



Department
for Education

Education and Childcare

**T Level outline content: final version for
approval**

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Contents

Introduction	3
Outline content for T Levels:	
Core Content	7
Occupational specialist content	14
- Early years education and childcare	
- Assisting teaching	
- Supporting and mentoring students in further and higher education	

Introduction

T Levels are new two-year, level 3 study programmes that include a substantial technical qualification. They will enable students to secure skilled employment, by providing a mixture of:

- practical skills and knowledge specific to their chosen industry and occupation
- at least 45 days' industry placement in their chosen industry or occupation
- English, maths and digital skills.

T Levels will become one of three major options when a student reaches level 3, alongside apprenticeships for students who wish to study and train for a specific occupation 'on the job', and A levels for students who wish to continue academic education.

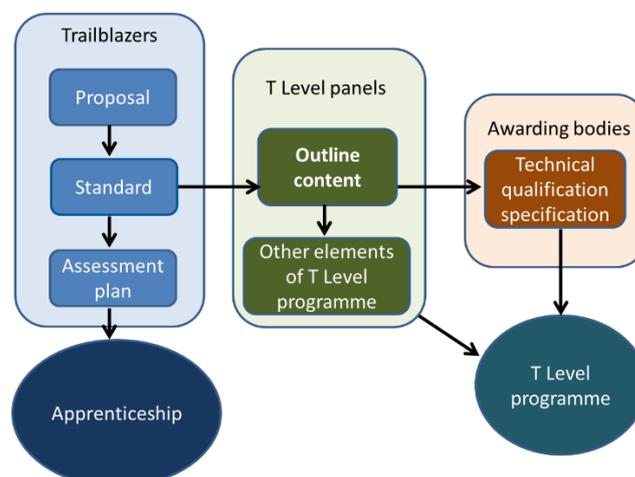
When they complete a T Level study programme, students will be able to choose between moving into a skilled occupation or further study, for example, a higher or degree level apprenticeship, or higher level technical study, including higher education.

Technical education has been categorised into fifteen different technical routes, according to occupational specialism. T Levels will be available across eleven of those routes, with occupations in the remaining four routes accessible through an apprenticeship only. Most routes have been split into a number of pathways; the T Level will broadly sit at pathway level. The occupations within scope for each T Level are set out in the Institute of Apprenticeships' occupational maps.

Outline content

This outline content has been produced by [T Level panels](#) of employers, professional bodies and providers, based on the same standards as those used for apprenticeships. The outline content will form the basis of the qualification specifications for T Level qualifications, which will be developed by awarding organisations for approval by the Institute for Apprenticeships. Awarding organisations will be appointed after a procurement process.

The diagram below demonstrates how the same standard created by employer-led Trailblazer groups is used for both apprenticeships, and as the basis for this outline content. It also shows that this outline content will be used by awarding organisations to develop the full technical qualification specification.

