

# T Level Technical Qualification in Education and Early Years

**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 commentary is provided to detail the judgements Examiners will undertake when examining the student work. This is not intended to replace the information within the Qualification Specification and providers must refer to this for the content.

Assignment 3 consists of 2 case studies. 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 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: Safeguarding and wellbeing

Read the case study below.

Discuss how you would respond to Jessica'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 Jessica's situation, you are required to:

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

**Performance outcome 1: 5 marks**  
**Performance outcome 2: 5 marks**  
**Performance outcome 3: 25 marks**  
**Performance outcome 4: 15 marks**

**[50 marks]**

You are a Teaching Assistant working in a secondary school with Year 10 pupils. You have been supporting the same small group of pupils with maths for the past term, providing targeted interventions given by the class Teacher on a range of different topics. The group are currently learning how to construct and interpret bar, pie and vertical line charts. This is a topic that the small group of pupils have been enjoying and showing good progress in.

You have noticed that one of the girls in the group, Jessica, has missed several lessons and is often late when she does attend. During the first few weeks of the term, Jessica had always been on time and participated well in lessons. Recently, she has become increasingly withdrawn, is much quieter within the group and is not interacting with her peers. Jessica has not completed the homework tasks that have been set this half-term. She is less engaged in the lessons, which is having an impact on her learning and achievement.

You have also noticed that Jessica is more isolated outside of the classroom and is spending break and lunch times alone, rather than eating with the other pupils in the canteen. The other pupils have tried to include Jessica during school break times and in social activities outside of school, but Jessica refuses to socialise or attend any organised activities.

## Student evidence

Discuss the impact of factors that may be contributing to Jessica's behaviour and the safeguarding concerns these factors raise

Jessica is showing some signs that would raise concern. The factors that may be contributing to her behaviour include her poor attendance, I would be concerned because Jessica is often late and sometimes she does not come at all. Jessica is already having focused intervention in the class and in year 10 Jessica will begin to miss out on learning at really important stage for her future. Disengaged from learning - I would be concerned for Jessica's progress and for her future because at 14 Jessica would be in an important GCSE study period. She will fall even further behind and this will mean that her grades may suffer in the long run. I would need to monitor her attendance to make sure she is OK and that her absences are authorised, may also need to involve her parents to find out more about what is going on, there may some changes to the family unit or Jessica may be ill, her eating habits are a little concerning. Her confidence will also be affected and this is beginning to show through a change in mood from being engaged to withdrawn choosing to isolate self from peers - at 14 Jessica would typically choose and prefer to be in a peer group. I would be concerned because Jessica used to be engaged and settled and there has been a significant change. This could be due to the changes brought on by puberty or could be an even greater issue with the need to let others know and follow the guidelines for safeguarding especially as she is not wanting to eat with her peers or socialise with them in or outside of school. I would be worried that maybe she has fallen out with her friends or that she is being bullied or that something else was going on may be at home.

Explain strategies you would use to support Jessica's wellbeing, safety, resilience and development to enable her to make informed choices

Jessica is already beginning to fall behind and she will fall even further behind without careful, sensitive and skilful intervention:

I would meet with other professionals such as Mental Health First Aider/Counsellor to make sure that early signs of concern were being monitored and that action was being taken It would be very important to keep accurate and coherent records for effective partnership working and for consistency too. I could arrange tutorials to support Jessica with her work, at her own pace and 1:1 so that she does not fall further behind but this might not always work for the teacher.

I would need to share my concerns and any notes and observations with the SENDCo, safeguarding/child protection lead about concern and speak to other colleagues about Jessica's behaviour. They may have different notes, Jessica may not be the same in all classes and this may help to develop further strategies for Jessica. Jessica would benefit from pastoral intervention too develop a schedule for targeted learning and develop approaches to empower her with some coping strategies, may be involving the parents/family as appropriate. Staff may also need some support when managing issues around safeguarding it can be challenging and staff should also feel they are protected. Policies and procedures will need to be followed at all times.

Describe how you would communicate and work effectively with Jessica and the class teacher to support Jessica's engagement and independent learning

I would feedback my concerns. It may be necessary to work with Jessica's parents and even with other professionals. I would follow policies and procedures and make sure Jessica was safe. I would need to observe Jessica and try to build social relationships with her. Targets need to be set with Jessica that are manageable and that will raise a sense of achievement and working one to one will be a useful strategy. Any communication needs to be clear and accurate, it needs to be saved safely too. Jessica needs to be involved in next steps and next steps need to be developed together. It would be important not to let Jessica down and meet with her when arranged, having boundaries will help develop trust for her

Explain how you would review, tailor and adapt relevant activities and resources to meet Jessica's individual needs and progress in the short, medium and long-term

I would share any notes and records from own engagement and collated notes collected from other professionals too. I would need to share these the class teacher who can advise around a schedule of learning for Jessica and may need to use many different strategies to re-engage from 1:1 teaching to innovative activities to motivate around interests. I would work alongside the class teacher to understand how to adapt any lessons and use a range of resources to stimulate learning and also share feedback through clear reports/records to make sure that the class teacher could monitor progress and we could look at any improvement or further changes. I would need to see what works best and adapt being flexible in my approach.

