



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

Occupational specialism assessment (OSA)
Assisting Teaching
Assignment 3 – Mark Scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically for the relevant case study and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all of the indicative content to be awarded full marks.

Case study 1: safeguarding and wellbeing

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.

Performance outcomes (POs)

This case study requires students to:

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

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

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

	Weighting	Marks
PO1	10%	3
PO2	10%	3
PO3	50%	15
PO4	30%	9
Total	100%	30

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

Band	Mark	Descriptor
3	3	Exceptionally well-considered identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Highly sophisticated strategies to promote independent learning are evident. Excellent consideration of ways to communicate required information clearly to the teacher and pupils. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	2	Confident identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Reasonable strategies to promote independent learning are evident. Good consideration of ways to communicate required information clearly to the teacher and pupils. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1	Minimal identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A limited range of strategies to promote independent learning is evident. Basic consideration of ways to communicate required information clearly to the teacher and pupils. The response has little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of ways to work effectively with the class teacher to support Jamie's engagement in the curriculum, students' responses may include:

- the use of pedagogical strategies to support Jamie's wellbeing to develop his confidence, for example, the use of a buddy system, one-to-one support, encouraging Jamie to try new things, celebrating success, avoiding comparisons, encouraging independence, setting realistic expectations
- consideration of strategies to support Jamie's confidence to engage in learning, for example, the completion of achievable plans with manageable challenge, empowering Jamie to take ownership of his learning
- consideration of ways to build up confidence and resilience, for example, ensuring all resources are accessible when required, maintaining a set routine where possible and supporting Jamie through transition and change

- strategies to improve Jamie's concentration, for example, the use of short, focused tasks using checklists, removing distraction, encouraging Jamie to eat lunch, setting goals.

Within the consideration of ways to communicate required information clearly to the teacher and Jamie, students' responses may include:

- consideration of ways to work with the class teacher to support Jamie to integrate with other friendship groups, for example, small-group work with both familiar and unfamiliar peers, such as paired discussions, information exchange activities and research tasks
- planning regular feedback sessions to communicate Jamie's progress, to include, for example, reviewing targets and planning for next steps, and understanding the reason for Jamie's reluctance to engage
- strategies to support Jamie to be able to integrate into the classroom, for example, small-group work with familiar peers, gradually extending this to larger groups and focusing on topics related to Jamie's interests
- observations to identify particular times when Jamie may be struggling, for example, the specific time he visits the medical room, to assess and understand the rational for this and any theoretical explanations that could be associated with it to understand his needs (Maslow, Freud, Bowlby)
- ways in which to provide reassurance for Jamie, for example, praise, encouragement, and regular discussions about topics such as the use of positive body language and both verbal and non-verbal communication.

Within the consideration of strategies / ways to promote Jamie's independent learning, students' responses may include:

- strategies to support Jamie to know who and where to ask for help when required, for example, the class teacher, teaching assistant or other support staff, making the classroom a safe space, giving ways of asking for help, such as written methods and encouraging the asking of questions
- ways to work with parents to support Jamie to understand any potential reasons for lack of concentration, disorganisation and easy distraction, for example, plan times to meet with parents to suit their needs to discuss the reasons for Jamie's reluctance to participate
- ways to work with parents to plan strategies to support Jamie to overcome his disorganisation, for example, discussion and reassurance, mindfulness activity, referral for additional help, the importance of consistency of approaches, positive but realistic expectations, reminder emails, keeping equipment in his locker or in class, promoting independence
- the development of a clear plan to work towards confidently approaching independent learning tasks.

Accept any other suitable response.