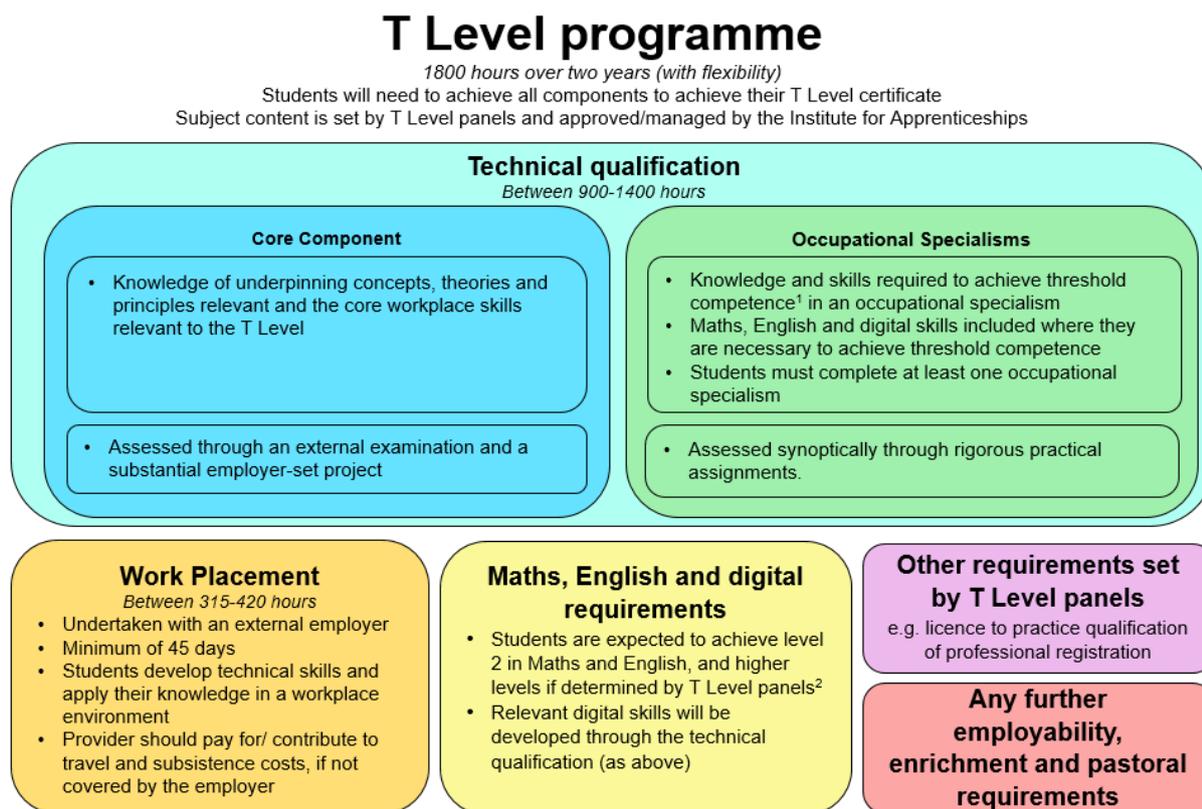


Colleges and other education and training providers will decide how to structure the T Level courses they offer, based on the qualification specifications. This will enable them to deliver the study programme’s mandatory components in the most effective way for students.

T Level study programmes will include the following mandatory elements:

- a ‘core’ set of underpinning knowledge, concepts and skills, tailored for their chosen industry and occupation: ‘core content’
- specialist training covering occupational or industry-specific skills: ‘occupational specialist content’
- an industry placement with an employer, which will last for 45 working days. Employers across this route have been clear that this is the absolute minimum number of days that should be considered for a placement, and would ideally be significantly more for Education and Childcare T Levels. We are considering how to take this forward.

The diagram below demonstrates the different elements of a T Level programme. This outline content relates solely to the technical qualification part of a T Level programme.



¹ Threshold competence is as close to full occupational competence as can be reasonably expected of learners after two years of study in a provider based setting and be validated by employers as sufficient to secure skilled employment in a relevant role.

² Students are expected to achieve a minimum level of Maths and English. Students can achieve this through GCSEs or a level 2 Functional Skills qualification. Under the Maynard recommendations, those with a care plan taking apprenticeships may have different entry level requirements for English and maths.

Purpose Statement

Qualification Purpose

The purpose of the level 3 technical qualification is to ensure students have the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training relevant to the T Level.¹

To achieve this, each level 3 technical qualification must:

- provide reliable evidence of students' attainment in relation to:
 - the core knowledge and skills relevant to the route and occupational specialisms covered by the qualification
 - the knowledge skills and behaviours required for at least one occupational specialism relevant to the qualification.
- be up-to-date, providing the knowledge, skills and behaviours needed for the occupations have continued currency among employers and others.
- ensure that maths, English and digital skills are developed and applied where they are essential to achieve occupationally relevant outcomes.
- ensure that the minimum pass grade standard for occupational specialisms attests to threshold competence, meets employer expectations, and is as close to full occupational competence as possible.
- allow the accurate identification of students' level of attainment and the effective differentiation of their performance.
- provide a clear and coherent basis for development of suitably demanding high-quality level 3 courses, which enable students to realise their potential.
- provide students with the opportunity to manage and improve their own performance.
- support fair access to attainment for all students who take the qualification, including those with Special Education Needs and Disabilities (SEND).

¹ The Institute for Apprenticeships may only approve the qualification "if satisfied that by obtaining the qualification a person demonstrates that he or she has attained as many of the outcomes set out in the standards as may reasonably be expected to be attained by undertaking a course of education" (sA2DA(3) of the 2009 Act).

Technical Qualification Design

T Level programmes will differ in length to reflect the requirements of different occupations, but are expected to last 1800 hours over two years (on average).

To accommodate legitimate differences in content across T Levels, we propose that the total time for the technical qualification:

- will fall within a defined range of between 900 and 1400 hours
- is no less than 50% of the time for the T Level programme as a whole and
- is no more than 75% of the total time for the programme as a whole.

