



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

- 1 Occupational specialism assessment (OSA)
- 2 **Assisting Teaching**
- 3 Assignment 3 – Briefs

1	Contents	
2		
3	About this assignment.....	3
4	Introduction	3
5	Student instructions.....	3
6	Student information	3
7	Plagiarism and use of artificial intelligence (AI).....	4
8	Presentation of work.....	4
9	Timing	4
10	Marks available	4
11	Case study 1: performance outcomes (POs).....	5
12	Case study 1: brief	6
13	Case study 1: safeguarding and wellbeing	6
14	Resources	7
15	Evidence required for submission to NCFE	7
16	Case study 2: performance outcomes (POs).....	8
17	Case study 2: brief	9
18	Case study 2: learning and development.....	9
19	Resources	10
20	Evidence required for submission to NCFE	10
21	Change history record	11
22	Document information	12
23		
24		

About this assignment

Introduction

This assignment is set by NCFE and administered by your provider over 1 day. The times and dates will be specified by NCFE.

The assignment will be completed under supervised conditions.

You **must** complete all case studies in this assignment independently. You are required to sign a declaration of authenticity to confirm that the work is your own. This requirement is to ensure authenticity and to prevent potential malpractice and maladministration. If any evidence was found not to be your own work, it could impact your overall grade.

Save your work regularly as you work through each case study.

You **must** submit the written work to your supervisor when you have finished each session.

Electronic files **must** use the following filename convention:

'(Provider_number)_(Student registration number)_Assignment_3_(Additional detail of document content if multiple documents are produced per case study)'

You should attempt to fully complete **both** case studies in this assignment.

Read the instructions and information provided carefully.

No internet access is allowed.

Student instructions

- You should read **each** case study carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach each case study within Assignment 3.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any preliminary material. Any material will be checked for suitability by your supervisor.
- You **must** clearly name and date all of the work that you produce during each supervised session.
- You **must** hand over all of your work to your tutor / invigilator at the end of each supervised session.

Student information

- The combined marks from each of these case studies will form your final mark for this assignment.
 - Your tutor will explain how this time is broken down per case study and will confirm with you if individual case studies are required to be completed across multiple sessions.
 - At the end of each supervised session, your supervisor will collect all assessment materials before you leave the room.
 - You **must not** take any assessment material outside of the room (for example, via a physical memory device).
 - You **must not** upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email).
- The maximum mark for this assignment is 60.

- Access to course materials and other resources is **not** permitted.
- You can fail to achieve marks if you do not fully meet the requirements of this assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external assessment being awarded a U grade. For further information, refer to the Plagiarism in Assessments guidance located on the Joint Council for Qualifications (JCQ) website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Your role in protecting the integrity of qualifications guidance located on the JCQ website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12 pt unless otherwise specified.
- Any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence.
- All of your work should be clearly labelled with the relevant assignment and case study number, and your student details. All information **must** be clearly legible (for example, front page and headers).
- Electronic files should be given a clear file name as per the filename conventions provided in the introduction section.
- All pages of your work should be numbered in the format page X of Y, where X is the page number and Y is the total number of pages.
- You **must** complete and sign the External Assessment Cover Sheet (EACS) – Declaration of Authenticity form – and include it at the front of your assessment evidence.
- You **must** submit your evidence to the supervisor at the end of the session.

Timing

You have 2 hours to complete case study 1.

You have 2 hours to complete case study 2.

Marks available

Case study 1: 30 marks

Case study 2: 30 marks

Total: 60 marks

Case study 1: performance outcomes (POs)

The breakdown of the performance outcome (PO) coverage across case study 1 is shown below, with marks awarded against the POs as follows:

PO1: Support the class teacher to enhance children's education, individually and in groups [3 marks]

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults [3 marks]

PO3: Safeguard and promote the health, safety and wellbeing of children and young people [15 marks]

PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum [9 marks]

[Case study 1 total: 30 marks]

Case study 1: brief

Complete the case study assessment below.

The writing sessions will be supervised.

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

Case study 1: safeguarding and wellbeing

Read the case study below.

You are a teaching assistant working in a secondary school with a class of year 7 pupils aged 11 to 12.

The pupils have recently started at secondary school following several transition days before the summer holidays. Most of the pupils have settled in well.

One of the PE teachers has observed that one of the boys in his class, Jamie, is having difficulty participating in the lesson as he does not have the right equipment such as clothing or trainers. Jamie has a reason each time for not being able to join in with the lesson.

You have also noticed that Jamie is much smaller than the other children and that his uniform is always too big. He appears preoccupied and unable to concentrate on tasks set by the teacher in lessons. This is impacting on his learning and achievement.

Jamie often visits the medical room and some of the teachers have noticed he does not appear to bring in lunch. Jamie has a big family, and his older brother has recently been excluded from the school. Jamie spends time with friends from his previous primary class but is often seen on his own, reading, while they are playing football during break times.

The class teacher has asked you to work with Jamie to help him participate in PE, engage in lessons and sustain his focus in class.

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

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

[30 marks]

Resources

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

- this brief.

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.

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Case study 2: performance outcomes (POs)

The breakdown of the performance outcome (PO) coverage across case study 2 is shown below, with marks awarded against the POs as follows:

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults **[12 marks]**

PO3: Safeguard and promote the health, safety and wellbeing of children and young people **[6 marks]**

PO4: Recognise, adapt and respond to individual children’s needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum **[12 marks]**

[Case study 1 total: 30 marks]
[Case study 2 total: 30 marks]
[Assignment 3 total: 60 marks]

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.

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 10 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, Alfie-John (AJ), requires additional support.

AJ has missed a lot of school this term, and when he is in class, he is disruptive to the other pupils. He has been falling behind and does not complete any home learning. Frequently, AJ does not have the equipment he needs for class projects, which means he is unable to be fully involved in the learning. AJ 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.

AJ 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 or attended school regularly. He will not respond to his full name, only AJ. AJ has been participating in PE and enjoys football, rugby and basketball. His PE kit is often unwashed and left in his locker for long periods of time.

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

Observations carried out on AJ 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 AJ'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 AJ's situation, you are required to:

- discuss the impact of factors that may be contributing to AJ's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support AJ'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 AJ's learning and development
- explain how you would review and adapt relevant activities and resources to meet AJ's individual needs and progress

- describe anti-discriminatory practices you would implement and ways to support AJ's social inclusion.

[30 marks]

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.

1 **Change history record (CHR)**

2

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

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SAMPLE

Document information

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