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Band	Mark	Descriptor
3	3	Exceptionally well-considered identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Highly sophisticated strategies to promote independent learning are evident. Excellent consideration of ways to communicate required information clearly to the teacher and pupils. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	2	Confident identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Reasonable strategies to promote independent learning are evident. Good consideration of ways to communicate required information clearly to the teacher and pupils. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1	Minimal identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A limited range of strategies to promote independent learning is evident. Basic consideration of ways to communicate required information clearly to the teacher and pupils. The response has little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of factors affecting Jamie's behaviour and / or situation and the impact of these factors, students' responses may include:

- strategies to increase feelings of predictability and security, for example, regular routines, consistency, dependability, mutual respect, clear boundaries and expectations from all teachers
- strategies to work with other professionals to support Jamie's emotional wellbeing through regular meetings to update and review strategies, emotional support teams, mental health support teams, the use of resources, and holistic approaches to support wellbeing
- understanding of the impact of emotional wellbeing on Jamie's academic achievement, for example, how feelings of inadequacy, low self-esteem, poor motivation, poor concentration and feeling overwhelmed may contribute to disorganisation and lack of independent thinking, resulting in underachievement and poor engagement.

Within the consideration of how reviewing planned activities / learning informs strategies to support Jamie's academic participation and progress, students' responses may include:

- consideration of the use of formative and summative assessment to evaluate Jamie's learning and progress, to provide feedback to boost confidence, motivation and enhance metacognitive skills, to share with parents to enhance partnership to support Jamie
- adaptations to lessons to meet Jamie's individual needs, for example, adapting the environment, effective communication, the planning of group work and the setting of smaller achievable targets to help support his confidence, ensure inclusivity and promote independence to prevent barriers to learning
- shared communication within teaching to ensure continuity of plans to support Jamie in each lesson
- a greater focus on personal, social, health and economic (PSHE) education and a lesser focus on other curriculum areas for a limited period may support Jamie's wellbeing and the effect on his academic achievement. As identified with initiative approaches, this supports the promotion of attainment and achievement, and helps empower Jamie to make effective choices.

Within the consideration of collaborative working with the class teacher as part of a multi-agency approach to meet Jamie's needs, students' responses may include:

- strategies to support Jamie, for example, the facilitation of team meetings to ensure a consistent approach, having clear channels of communication, sharing tasks, monitoring and reviewing progress, taking collective responsibility, enabling partnerships
- working in partnership with external agencies to support the assessment process
- ways to apply the strategies to ensure Jamie's needs are met, for example, consultation with Jamie and his parents, consideration of relevant policies and procedures, arrange regular meetings, encourage discussion and practice active listening
- planning ways to work together to support Jamie, for example, sharing and discussing coping strategies with him, such as role modelling, reframing, reviewing existing strategies, and reflection
- understanding of the need for early intervention and a collaborative approach to reduce any negative impact and to support Jamie's development, needs, emotional self-regulation and to identify the main problems
- understanding the importance of holistic assessments and planning, and ensuring all aspects of safeguarding and development are considered to identify Jamie's needs
- understanding of ways to access wider expertise and specialist support through referral processes, children's services teams, statutory services and charitable organisations, working with parents, pastoral team and the special educational needs and disabilities co-ordinator (SENDco) or inclusion co-ordinator (INCo)
- how to work closely with parents to ensure all progress is shared, for example, valuing a collaborative approach with effective information sharing
- how to build a trusting relationship, planning times to communicate that prevent barriers, joint understanding of Jamie's needs and increasing Jamie's sense of security.

Accept any other suitable response.

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

Band	Mark	Descriptor
3	11 to 15	Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	6 to 10	Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1 to 5	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard Jamie's wellbeing, students' responses may include:

- the importance of the identification of possible safeguarding concerns through observation and assessment to ensure that Jamie is not at risk and to protect his health and wellbeing, the importance of a duty of care for professionals, and the importance of following the safeguarding policy
- the importance of working in partnership with key teachers, special educational needs and disabilities co-ordinator (SENDCO), designated safeguarding officers (DSOs) and inclusion / pastoral staff to observe and support Jamie during the school day