Component	Content	Assessment	Grading	Planned Hours
<p>Core</p> <p>Students complete one component which covers all the core content</p>	<p>Knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level</p> <p>Ability to apply core knowledge and skills, through a project, to meet employer-set requirements</p>	<p>Assessed through an externally set test and an employer-set project</p>	<p>Six point scale plus ungraded (U)</p> <p>A* – E and U</p>	<p>Between 20% and 50% of the qualification time</p>
<p>Occupational specialisms</p> <p>Students must complete at least one, or more depending on the minimum requirements specific to the qualification</p>	<p>Knowledge, skills and behaviours needed to achieve threshold competence</p>	<p>Synoptic assessment of performance outcomes, to determine whether a student meets the minimum requirements for threshold competence</p>	<p>Three point scale plus ungraded (U)</p> <p>Distinction, Merit, Pass and Ungraded</p>	<p>Between 50% and 80% of qualification time</p>

Education and Childcare: Education

Core content

The core content relates to the whole route, and the pathway that the qualification covers. This content will vary depending on the requirements of the route and the pathway or occupations covered by the scope of the qualification.

The core content focuses on students' knowledge and understanding of contexts, concepts, theories, principles and core skills relevant to the T Level. This could include, where appropriate, assessment of knowledge, understanding and skills relevant to the route and the pathway. This breadth of content will help to ensure students are able to apply their skills in a variety of contexts and for a variety of different purposes.

The core content is assessed through an examination and a practical employer-set project. Awarding organisations can integrate knowledge in the employer-set project, to contextualise core skills. The allocation of content to each type of assessment will need to be approved by the Institute for Apprenticeships.

Core knowledge and understanding

Element	Content
Wider Context	<p>Overview of childcare and education 0 – 19, including:</p> <ul style="list-style-type: none">• range of childcare provision• Early Years Curriculum• school types and phases and Curriculum• post-16 provision• special schools• alternative provision. <p>Working in the education and childcare sector, including roles, responsibilities and career opportunities.</p>
Child Development	<p>Expected patterns of children and young people's cognitive, physical, social and emotional development from birth to 19 years.</p> <p>Theories of attachment and their application to practice.</p> <p>The development of receptive and expressive language.</p> <p>The role of the adult in promoting language development at different ages.</p> <p>How children and young people develop friendships and the impact of these on well-being.</p>

	<p>The potential effects of, and how to prepare and support children and young people through, transitions and significant events in their lives.</p>
<p>Supporting Education</p>	<p>An overview of current curricula and their application to different settings.</p> <p>The skills and attributes that support children and young people's education.</p> <p>Understanding of current theories and pedagogical approaches, how they are applied in education and the evidence that underpins them.</p> <p>The role of metacognition in children and young people's education and achievement.</p> <p>How to provide feedback to support children and young people's educational development.</p> <p>The importance of using appropriate technology.</p> <p>The use of phonics, including systematic synthetic phonics, in the teaching of reading, writing, and spelling.</p> <p>Factors that affect engagement in reading, for example a rich environment, being read to and understanding.</p> <p>Factors that affect the development of literacy, for example relevance, confidence and vocabulary levels.</p> <p>Factors that affect the development of mathematical understanding, for example relevance, confidence and experience.</p>
<p>Safeguarding, Health and Safety and Wellbeing</p>	<p>The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and young people.</p> <p>Current statutory guidance, for example 'Keeping Children Safe in Education' Part 1, safeguarding policies and Prevent Strategy.</p> <p>Organisational and legal requirements for recording, storing and sharing information on children and young people's progress, needs and welfare.</p> <p>The importance of children and young people's emotional health and wellbeing.</p>

	<p>The difference between a 'child at risk' and 'a child in need' and the reporting requirements of each.</p> <p>Signs that a child is in danger or at risk of abuse.</p> <p>How power and influence can be used and abused when working with children and young people.</p> <p>Indications that other adults in the setting may have inappropriate relationships with children and young people and how to deal with this.</p> <p>The impact that all forms of abuse, neglect, bullying, persecution and violence can have on development and behaviour.</p>
Behaviour	<p>The stages of social, emotional and physical development of children and young people and the implications of these for managing behaviour.</p> <p>The range and implications of factors that impact on behaviour, for example age, gender, culture, care history, self-esteem.</p> <p>The link between identity, self-esteem and unwanted behaviour.</p> <p>The development of self-concept and its impact on children and young people's behaviour, cognition and social development.</p> <p>The importance of children and young people understanding how to adapt behaviour to social context.</p> <p>The importance of setting and following specific policy and procedures in managing behaviour.</p> <p>How home and family circumstances and care history may affect behaviour and how to use such information appropriately to anticipate and deal effectively with difficult situations.</p> <p>The effects of specific types of verbal and non-verbal behaviour such as proximity, tone and gesture and body language, on children and young people's emotional and behavioural responses as appropriate to their stage of development.</p> <p>The importance of positive reinforcement for motivation, attainment, achievement, and how to provide this.</p>

