



HM Government

**T-LEVELS**

**T Level Technical  
Qualification in Education  
and Early Years (Level 3)  
QN: 610/5748/4**

Occupational specialism assessment (OSA)

**Assisting Teaching**

Assignment 1 – Student Guide

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## Assignment 1: structured observations

In total, assignment 1 will take no more than 3 to 6 hours to complete. Each observation will last for a maximum of 1 hour and may be followed by a recorded professional discussion that will last no longer than 15 to 20 minutes. These professional discussions are not mandatory.

Each observation has a set of skills taken from the content of the qualification that are particular (discrete) to that observation. Your provider-appointed assessor will follow up the observation with a discussion around any of these skills that were not observed during the observation.

The structured observations and professional discussion are final assessments and should be treated as such. You should perform to the best of your ability, and you will be observed doing so, given a mark, and this mark along with your mark for your professional discussion will contribute towards the final grade you achieve on your technical qualification.

The following pages detail the structured observations and the criteria they are intended to cover and how you will be graded.

Your structured observation times and dates will be planned by your provider-appointed assessor, in agreement with the industry placement and you, well in advance.

The activities you are asked to set up in order to be observed are written to reflect naturally or regularly occurring activities in the industry, and providers will make use of regular provision to accommodate these observations.

**Important:** you must carefully consider the detail of all criteria when planning your activity for each observation.

You will lead the activities yourself, with no input from the provider-appointed assessor. You can interact as required with other practitioners, based on the requirements of the activity.

All planned activities will need to be carried out in line with your industry placement's policies and procedures.

Before you start your structured observation, you must create a plan using the planning form in this guide that you must make a copy of to give your assessor your plan for the observation.

## **Structured observation 1: support the class teacher to engage pupils in planned activities promoting literacy development**

### **Activity description**

In this activity, the student will be expected to support the development of pupils' literacy in a way that is appropriate to their age and stage. This could include:

- supporting the class teacher in the delivery of a whole-class literacy lesson, moving between pupils to check for understanding and encouraging them to maintain focus, monitoring their progress and liaising with the teacher as appropriate
- working with a group of pupils in a literacy activity
- working with a small group of pupils requiring additional literacy support (for example, those with English as a second language or those needing more targeted support).

Through structured observation 1, the student should:

- model behaviour to encourage positive behaviour and promote self-esteem in pupils
- liaise with the class teacher and follow the approach and role assigned in the lesson plan
- adhere to school policies, in particular those concerned with safeguarding (including Prevent, online safety and health and safety)
- work with children in small and large groups to encourage engagement, including those children with English as an additional language, if relevant
- use a range of strategies to support the development of literacy and to improve pupils' confidence in reading, writing and the accurate use of spelling, punctuation and grammar
- use techniques such as scaffolding and open questioning to support learning
- implement safe and nurturing teaching and learning opportunities, offering clear instruction and making use of pedagogical strategies that encourage independence in learning, and managing situations where children are disappointed as well as proud of their achievements
- use own subject content knowledge to support, extend and enhance learning opportunities.

### **Mapping to skills**

The activity should allow the student to cover all of the relevant criteria listed below:

- S1.1 Work closely with teachers to ensure own contribution aligns with the teaching
- S1.3 Provide clear and accurate explanations of instructions, processes and concepts
- S1.5 Embed strategies for effectively managing behaviour in line with the school's policy
- S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters
- S2.6 Apply appropriate strategies to enable pupils to access and engage in learning
- S2.8 Apply appropriate strategies to support the development of literacy
- S3.5 Support pupils to use technology safely
- S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning
- S4.13 Promote equality of opportunity and anti-discriminatory practice

## **Structured observation 2: promote effective, inclusive teaching, learning and assessment opportunities for pupils**

### **Activity description**

During this observation, the student may be working with an individual pupil or a small group of pupils and will follow guidance from the class teacher to deliver targeted interventions that support a specific need or to support progress.