Describe anti-discriminatory practice you would implement and ways to support Jessica's social inclusion.

I would encourage Jessica to be part of the small group and always invite her to make contributions to the activities but not force her to participate and I would taken cues from Jessica knowing when it would be OK to ask. Body language would help with that. I would be enable smaller group activities in pairs to encourage participation and contribution. I would always make sure Jessica was feeling well and remember best strategies and that I had all the resources that I needed. Of course I would need to follow policy and procedure at all times and be guided by the class teacher. I would challenge discriminatory behaviour as appropriate following the procedures, note this and share with the class teacher if that was something that I saw. I would want to feel that I-or a counsellor depending on the need would be able to have open conversations -may be the SENDCo or pastoral teacher could help Jessica to talk about what might be going on. I would feedback my concerns. It may be necessary to work with Jessica's parents and even with other professionals. I would follow policies and procedures and make sure Jessica was safe. I would need to observe Jessica and try to build social relationships with her. Targets need to be set with Jessica that are manageable and that will raise a sense of achievement and working one to one will be a useful strategy.

## Case Study 2: Learning and development

Read the case study below, and the practitioner observations in the insert.

Discuss how you would respond to Josh's situation in your role as a Teaching Assistant.

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

- discuss the impact of factors that may be contributing to Josh's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Josh'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 Josh's learning and development
- explain how you would review and adapt relevant activities and resources to meet Josh's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Josh's social inclusion.

**Performance outcome 2: 20 marks**

**Performance outcome 3: 10 marks**

**Performance outcome 4: 20 marks**

**[50 marks]**

You are working as a Teaching Assistant in a primary school at the start of the Autumn term within a Year 1 class.

In your school, the Reception Teachers and Teaching Assistants work closely with those in Year 1 to support the pupils' transition between the EYFS and Key Stage 1. You have been asked to work with one of the Year 1 boys, Josh, on a one-to-one basis. To support you in your role, you have been given his EYFS learner profile and the practitioner observations which were undertaken at the end of the previous term when Josh was in Reception.

You have observed that in class Josh does not manage change well and can become easily upset if regular classroom routines are disrupted. He has difficulty separating from his childminder in the mornings and will often go and put his coat on in the middle of the day.

The Teacher has asked you to prepare for a meeting with the SENDCo and Josh's parents. The aim of the meeting is to plan how to meet Josh's individual needs and minimise potential barriers to his learning going forward.

Your meeting preparation should be based on the information you have available.

## Student evidence

Discuss the impact of factors that may be contributing to Josh's behaviour and the safeguarding concerns these factors raise.

Josh is still very young and he may just be struggling to settle into his new school. He doesn't really know the routine yet and this will make him a bit worried and scared. He needs to have the time to get to know the class Teacher and he may need some help with friendship group/peer group relationships too.

Josh will have had a key person supporting him at his nursery setting and there could be a meeting with them to see if there is any way Josh could be supported better as he settles into his new routine. There may have been changes to Josh's family life and this will also upset his routine and cause him to feel out of control; he should be able to regulate emotions to an extent but when the pressure is high, he needs some support – everyone does. The EYFS welfare requirements should be referred to ensuring that Josh is safe and well and can be useful during those transition phase as well as wellbeing policy, settling in policy too. Observations will help to identify any triggers, such as behaviour at certain times of day and closer monitoring around attachments may be useful. Josh's wellbeing is the most important safeguarding factor here and whilst transitions are challenging the class teacher needs to monitor closely, perhaps invite parents to stay or the childminder as multiple transitions may be confusing for Josh. If the situation does not improve it is likely that further intervention is required by professionals to find out more about his needs and work with his family to find the best way forward for Josh. The class teacher will rely on the TA to support with any indicators for intervention and so records such as observations are critical.

Explain strategies you would use to support Josh's wellbeing, safety, resilience and development to enable him to make informed choices

As a Teaching Assistant, I would be able to work with Josh one to one. Working in this way would allow me the opportunity to get to know him.

I would develop a trusting relationship with Josh, investing time to get to know him, find out more about his interests and try to encourage small group interactions. This would help Josh to feel safe, support wellbeing and resilience and promote confidence with others over time too.