	<p>Strategies for setting clear expectations of behaviour.</p> <p>Strategies for developing self-regulation.</p> <p>Strategies for dealing with inappropriate behaviour.</p> <p>How to encourage and support children and young people to test and stretch their skills and abilities.</p> <p>How to assess and manage risks to your own and others' safety when dealing with challenging behaviour.</p>
Observation and Assessment	<p>The purpose and role of national assessments and benchmarks.</p> <p>Why it is important to accurately observe, record and report on children and young people's participation, conceptual understanding and progress.</p> <p>The roles of assessors, coaches, teachers and early years practitioners in assessment processes and requirements.</p> <p>The materials that support assessments.</p>
Equality and Diversity	<p>The basic principles of current disability discrimination, equality and rights legislation, regulation and codes of practice.</p> <p>Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally and through the United Nations Convention on the Rights of the Child.</p> <p>The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p> <p>The importance of not labelling children and young people and having high and realistic expectations.</p> <p>What barriers may exist that prevent children or young people's participation and how to remove them.</p>
Special Educational Needs and Disability	<p>The laws, codes of practice and policies affecting provision for children and young people with disabilities and those with special educational needs.</p> <p>The professionals and organisations involved with children and young people with SEND.</p>

	<p>The principles of inclusion and how this differs from integration.</p> <p>The importance of terminology and sensitivities in relation to SEND.</p> <p>Models of disability.</p> <p>The possible effects of a primary disability on children and young people's social, emotional and physical development.</p> <p>The range of cognitive skills necessary for effective educational development and the possible effects of single or multiple disabilities on functions such as perception, memory and information processing.</p> <p>How cognitive difficulties impact upon the development of language and communication and how this affects educational development.</p> <p>Understand that chronic and progressive conditions may affect the emotions, education, behaviour and quality of life of children and young people.</p> <p>Understand that strategies, equipment and impact of SEND will vary according to individual children and young people.</p> <p>The role of adults in empowering and valuing children and young people and removing barriers.</p>
<p>English as an Additional Language</p>	<p>The stages of acquiring language.</p> <p>Factors affecting the acquisition of language including age, temperament, cognition, proficiency in home language, available support.</p> <p>The importance of a home language to children and young people's education and development.</p> <p>The communication, social and emotional needs of those being taught English as an additional language.</p> <p>Strategies to support children and young people with English as an Additional Language (EAL).</p>
<p>Parents, Families and Carers</p>	<p>The importance of working with parents, carers and wider families.</p>

	<p>Recognise the different contexts in which children may grow up and the importance of being sensitive to this.</p> <p>Ways of working with parents and carers, including understanding barriers to engagement and how to overcome them.</p> <p>Where to find resources to support parents and carers.</p>
Working with Others	<p>The work of other agencies and services that support children, families and carers.</p> <p>The roles of other professionals in families' lives.</p> <p>The importance of collaborative working.</p> <p>How to work collaboratively, including issues of confidentiality, parental consent, concerns and referrals, data protection.</p> <p>The importance of establishing and maintaining professional boundaries and relationships with staff, parents and children, including in the use of social media.</p>
Reflective Practice	<p>Models of reflection and their application.</p> <p>Current priorities and debates in education.</p> <p>Opportunities for continuing professional development.</p> <p>The importance of own developmental feedback and strategies of implementation.</p>

Employer-set project

The employer-set project ensures students have the opportunity to combine core knowledge and skills to develop a substantial piece of work in response to an employer-set brief.

To ensure consistency in project scope and demand, awarding organisations will develop assessment objectives, which require learners to:

- plan their approach to meeting the brief
- apply core knowledge and skills as appropriate
- select relevant techniques and resources to meet the brief
- use maths, English and digital skills as appropriate
- realise a project outcome and review how well the outcome meets the brief.

The awarding organisation will work with a relevant employer or employers, to devise a set brief that:

- ensures a motivating starting point for students' projects, for example, a real-world problem to solve
- ensures students can generate evidence that covers the assessment objectives
- is manageable for providers to deliver
- is officially approved by the AO and employer.

For education and childcare, in achieving the assessment objectives and meeting the brief, students must demonstrate the following core skills:

- communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- work with others to plan and provide activities to meet children and young people's needs
- use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
- how to assess and manage risks to your own and others' safety when planning activities.