- recognition of the challenges faced by pupils transitioning to secondary school, for example, building positive friendships with new peers, increase in learning expectation, change of routine, new environment and teachers, new rules and adolescence changes
- recognition of the challenges faced by pupils during periods of change, for example, anxieties, changes in behaviour, more access to mobile devices, technology and social media to access / interact with others, concerns about meeting peers in person, expectations of a teacher, entering adolescence
- strategies to support Jamie so he knows how to access support and discuss his feelings when required, for example, clear communication channels and an explanation of how he can use these. There are a range of ways available, such as discussing a written record to recognise concerns about Jamie's engagement and disorganisation, and offering pastoral support or the use of non-verbal resources like emotion cards
- ways to use the outcomes of a discussion to plan appropriate strategies, for example, an agreed action plan and a review of the strategies that are currently in place. This could include ways to work with Jamie's parents to develop ways to support him both at home and school, and ensuring he has the correct equipment and access to food at lunchtimes
- an understanding of the importance of following safeguarding policies and procedures in line with current legislation, such as Working Together to Safeguard Children 2023, and the sharing of information.

Within the consideration of ways to foster and encourage positive and safe environments to support Jamie's development and choices, students' responses may include:

- offering Jamie access to pastoral support or a space / environment he can access support and encouragement to discuss feelings
- adaptation of activities, for example, reviewing timetables and offering alternative spaces for work completion
- strategies to allow for a more open discussion, for example, one-to-one time to provide opportunities for Jamie to discuss reasons for visiting the medical room and to listen to his needs. This can be in a pastoral office, a library within the school or another suitable calm environment that has been established as part of the planning process.

Within the consideration of appropriate strategies to promote Jamie's wellbeing and resilience, students' responses may include:

- implementation of support for Jamie in class to help him feel confident in answering questions as part of class activities and pastoral support for a sense of belonging
- strategies and activities to support Jamie's access to resources that promote inclusion to lessons and learning
- a focus on Jamie's strengths to help him build strong relationships that will give him confidence to seek advice and support with adults and peers. This will enhance social skills and promote independence, confidence and trust.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	7 to 9	Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	4 to 6	Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1 to 3	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of required adaptations to activities and resources to meet Jamie's individual needs, students' responses may include:

- types of adaptations that could be made to activities, for example, building in additional opportunities to voice concerns, adapting materials to suit Jamie's developmental needs through identification of gaps in learning
- strategies that show consideration of themes or topics to support Jamie, for example, themes that support his interests and social and emotional development

- providing a process for questions to be asked, for example, setting time aside to talk about things that Jamie may not have been confident to do in a whole-class situation and providing other opportunities for Jamie to raise his concerns with other members of staff.

Within the consideration of ways to work with others to support Jamie's learning and development, students' responses may include:

- understanding of the importance of collaborative teamwork to ensure consistency of approach, to include the class teacher and other professionals in the school, for example, the special educational needs and disabilities co-ordinator (SENDCO), safeguarding lead, the teaching assistant or other support staff with whom Jamie feels confident to speak with
- working closely with parents to plan for any changes that may be happening at home, ensuring regular communication takes place and there is a consistent approach to supporting Jamie
- teaching assistants and other support staff providing opportunities during the school day to facilitate the planning of ways for Jamie to work with others in the classroom and create a particular programme for him
- setting of targets for Jamie, for example, to work with small groups and then extending the group when Jamie is ready, involving Jamie in the setting of the targets to enable him to feel included and empowered.

Within the consideration of social inclusion and anti-discriminatory practice relating to Jamie, students' responses may include:

- an understanding that children may behave differently in different situations and that Jamie must be supported according to his individual needs, for example, understanding that Jamie is having difficulty with the transition to secondary school and the impact of this on his learning and development
- planning strategies to ensure that Jamie is not excluded in any way because of his concerns, for example, offering pastoral support, effective sharing of information of plans that support Jamie in the classroom and one-to-one support
- consideration of ways in which Jamie's individual needs may be met, for example, discussions with his parents and / or other professionals, and observations and assessments
- an understanding of ways to seek additional support to meet Jamie's needs, for example, following policy and procedure to make a referral, discussions with the head teacher and SENDCO and working together with his parents.

