



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 4 – pro-formas**

v2.0: Specimen assessment material (SAM)
30 April 2026

T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Assisting Teaching

Pro-formas

Task 4 – reflective account

Contents

Task 4: Pro-forma D – reflective account (Gibbs)	3
Document information	6
Document information	7

SAMPLE

Task 4: Pro-forma D – reflective account (Gibbs)

Note: the space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the Project Brief.

The six stages of **Gibbs' reflective cycle** have been identified in the chart below. Use the six stages of Gibbs' reflective cycle and the prompts below to complete your overall reflection on the tasks completed in this ESP.

As part of this task you may wish to refer back to the work you completed in task 2 (c) (reflection upon peer feedback). You must ensure that this work is not simply duplicated but rather built upon and expanded. Any work that is simply duplicated from task 2 (c) will not be marked.

Description: briefly describe the tasks you completed.

Consider:

- your intervention plan
- your planned activity
- your contributions to the peer discussion, digital presentation and tutor questions.

Feelings: briefly describe your thoughts and feelings about the tasks completed.

Consider:

- your approach to planning
- your contributions to the peer discussion
- the feedback you received in peer discussion
- your communication in the digital presentation and tutor questions.

Evaluation: include both positive and negative experiences of the tasks completed.

Consider:

- the effectiveness of your communication
- the quality of your contributions to peer and tutor questions
- the quality of your plans in supporting the intended outcomes.

Analysis: justify what went well and what did not go to plan and make recommendations for improvement.

Consider:

- your communication skills
- your contribution to discussion and to tutor questions
- the quality of your plans
- the extent to which feedback informed changes to your plans.

Conclusion: summarise your own learning.

Consider:

- identifying improvements to your own knowledge, planning skills and collaborative working.

Action plan: summarise how you could use your reflections to improve your future practice.

Your response must address the following points:

- How, and why, you will use your reflections to develop your knowledge, planning skills and collaborative working in your future practice.
- How undertaking continuing professional development (CPD) contributes to keeping your own knowledge and skills current.
- How developmental feedback could improve your own professional performance.
- Identify one example of self-directed learning you could undertake to improve your future practice.

Any other notes:

SAMM

Document information

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	09 June 2025
v1.1	Reference to 'early support plan' within 'Description' table heading amended to 'intervention plan'.	05 August 2025	15 August 2025
v2.0	Minor updates to SPaG and abbreviations Logos updated on front page Copyright information updated	N/a	30 April 2026

SAMPLE

Document information

Copyright in this document belongs to, and is used under licence from, the Department for Education, © 2026.

'T-LEVELS' and 'T Level' are registered trade marks of the Department for Education.

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.

'CACHE' is a registered trade mark of NCFE.

SAMPLE