Occupational Specialist Content

Specialist content is structured into different occupational specialisms, which correspond to the apprenticeship standards listed on the occupational map covered by the T Level. Occupational specialisms ensure students develop the knowledge, skills and behaviours necessary to achieve 'threshold competence' in the occupational specialism.

Achievement of threshold competence signals that a student is well-placed to develop full occupational competence, with further support and development, once in work (including an apprenticeship). The knowledge and skills listed are required to achieve one or more 'performance outcomes'. These indicate what the student will be able to do as a result of learning and applying the specified knowledge and skills.

In essence, each performance outcome describes, at a high level, what the student 'can do' to have achieved threshold competence in an occupational specialism.

Occupational Specialist Content

Occupational Specialism: Early Years education and childcare

Performance Outcome 1: Support and promote children’s play, development and early education

Knowledge Specific to Performance Outcome	Skills	Maths, English and Digital
<p>Expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.</p> <p>Children’s development patterns to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and mathematics • physical • emotional • social • neurological and brain development. <p>How children’s education and development can be affected by their stage of development and individual circumstances.</p> <p>The importance to children’s development of:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development. 	<p>Apply pedagogical understanding to plan and facilitate or lead educational activities, which include play, in line with the development areas of the early education curriculum requirements.</p>	<p><u>English</u> Read, understand and synthesise written information.</p> <p>Select, prioritise and summarise main ideas, using appropriate language and structure (verbal or written).</p> <p>Understand and employ technical language appropriately.</p> <p>Listen attentively to identify relevant features.</p> <p>Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Record information efficiently.</p> <p>Select and use a range of reference materials and appropriate resources.</p> <p>Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Ask clear, effective questions.</p>
	<p>Support the development of non-cognitive skills such as perseverance, self-reliance and curiosity.</p>	
	<p>Engage in strategies to develop and extend children’s education and thinking, including sustained shared thinking.</p>	
	<p>Choose resources and equipment in order to support different areas of development according to the needs, interest and stage of development of the child.</p>	
<p>Support and promote children’s speech, language and communication development including through:</p> <ul style="list-style-type: none"> • use of visual aids and signs • providing support to bilingual children or those with EAL • demonstrate strategies that value a child’s home language and supports them to acquire English 		

<p>Acquisition of language and vocabulary and the factors that affect the speed of language and vocabulary acquisition.</p> <p>Children’s development of speech, language and the differences between the two.</p> <p>The role of stories and rhyme in developing communication and vocabulary, including the importance of being read to every day.</p> <p>The importance of recognising atypical development and the potential impact on the child.</p> <p>The current early education curriculum requirements.</p> <p>An understanding of the Key Stage 1 Curriculum and its links with the Early Years Curriculum.</p> <p>A range of pedagogic strategies for developing early literacy.</p> <p>Strategies for developing early writing skills such as mark making and correct holding of the pencil.</p> <p>The important of everyday routines, games, rhymes and stories in developing early mathematical understanding.</p> <p>A range of strategies to promote mathematical thinking, including approaches that encourage early reasoning.</p>	<ul style="list-style-type: none"> • modelling language • using appropriate questioning techniques for age and stage and language acquisition • use strategies that support the development of children’s vocabulary • instigating high-quality adult-child verbal interactions • using songs, rhymes and story telling • following children’s leads and giving children time to respond. <p>Promote equality of opportunity and anti-discriminatory practice.</p> <p>Promote children’s enjoyment of literature and mathematics.</p> <p>Present stories, books and rhymes in ways that are engaging for young children.</p> <p>Support the development of early literacy skills through a range of strategies to include systematic synthetic phonics.</p> <p>Identify and foster children’s mathematical skills through play and structured opportunities.</p> <p>Identify and use opportunities to develop mathematical understanding as they arise.</p> <p>Analyse and evaluate relevance of theories of play to inform own practice.</p>	<p>Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Manage group talk effectively, e.g. appropriate intervention, encouraging turn-taking, timing, summing up.</p> <p>Understand and employ metalanguage.</p> <p><u>Digital</u> Gather and organise information from different digital sources.</p> <p>Qualify information sources, evaluating their reliability.</p> <p>Use digital materials as appropriate.</p> <p>Identify and use tools as appropriate for children’s learning needs.</p> <p>Qualify information sources, evaluating their reliability and suitability for a purpose.</p> <p>Be able to make use of accessibility tools on devices to make them easier to use.</p> <p><u>Maths</u> Communicate with mathematics.</p>
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<p>Stages in the development of number sense.</p> <p>Stages and types of play and how these are purposeful in terms of children’s development and sense of agency.</p> <p>Resources and equipment needed to support education and play at different ages and stages of development, both indoors and outdoors.</p> <p>Adult-led play (e.g. through creating a rich environment that stimulates imagination) and providing play prompts and cues.</p> <p>Understand the importance of outdoor education.</p> <p>Understand the distinctive qualities offered by the outdoors as an educational environment.</p> <p>Understand the benefits of adult and child initiated play and how to offer an appropriate balance depending on the child’s stage of development.</p>	Provide prompts/cues to stimulate play.	
	Facilitate care and education and play out of doors.	
	Support children to investigate and appreciate the natural environment.	