Accept any other suitable response.

Case study 2: learning and development

Discuss how you would respond to Alfie-John's (AJ) 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.

Performance outcomes (POs)

This case study requires students to:

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

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

	Weighting	Marks
PO2	40%	12
PO3	20%	6
PO4	40%	12
Total	100%	30

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Band	Mark	Descriptor
3	9 to 12	Exceptionally well-considered identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Highly sophisticated strategies to promote independent learning are evident. Excellent consideration of ways to communicate required information clearly to the teacher and pupils. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	5 to 8	Confident identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. Reasonable strategies to promote independent learning are evident. Good consideration of ways to communicate required information clearly to the teacher and pupils. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1 to 4	Minimal identification of ways to work effectively with the class teacher to support pupils' engagement in the curriculum. A limited range of strategies to promote independent learning is evident. Basic consideration of ways to communicate required information clearly to the teacher and pupils. The response has little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of factors affecting AJ's behaviour and / or situation and the impact of these factors, students may include:

- understanding of the developmental or environmental factors that may be contributing to the challenges AJ is experiencing, for example, possible distractions affecting his ability to complete tasks in class and gaps in knowledge that could have a possible impact on his behaviour
- any possible areas of special needs that may be impacting on AJ and his development and behaviour, for example, AJ may have a disability that impacts his focus
- working with parents to establish patterns of behaviour at home, for example, discussion of his routine and challenges with organising and managing time to complete homework and if the parents have observed whether the concerns regarding AJ's behaviour have been present for some time or have developed recently.

Within the consideration of how reviewing planned activities / learning informs strategies to support AJ's academic participation and progress, students may include:

- planning of strategies to include ways in which AJ can be supported to be more organised, for example, through target-setting, smaller more manageable tasks or a spare set of equipment for key lessons
- development of strategies to help AJ become independent, for example, using set routines, giving more choice, encourage problem solving
- ways of working with AJ to set his own targets, by discussing what he wants to achieve and having a realistic number of goals
- strategies to engage in topics to sustain engagement in lessons, for example, physical breaks if tasks are completed
- how to work with parents to support AJ with developing his organisational skills, for example, using a planner, making a checklist, using colour coding and helping AJ think ahead
- referral to the special educational needs and disabilities co-ordinator (SENDCO) to ensure diagnostics are carried out if required
- observation of AJ to provide the necessary resources and support.

Within the consideration of collaborative working as part of a multi-agency approach to meet AJ's needs, students may include:

- discussion of strategies to work with other professionals to support AJ, for example, the SENDCO, teaching assistant and other support staff within the school, referrals to external agencies such as the Learning and Behaviour Advisory Team (LBAT)
- ways to work with the class teacher and other professionals to set targets for AJ using a collaborative approach to include AJ to empower and motivate him and planning regular times to review the strategies to support AJ.

Accept any other suitable response.

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

Band	Mark	Descriptor
3	5 to 6	Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	3 to 4	Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1 to 2	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard AJ's wellbeing, students may include:

- consideration of strategies to support AJ to discuss ways in which he can organise his learning and to improve his understanding, for example, personal development plans (PDPs) and review / planning sessions with reference to ensuring AJ's wellbeing and any safeguarding concerns, in line with safeguarding policy and procedures
- consideration of strategies to support AJ to discuss the challenges he experiences at school, for example, pastoral support sessions, hubs, external resources
- the importance of supporting AJ with planning to meet deadlines and complete work on time to reduce the negative impact on his learning and development.

