language and using a range of resources and teaching techniques. It may be that George does not understand the task and if the information is going on email or on the school's site he may not be able to access it if he finds written tasks or computer-based work tricky. He may not have access to this at home either.

I would observe George in the Spring term in lessons and assess his engagement in class. I would book regular times with George to see how he is getting on in lessons and at home. I would ask the teacher to set smaller tasks (scaffolding) and less homework for George to start with to help him get into the habit of doing home learning.

George will benefit from having TA support, George is disruptive in lessons and this may be because he is bored or does not understand. If he has dyslexia he may be distracted and unable to complete tasks which is causing him to disengage.

Attention deficit hyperactivity disorder (ADHD) – Symptoms - NHS

I will be able to monitor George on a 1:1 basis in the Spring term and evidence all concerns which will help me to build a picture of what support he will need. Further assessments will need to be had to assess SEND and Safeguarding concerns. I would share all information with the SENDCo and the Designated Safeguarding Officer / Lead.

I would try to contact his family to assess a better understanding of home life and relationships. I would ask teachers for more regular feedback following the use of strategies in the classroom and ensure we worked in an inclusive way to try and help him remember items for school. I would keep homework to a minimum as it is not getting done and may be overwhelming. This can be done with my support in school or after school.

I can see from reports that George struggles to interact in classroom activities so would ask the teacher to sit George at the back of the class so he does not get distracted from the children behind him and give him more time if he is asked a question. If the teacher can see that he does not know the answer then to move on to another child quickly so he does not become embarrassed or anxious.

I would review the lessons to assess if I can support more in the classroom or in a quieter environment so that he can show me his understanding of tasks. I would speak with the teachers if I do not feel he is understanding the instructions or is able to complete a task independently.

Including George is important as he is in year 9 and able to make choices. He may use behaviour as a sign of communication and therefore I would try and meet him at the start of the day to see how he is feeling, any worries or concerns and to see what equipment he needs for the day, checking he has this. George may express he does not want to have support so I would be able to work on a plan with him as to how I can support him in the class or with his tasks in a way that makes him comfortable.

SAMPLE

Examiner commentary

Case study 1

The student makes use of relevant knowledge and understanding in context of the sector and identifies factors that may be influencing Chloe, referring to safeguarding and the role of intervention. The student has applied relevant knowledge and understanding to the case study and considers a range of factors that may be impacting Chloe. For example, attachment and relationships, safeguarding related issues, developmental regression and potential SEND implications have all been included. The evidence presented is logical and draws reasoned, albeit limited conclusions.

Strategies offered are relevant and appropriate to practice, including working one to one, social relationships, target setting, scaffolding and partnership working. The examples listed are well reasoned, making use of appropriate sources of information to demonstrate knowledge and understanding of relevant policies and procedures for professional practice, such as sharing any concerns with the class teacher to solve problems raised in the context of the real-life situation presented in the case study.

The response provided meets the baseline requirements of the assignment brief and could be improved by considering links between wellbeing and learning for Chloe and the importance of safeguarding her during this time as well as any potential implications for her future development and learning. Overall, the student has applied knowledge to this unknown situation meeting the demands of the brief to engage with an achievement at pass grade.

Case study 2

The evidence is logical and displays baseline knowledge in response to the demands of the brief. The student expresses reasoned explanations relevant to George's situation and makes acceptable use of approaches applied in practice to demonstrate breadth and depth of knowledge and understanding in context. The strategies suggested are realistic and perceptive to the case study, for example, pedagogical strategies to support George are well reasoned with recommendations for the teaching assistant identified. Partnership working, intervention, relationships, as well as pupil-centred approaches are included to support any specific needs George may have and ways to support him when working alongside others. The significance of forming a trusting professional relationship with George and his family is made sensitively with useful reference to self-regulation and scaffolding techniques to promote resilience and independent learning.

The work could be improved with more attention to how the selected strategies might support George to engage and motivate him in small group work and peers, with adult support. The work addresses the 'what' aspects of the case study well, and it would be useful to read about the 'why' and the 'how' for a fuller response.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grading descriptors

Pass
The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches. The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions. The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts. The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning. EYE only – demonstrates achievement of all EYE criteria.
Distinction
The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches. The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods. The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions. The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector. The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

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Change history record

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v1.0	First published version	03 November 2025	04 November 2025