Performance Outcome 2: Develop relationships with children to facilitate their development

Knowledge	Skills	Maths, English and Digital
Forms of attachment including primary attachments, significant attachments, e.g. key person.	Develop professional relationships with children.	<u>English</u> Listen attentively to identify relevant features. Identify main ideas/knowledge and act to apply them to meet individual needs.
	Promote secure attachments.	
	Use strategies to alleviate separation anxiety, including through:	

<p>The features and impact of secure attachment in children's development including behaviour.</p> <p>The potential effects of transitions and significant events in children's lives, including:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers. <p>Typical behaviours for age and stage of development.</p> <p>The possible implications of behavioural signs such as regression or withdrawal and approaches to managing these.</p> <p>The development of self-regulation and its importance in children's behaviour, relationships and education.</p> <p>Factors affecting children's behaviour including emotional security and short term factors such as tiredness and hunger.</p> <p>The importance of communication and speech in children's development and the factors that affect development.</p>	<ul style="list-style-type: none"> • settling in processes in partnership with parents and carers • activities that help support attachment between a key person and child. <p>Prepare and support children through transitions and significant events in their lives.</p> <p>Encourage positive behaviours, including independence and confidence, setting reasonable expectations for age and stage.</p> <p>Model and promote positive behaviours expected of children such as turn taking.</p> <p>Support children to manage their own behaviour in relation to others.</p> <p>Use strategies to support the development of children's self-regulation.</p> <p>Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p> <p>Support children's socialisation.</p> <p>Use strategies to support the development of a positive self-concept.</p>	<p>Communicate using appropriate language and tone, e.g. to encourage, to reassure.</p> <p>Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Select and use a range of reference materials and appropriate resources.</p> <p>Ask clear, effective questions.</p> <p>Manage group talk effectively, e.g. appropriate intervention, encouraging turn-taking, timing, summing up.</p>
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<p>Factors affecting children’s self-concept including the reactions and expectations of adults.</p> <p>How to develop self-efficacy in children, including through:</p> <ul style="list-style-type: none"> • opportunities for choice • exploration • encouraging perseverance. 		
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Performance Outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Knowledge	Skills	Maths, English and Digital
<p>How children’s education and development can be affected by their stage of development and individual circumstances.</p> <p>Different approaches towards planning and assessment for children’s education and development.</p> <p>Factors that suggest a child is in need of additional support, such as where a child’s progress is less than expected.</p> <p>Assessment techniques within the current early education curriculum framework.</p> <p>The importance of undertaking continued professional development to improve own skills and early years practice.</p>	<p>Identify the needs, interests and stages of development of individual children.</p> <p>Plan teaching that:</p> <ul style="list-style-type: none"> • enables children to progress • prepares them for the next stage of their education • fully reflects the stage of development, individual needs and circumstances of children, including those with additional needs. <p>Provide care, educational experiences, environments and opportunities in accordance with plans that:</p> <ul style="list-style-type: none"> • are appropriate to the age, stage and needs of individual and groups of children • meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate. 	<p><u>English</u> Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Write clearly, accurately and in appropriate detail, using appropriate form and register.</p> <p>Read, understand, evaluate and compare a range of materials, identifying bias and misuse of information where appropriate.</p> <p>Read, understand and synthesise written information.</p> <p>Identify main ideas/knowledge and act to apply them to meet individual needs.</p>

	Recognise and act when there are causes for concern regarding a child's development.	Write clearly, accurately and in appropriate detail, using appropriate form and register.
	Use informal and formal monitoring and observation techniques.	Communicate using appropriate language and tone, e.g. to encourage, to reassure.
	Use a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/or carers to make assessments within the current early education curriculum framework.	Ask clear, effective questions.
	Carry out and record observational assessments and draw conclusions from them.	Listen attentively to identify relevant features.
	Carry out and record observational assessments and draw conclusions from them.	Record information efficiently.
	Assess babies' and children's: <ul style="list-style-type: none"> • language development • physical development • emotional and social development • cognition including the acquisition of concepts. 	Select, prioritise and summarise main ideas, using appropriate language and structure (verbal or written).
	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape educational opportunities.	Use a range of vocabulary (both in speaking and writing) to suit context and purpose.
	Reflect on the effectiveness of educational experiences and play opportunities.	Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
	Critically evaluate own and others' practice.	<u>Digital</u> Use a range of digital media to make rich recordings of children's progress.
	Engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge.	Use different multimedia formats according to purpose.