Observing Josh in small group work with the TA there to support would be a really useful way of watching friendship groups and socialisation patterns develop. I can build from this by promoting further experiences and activities that help the friendship groups to blossom. Observations will also help me to identify triggers, times/parts of the daily routine where Josh is feeling uncomfortable or overwhelmed and work on managing these better to meet his needs. Areas in the classroom for regulation, cosy areas, quiet areas that allow Josh time to relax will also support him as he settles. I would also want to build strong relationships with the family and involve them where I could, including the childminder. The class teacher and the SENDCo will have many ideas and strategies that have worked previously and I will need to learn from these as well as from other professionals.



Describe how you would work in collaboration with the teacher to support Josh's learning and development

I would always seek the advice of the class teacher, share my thoughts and understanding and also keep notes and feedback up to date. It would be important to share observations and feedback so that there is a consistent approach, we can reflect on what works, or doesn't and how the situation was improved for Josh. Josh may have additional needs and the SENDCo will help here and can observe, monitor and work with other professionals including parents/carers to find out what would be best for Josh.

Early intervention and following policies and procedures will help to support Josh's needs early on. It is important to recognise the benefits of partnership working in order to achieve positive outcomes for Josh and support him.

The Teaching Assistant and the parent can build positive relationships and exchange information to support Josh. Working together can help Josh, perhaps by having settling in sessions and involving them, sharing strategies and generally building a trusting relationship.

Explain how you would review and adapt relevant activities and resources to meet Josh's individual needs and progress.

The Teaching Assistant could work one to one to build a relationship with Josh and help him to settle. Activities should be arranged in small groups so that Josh can contribute and participate, being actively encouraged by his Teaching Assistant. Josh's interests should be sought and strategies developed to include these interests in planned experiences that have been scaffolded to meet his individual needs and help him to progress, so objectives of educational experiences should be clear and resources adapted so that he can contribute and participate. Josh will be best supported if all of those involved in his care are working together so that he enjoys stability from consistent approaches to education and care; this may be especially relevant in relation to behaviour.

Share thoughts with the class Teacher and other staff members across the curriculum as appropriate. Josh may find practical resources made available during activities will help him to engage, for example:

- introducing small cubes for maths or props to inspire at story time will all help to stimulate Josh's curiosity and motivation
- simple games for turn taking and sharing
- learning outdoors to help Josh express himself.

Describe anti-discriminatory practice you would implement and ways to support Josh's social inclusion.

I would make sure that Josh was safe and that he was feeling comfortable in the classroom. His wellbeing would be my main priority. I would also make sure I was there as TA to support communication with peers, monitor challenging times of the day and encourage socialisation with a small group of peers. Any resources that Josh needs to help him to engage with the daily routine independently should be provided and reviewed regularly as his needs change, and if Josh continues to struggle the SENDCo at the school may wish to begin steps for intervention to make sure that early intervention is provided for the best possible outcome for Josh and if any support is required at home this should also be considered – with the childminder too.

# Examiner commentary

## Case Study 1

The student makes some use of relevant knowledge and understanding in context of the sector and identifies factors that may be influencing Jessica, referring to safeguarding and the role of intervention.

Strategies offered are relevant and appropriate to practice, including working one to one, social relationships, target setting 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 case study.

The response provided meets the baseline requirements of the assignment brief.

## Case Study 2

The evidence is logical and displays baseline knowledge in response to the demands of the brief.

The response applies appropriate knowledge and understanding to offer a well-informed response referring to transition to explain potential reasons for Josh's behaviour.

The student makes acceptable use of approaches applied in practice and attempts to demonstrate breadth and depth of knowledge and understanding in context.

The student makes judgements and is able to make progress towards solving problems in real life situations. For example; pedagogical strategies to support Josh are well reasoned with recommendations for the Teaching Assistant identified. Partnership working, intervention, relationships, as well as pupil-centred approaches are included such as turn-taking, outdoor play and props to engage and motivate. These all demonstrate relevant knowledge and understanding of practice.

## 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 and the threshold competence requirements of the role, and 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/seek 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 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/seek 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.

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## Change History Record

Version	Description of change	Approval	Date of Issue
v3.1	Published draft version		August 2020
v4.0	Published final version		01 September 2020
v5.0	T Level branding updated		December 2020
v5.1	Version, branding and formatting final updates		March 2021
v5.2	NCFE rebrand.		September 2021
v5.3	Alignment with sample materials	January 2022	February 2022
v5.4	ODSR to reflect amends to SAMs		October 2022
v6.0	Annual review 2023: Name changed to Education and Early Years Amends to match SAMs	June 2023	19 June 2023
v7.0	Amends made to reflect changes to the Teaching Assistant occupational standard	December 2023	30 April 2024