Through structured observation 2, the student should:

- liaise with the class teacher to differentiate teaching and learning objectives and agree and apply pedagogical approaches and strategies that meet the individual needs of pupils
- make use of summative and formative assessment to inform their approach and inform the class teacher of progress towards objectives
- encourage pupils to take pride in achievement and manage their disappointments in a way that builds resilience and helps them develop learning strategies
- apply own subject knowledge and pedagogical understanding to enhance and extend learning, making use of unplanned opportunities for extending mathematical concepts and wider knowledge and understanding as appropriate
- use and adapt records including EHC plans to inspire active pupil participation, working in line with policy
- model behaviour to encourage positive behaviour and promote self-esteem in pupils.

### **Mapping to skills**

The activity should allow the student to cover all of the relevant criteria listed below:

S2.1 Deliver appropriate interventions to support progress for identified pupils

S2.7 Support pupils in developing ownership of their learning and education through student-led approaches

S2.11 Build professional relationships with colleagues, stakeholders, parents and carers and pupils

S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach

S3.3 Implement the requirements of, and comply with legal obligations within scope of practice

S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences

S3.12 Assist pupils to create goals and targets to support their development

S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum

S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions

S4.9 Support pupils with special educational needs or disabilities

## **Structured observation 3: facilitate educational experiences to support holistic learning and wellbeing**

### **Activity description**

During this observation, the student will undertake an activity that supports children's emotional wellbeing through developing their resilience and self-esteem, encouraging them to understand and manage their emotions, behaviour and interpersonal skills, and challenging and testing their abilities. The activity could be with an individual pupil or with a group of pupils.

They will encourage esteem and pride through an increased sense of achievement in inclusive, safe learning environments that value the individual contributions of pupils and place their wellbeing at the centre of educational outcomes.

Examples of activities at both primary and secondary levels may include, but are not limited to:

- assisting in the provision of outdoor activities intended to promote independence and personal development, such as Forest Schools
- supporting the facilitation of nurture groups or other forms of pastoral support
- supporting pupils to develop learning goals, activity plans or thinking about their next steps
- facilitating activities that encourage pupils' ability to discuss, reflect on and consider their own feelings, and those of others (for example, in relation to British values).

Through structured observation 3, the student should:

- encourage the active participation and contribution of pupils to develop independent learning, positive self-concept and holistic wellbeing, and to engage respectfully with their peers
- foster a nurturing and inclusive environment in which pupils are able to express their feelings safely
- provide safe, nurturing and inspiring individualised teaching and learning environments to promote independence, confidence, resilience and self-esteem through differentiated opportunities
- encourage efforts and acknowledge achievements made
- promote opportunities for self-reflection and evaluation through strategies that encourage metacognition
- monitor self-regulation, especially in younger pupils and those with SEND, being mindful of individual circumstances through sensitive co-regulation, and knowing which action to take if concerned
- encourage perseverance, self-reliance and curiosity
- know what action to take if concerned about a pupil's wellbeing
- know how to facilitate educational experiences outdoors such as group tasks outdoors, walks and trips, but also taking advantage of good weather and spontaneous occasions to take learning outdoors
- be able to conduct session with regard to the health and safety of pupils, self and others
- use own subject knowledge to extend and enhance learning
- model behaviour to encourage positive behaviour and self-esteem in pupils.

### **Mapping to skills**

The activity should allow the student to cover all of the relevant criteria listed below:

S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons

S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding

- S1.5 Embed strategies for effectively managing behaviour in line with the school's policy
- S1.8 Facilitate learning outside of the classroom
- S2.3 Contribute to the assessment process and use information effectively
- S2.10 Identify and use unplanned opportunities to develop mathematical understanding
- S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved
- S3.13 Support the development of personal, social and emotional skills within the areas of learning and development
- S3.14 Encourage pupils to make decisions and informed choices
- S4.11 Support the development of pupils' positive self-concept

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## Guidance specific to structured observation 3

**Examples of teaching and learning experiences that allow opportunity for these criteria to be covered:**

- **Key stage 1**
  - Stories and / or poems that provoke open ended questioning and reflection around feelings in context of the characters.
  - Discussion following outdoor experiences about physical health and emotional wellbeing, what it feels like when the weather may restrict outdoor experiences, what happens to the body physically, decisions around the outdoor time individuals have, and how this impacts their holistic health and wellbeing through question and peer discussion as appropriate.
  - Activities around emotions and how children are feeling, use of emoji images and activity cards as appropriate.
  