		<p>Use shared and cloud-based online digital applications.</p> <p>Keep systems, access and personal information secure.</p> <p>Gather and organise information from different digital sources.</p> <p>Organise information using files and folders.</p> <p>Use storage, including the cloud, to store files, photos and other data.</p> <p>Make use of standard analytical tools in applications to better interpret information.</p> <p>Understand the educational value of different media for teaching, learning and assessment; understand different educational approaches and their application in digitally-rich settings.</p> <p>Use digital tools to organise, plan and reflect on learning; record learning events/data and use them for self-analysis, reflection and showcasing of achievement.</p> <p><u>Maths</u> Process data.</p>
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		Understand data. Optimise work processes.
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Performance Outcome 4: Safeguard and promote the health, safety and wellbeing of children

Knowledge	Skills	Maths, English and Digital
<p>Why health and wellbeing are important for babies and children.</p> <p>The factors that contribute to children’s wellbeing and the signs that indicate that children need support.</p> <p>The importance of physical care in promoting children’s health and development and the role of the adult in providing it.</p> <p>The importance of helping children develop self-care skills and the strategies that might support this.</p> <p>The importance of sleep and current guidance, including sleep requirements, for different ages and on preventing cot death.</p> <p>The importance of nutrition and follow current guidelines on food, nutrition and oral health.</p>	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	<p><u>English</u> Read, understand and synthesise written information.</p> <p>Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Read, understand and follow instructions.</p> <p>Communicate using appropriate language and tone, e.g. to encourage, to reassure.</p> <p>Write clearly, accurately and in appropriate detail, using appropriate form and register.</p> <p>Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Communicate using appropriate language and tone, e.g. to encourage, to reassure.</p>
	Follow the safeguarding policies and procedures of the setting.	
	Carry out risk assessment and risk management in line with policies and procedures.	
	Provide effective supervision to keep children safe.	
	Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.	
	Recognise and act when there are causes of concern regarding a child’s wellbeing.	
	Support children’s friendships and use strategies that help children to make and maintain friendships.	
	Plan and carry out physical care routines suitable to the age, stage and needs of the child.	

	<p>Carry out a range of care routines in ways that maintain children’s dignity and promote their development.</p>	<p>Use a range of vocabulary (both in speaking and writing) to suit context and purpose.</p>
	<p>Promote healthy lifestyles.</p>	<p>Listen attentively to identify relevant features.</p>
	<p>Respond to common illness, including giving medicines.</p>	<p>Read, understand and synthesise written information.</p>
	<p>Undertake tasks to ensure the prevention and control of infection, including:</p> <ul style="list-style-type: none"> • hand washing • hygiene • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation exclusion periods for infectious diseases. 	<p>Understand and employ technical language appropriately.</p> <p><u>Digital</u> Be aware of how to keep children safe online, with due regard to anonymity, privacy and safeguarding issues.</p> <p>Identify and use tools as appropriate for children’s learning needs.</p>
	<p>Respond to emergencies, including fire.</p>	<p>Keep systems, access and personal information secure.</p> <p>Follow business privacy and security policies when accessing systems and handling business information.</p> <p>Make use of online learning resources, e.g. tutorials or videos.</p>

Performance Outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children’s development

Knowledge	Skills	Maths, English and Digital
<p>The roles of parents and carers in children’s lives, including parental rights.</p> <p>The impact of family context on parenting.</p>	<p>Develop and maintain professional relationships with parents and carers.</p>	<p><u>English</u> Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Communicate using appropriate language and tone, e.g. to encourage, to reassure.</p> <p>Listen attentively to identify relevant features.</p> <p>Write clearly, accurately and in appropriate detail, using appropriate form and register.</p> <p>Select and use a range of reference materials and appropriate resources.</p> <p>Record information efficiently.</p> <p>Use correct spelling, punctuation and grammar.</p> <p>Ask clear, effective questions.</p> <p>Use correct spelling, punctuation and grammar.</p> <p><u>Digital</u> Create and maintain a secure online identity, recognising own digital footprint</p>
	<p>Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child’s health, wellbeing, education and development.</p>	
	<p>Encourage parents and carers to take an active role in the child’s play, education and development.</p>	
	<p>Signpost resources and sources of support to parents and carers.</p>	
	<p>Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	
	<p>Discuss children’s progress and plan next stages in their education with the key person, colleagues, parents and carers.</p>	
	<p>Deliver individual education plans and strategies in consultation with the children’s families, colleagues and external services.</p>	