Within the consideration of ways to foster and encourage positive and safe environments to support AJ's development and choices, students may include:

- the use of praise, encouragement, time-outs and positive feedback as strategies to manage AJ's behaviour, the planning of a safe physical and emotional environment to meet AJ's learning and development needs, and the use of a consistent approach and realistic and clear expectations, following the behaviour management policy of the school
- enabling AJ to find ways to improve his organisational skills to help his learning and development, for example, a daily review of deadline requirements and resources required for lessons
- the development of an environment that is safe and conducive to learning, for example, the planning of a safe physical and emotional environment to meet AJ's learning and development needs, using safe spaces and opportunities to talk
- strategies to enable AJ to develop social relationships in small groups, for example, through lesson planning and group work.

Within the consideration of appropriate strategies to promote AJ's wellbeing and resilience, students may include:

- the importance of empowering AJ to contribute to the planning of his own targets by involving him planning ways to improve his organisational skills and homework completion
- supporting AJ to overcome challenges and achieve his goals, for example, by setting small targets, being supportive, using praise and reward
- strategies to support AJ to deal positively with situations, for example, by setting limits and being consistent, supporting AJ's progress towards his goals and valuing achievements
- strategies to support AJ's attendance in school and concerns he may become not in education, employment or training (NEET)
- establishing and maintaining a professional relationship with AJ to develop effective communication
- strategies to support AJ within the school with a 'go to' person or pastoral support, working on a one-to-one basis with the teaching assistant to provide communication to the wider team
- an understanding of the need to plan to meet the needs of all pupils and to provide the support and resources to meet those needs, for example, the identification of any safeguarding concerns and the planning and support to be put in place to meet AJ's needs.

Accept any other suitable response.

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

Band	Mark	Descriptor
3	9 to 12	Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is fully relevant to the case study and is structured in a way that addresses the specific scenario to a very high degree.
2	5 to 8	Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the case study and is structured in a way that addresses the specific scenario to a good degree.
1	1 to 4	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response has very little relevance to the case study and is structured in a way that addresses the specific scenario to a very limited degree.
0	0	No creditworthy material.

Indicative content

Within the consideration of required adaptations to activities and resources to meet AJ's individual needs, students may include:

- changes to lesson planning to meet AJ's needs to ensure the lesson is inclusive, for example, observation and assessment concerning AJ's difficulty with written and computer-based tasks in class
- consideration of ways in which tasks may be modified to support AJ to complete tasks effectively to ensure learning is taking place, for example, devise a plan to support AJ's gaps in learning to enable him to catch up

- offer AJ time-out breaks / opportunity to take a break from task / stress break – a physical change in environment to support emotional wellbeing and sustainment in learning
- ensuring all teachers / professionals involved in AJ's learning are consistent in their approach to supporting AJ, for example, ensure regular meetings and updating of action plans to ensure consistency and reviews take place.

Within the consideration of ways to work with others to support AJ's learning and development, students may include:

- the identification of any unidentified areas of need that may be preventing AJ from achieving his full potential, for example, communication, social and emotional needs, such as using observation and assessments
- working with others to set targets that are manageable for AJ across the whole school curriculum, for example, working collaboratively with other subject specialists across the school to ensure a holistic approach that is consistent
- recognition of observed barriers to learning and sharing of feedback, for example, the challenges of a wider team, the use of an online tracker to manage AJ's progress
- working on a one-to-one basis with the teaching assistant to provide communication to the wider team.

Within the consideration of social inclusion and anti-discriminatory practice, students may include:

- an understanding of the need to plan to meet the needs of all pupils and to provide the support and resources to meet those needs, for example, the identification of any special educational needs and the planning and support to be put in place to meet AJ's needs
- an understanding of inclusive practice and strategies to ensure AJ is included, for example, inclusion of AJ and his parents when setting targets to meet his learning and development needs
- policies, procedures and legislation to ensure equality of opportunity and anti-discriminatory practice, for example, all school policies and procedures must be followed to meet the requirements of up-to-date and relevant legislation.

Accept any other suitable response.

Change history record (CHR)

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