- **Key stage 2**
  - Stories and poems such as the children's book Saddlebottom by Dick King Smith to discuss diversity and inclusion with young pupils.
  - Reflecting on daily activities and opportunities for healthy lifestyle choices such as individualised sequencing cards or planners.
  - Discussion around sustainability, nature and conservation, perhaps with a simple activity to look at nature / habitat to help to move discussions forward.
  - Exploring cultures, traditions and festivals.
  - Pastoral / tutorial activities taken from a relationship, sex and health education (RSHE) scheme of work.
  
- **Secondary**
  - Encouraging self-reflection and informed decision making, supporting well-informed SMART goal setting including subject progression and career opportunities as appropriate, inspiring and motivating through engaging interaction.
  - Promoting effective teamwork development, being observant in relation to mental health and emotional wellbeing and knowing what to do if concerned.
  - Positive interactions with pupils whilst praising effort and achievement.
  - Maximise learning outdoors, either planned or spontaneous.

**Examples of teaching and learning experiences that allow opportunity for these criteria to be explored include:**

- working with individuals to plan or reflect learning targets and goals
- SMART action planning as part of career / next steps
- extracts from classics such as To Kill a Mockingbird by Harper Lee to consider thoughts and feelings from a range of perspectives (cultural capital)
- discussion around Prevent / British values that may be initiated from case studies / social media extracts
- discussing basic needs, considering motivation and the role of outdoor experiences for wellbeing and holistic health

- class project work involving healthy lifestyles and choices
- sustainability and conservation: a discussion / debate around the changing world
- pastoral / tutorial activities taken from RSHE scheme of work.

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## Professional discussion

The purpose of the professional discussion is to ensure that any skills that were not evidenced during the observation can be assessed and will only be conducted when skills that were expected to be seen within the structured observation have not been observed at all. It will act as evidence that you are aware and are able to reflect on a planned activity that did not entirely go to plan, as well as allow you the opportunity to demonstrate your understanding of how you could have performed a skill that you missed the opportunity to perform or evidence during the observation. As such, it is not a mandatory part of the observation. The professional discussion for each observation should only be used where there was no evidence for a particular skill, not to bolster a poor performance of a skill.

When you are being asked questions during the professional discussion, it is important that you answer the questions accurately, and on topic. This is to allow your provider-appointed assessor to make a judgement as to whether you have enough knowledge to explain the process, reason and outcome of applying the criteria / skill in a real-life situation.

The exact areas / skills to be addressed during the professional discussion will be left up to the provider-appointed assessor (having chosen only those skills that were not seen during each observation) criteria). The professional discussion will not account for any extra marks. The marks given will be given only for skills that have not been observed.

The professional discussion will take place in a quiet and private space within the premises of the industry placement and should take place within an hour after completing the observation. You will be given a 20-minute break between the observation and the professional discussion beginning.

## Marking

Your provider-appointed assessor will review your lesson plan in advance of the observation and familiarise themselves with where in the observed activity they can expect to see the different skills you are being assessed on for each structured observation. They will complete the Observation of Skills Recording Form, scoring and notating each skill individually.

If skills are not observed within the observation, you and your provider-appointed assessor will have a professional discussion. You will be asked questions around the skill / skills that was / were not observed. Your provider-appointed assessor will mark and notate the Professional Discussion Form during the professional discussion. You will be given an overall mark for each structured observation after there has been an opportunity to assess all the skills relevant to each structured observation.

Each skill is assessed on a 0 to 3 scale against grade descriptors and assessment justification criteria. The total number of marks available for the structured observations is 87 (29 skills x3). The marks for each individual observation are:

- structured observation 1: 27
- structured observation 2: 30
- structured observation 3: 30.

## Observation Planning Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)</b>	
<b>Assessor name</b>		<b>Provider</b>	<b>Employer</b>
<b>Planned activity to include age of child / children</b>		<b>Skills expected to be covered</b>	
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

You will need at least two copies of each of your plans. One copy is to be given to your provider-appointed assessor before the observation and the other is for you.

## Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated / moved. Skill 2.3 put in the correct (numerical) order.	26 March 2026	30 April 2026

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