



T Level Technical Qualification in Education and Childcare

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 the situation in your role as a Teaching Assistant.

In your response, you should refer to all relevant aspects of the Teaching Assistant role.

In particular, you should:

- identify the safeguarding concerns that you may have about Jessica and explain the reasons for your concerns
- explain and justify the actions that you must take to support Jessica's safety and well-being
- identify environmental factors in Jessica's life that may be affecting her and analyse how these factors may be contributing to changes in Jessica's behaviour
- describe strategies, activities and types of resources, including any adaptations to activities and resources, you could use to meet Jessica's academic and pastoral needs and justify your reasons for selecting them
- consider ways in which you might work with the Teacher to support Jessica's learning.

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

Safeguarding concerns about Jessica explaining the reasons for concern

I would have the following safeguarding concerns about Jessica:

- attendance - I would be concerned because Jessica is often late and sometimes she does not come at all
- change in mood from being engaged to withdrawn - I would be concerned because Jessica used to be engaged and settled and there has been a significant change
- choosing to isolate self from peers - at 14 Jessica would typically choose and prefer to be in a peer group
- 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.

Explain and justify the actions you must take to safeguard Jessica in this situation

As a Teaching Assistant, it is important that I act within the remit of my job role and share this with the class Teacher and always follow guidance and policy/procedures as appropriate. Jessica should be aware that this will be happening.

As the Teaching Assistant, I may be the best placed individual to talk to Jessica as I may have a strong relationship with her and if other professionals do need to be involved, it will at least help to have a familiar person with her.

Jessica is in Year 10 and is 14 years of age. There are several environmental and biological factors that may be affecting Jessica:

- Home life:
 - Changes to family dynamics can affect Jessica a great deal, such as a breakdown in relationships which change the family unit. Often with a change to home life, children feel guilty and to blame for the change.
 - Jessica may be going through changes to where she lives or her housing arrangements may be complicated by shared custody or living with new step brothers or sisters.
- Safeguarding concern:
 - Exploitation and abuse cannot be ruled out and so there needs to be an intervention put in place here.
- Impact of puberty on Jessica to also be considered:
 - Jessica may be struggling with transition, which may be as a direct result of puberty, or exaggerated by it.
- Peers:
 - Peer pressure - there may be an underlying safeguarding issue such as bullying or harassment that requires immediate attention in line with policy and procedures, or it could be that Jessica has simply fallen out with her best friend.
 - Social life with peers - does she have friendship groups outside of her immediate family? (it is always best not to probe and cause further anxiety).
 - Jessica may be worried about finances, especially if her lifestyle is now threatened and she can't do the things she used to; she may feel less confident in herself and not as valued as a peer within her group of friends.

- illness
 - Jessica may be ill or in need of medical advice.
 - A family member could be ill.

Suggest strategies you could implement to meet Jessica's academic and pastoral needs

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

- meet with other professionals such as Mental Health First Aider/Counsellor
- keep accurate and coherent records for effective partnership working
- arrange tutorials
- speak to SENDCo
- speak to safeguarding/child protection lead about concern
- speak to other colleagues about Jessica's behaviour
- develop a schedule for targeted learning
- share concerns with class Teacher
- develop approaches to empower
- provide support for staff.

Consider ways in which you might work with the Teacher to support Jessica's 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.

Case Study 2: Learning and development

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

Discuss how you would respond to the situation in your role as a Teaching Assistant.

In your response, you should refer to all relevant aspects of the Teaching Assistant role.

In particular you should:

- discuss and explain the possible contributing reasons for Josh's behaviour, taking into account his age and stage of development
- explain and justify approaches you might take to manage Josh's behaviour, considering inclusive practice and meeting his individual needs
- discuss how you might work with parents and other professionals and analyse the benefits of working with others
- evaluate a range of activities and resources, including any adaptations to those activities and resources you could use in your teaching and learning to support Josh to effectively access the curriculum.
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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 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.

Student evidence

Discuss and explain the possible contributing reasons for Josh's behaviour, taking into account his age and stage of development

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.

Explain and justify approaches you might take to manage Josh's behaviour

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:

- what are his interests?
- who are his friendship groups?
- what triggers can I see?
- are there any times of day when intervention is needed – what sort and why?
- what strategies does the class Teacher use and do they work?
- observe and monitor
- follow policies and procedures.
- work with other professionals such as SENDCo for advice.

Discuss how you might work with parents and other professionals and analyse the benefits of working with others

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.

Evaluate a range of activities and resources you could use in order to support Josh to effectively access the curriculum

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. 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.

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
<p>The evidence is logical. but displays baseline knowledge in response to the demands of the brief.</p> <p>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.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>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.</p> <p>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.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.</p> <p>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.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p>
Distinction
<p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Document information

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Owner: Head of Assessment Design

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