T-LEVELS | Institute for Apprenticeships & Technical Education

To be completed by the examiner	
1	
2	
TOTAL MARK	

T Level Technical Qualification in Education and Early Years (603/5829/4)

Occupational Specialism: Assisting Teaching

Analysis and Evaluation of Case Studies

Assignment 3

Paper number: PXXXXX

Specimen 2020

Assessment Date: Xxxxday X Xxx 202x

Time allowed: 4 hours

Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.

Student information

- This assignment is completed under supervised conditions.
- You will have 4 hours to complete this assignment.
- You may take supervised rest breaks.
- The maximum number of marks for this assignment is 100.
- Access to course materials and other resources is **not** permitted.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number [ ] Provider number [ ]

Do not turn over until the invigilator tells you to do so

NCFE CACHE

BARCODE – TQ/EC/OC/AT/ASS3

SAMPLE

Case study 1: Safeguarding and wellbeing

Read the case study below.

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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 Recently, she has become increasingly withdrawn, is much quieter within the group and is not interacting with her peers.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 lunchtimes 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.

Discuss how you would respond to the 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 and adapt relevant activities and resources to meet Jessica's individual needs and progress
- 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]

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Case study 2: learning and development

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

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 easily become upset if regular classroom routines are disrupted. Josh 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 SENCo 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.

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. • 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]

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This is the end of the external assessment.

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Timing information addition	October 2021	January 2022
v3.4	ODSR_EC132/133 Case Study 1 and 2 amends	March 2022	March 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	15 November 2023

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