		<p>and the long term impact of all online activity.</p> <p>Set up and use email address books and contact lists.</p> <p>Select communication modes for different business interactions.</p>
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Occupational Specialism: Assisting teaching

Performance Outcome 1: Support the class teacher to enhance children’s education, individually and in groups

Knowledge Specific to Performance Outcome	Skills	Maths, English and Digital
<p>Understand common curriculum models.</p> <p>Awareness of the range of pedagogical strategies used in educational settings and the evidence that underpins their use.</p> <p>The reasons why children and young people might benefit from working individually and in different types of groups, and the strategies that support each of these.</p> <p>Understand the need to provide feedback to support and facilitate an appropriate level of independence.</p> <p>Comprehend appropriate levels of educational resources to identify and help address weakness, consolidate strengths and develop individualised expectations.</p> <p>Understand the importance of outdoor education.</p> <p>Understand the distinctive qualities offered by the outdoors as an educational environment.</p>	<p>Work closely with teachers to ensure own contribution aligns with the teaching.</p>	<p><u>English</u></p> <p>Ask clear, effective questions.</p> <p>Record information efficiently.</p> <p>Read, understand and follow instructions.</p> <p>Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Understand and employ technical language appropriately.</p> <p>Use correct spelling, punctuation and grammar.</p> <p>Listen attentively to identify relevant features.</p> <p>Read, understand and synthesise written information.</p> <p>Evaluate the impact of vocabulary, form and grammatical/organisational features on the reader.</p>
	<p>Ensure regular communication with teachers to provide clarity and consistency of role within lessons.</p>	
	<p>Provide clear and accurate explanations of instructions, processes and concepts.</p>	
	<p>Use appropriately varied vocabulary to ensure pupils’ understanding.</p>	
	<p>Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school’s policy.</p>	
	<p>Use school computer systems, including specialist software, for example intervention programmes and management information systems.</p>	
	<p>Use relevant technology to improve educational development.</p>	
	<p>Facilitate outdoor education.</p>	

		<p>Understand and employ technical language appropriately.</p> <p><u>Digital</u> Set up and use email address books and contact lists.</p> <p>Select communication modes for different business interactions.</p> <p>Collate, manage, access and use digital data in spreadsheets, databases and other formats. Interpret data by running queries, data analyses and reports.</p> <p>Support and develop others in digitally-rich settings, to teach, to work in a teaching or curriculum team, to design learning opportunities, to support and facilitate learning, to be pro-active in peer learning, all while making effective use of the available digital tools and resources.</p> <p>Make use of online learning resources, e.g. tutorials or videos.</p> <p><u>Maths</u> Process data.</p> <p>Understand data.</p> <p>Optimise work processes.</p>
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Performance Outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Knowledge	Skills	Maths, English and Digital
<p>Different approaches towards planning and assessment for children’s education and development.</p> <p>Types of assessment used in schools and their purpose.</p> <p>How children’s education and development can be affected by their stage of development and individual circumstances.</p> <p>Factors that suggest a child is in need of additional support such as where a child’s progress is less than expected.</p> <p>A range of strategies to promote mathematical thinking.</p>	<p>Deliver interventions in accordance with training given.</p>	<p><u>English</u> Read, understand and synthesise written information.</p> <p>Use correct spelling, punctuation and grammar.</p> <p>Understand and employ metalanguage.</p> <p>Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Listen attentively to identify relevant features.</p> <p>Identify main ideas/knowledge and act to apply them to meet individual needs.</p> <p>Understand and employ technical language appropriately.</p> <p>Ask clear, effective questions.</p> <p><u>Maths</u> Estimate, calculate and error-spot.</p> <p>Work with proportion.</p> <p>Measure with precision. Process data.</p>
	<p>Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.</p>	
	<p>Contribute to a range of assessment processes and use information effectively, for example written records.</p>	
	<p>Make use of formative and summative assessment, tracking children’s progress to plan next steps and shape educational opportunities.</p>	
	<p>Apply good subject knowledge to support accurate assessment.</p>	
	<p>Use specific feedback, peer marking and reflection to help pupils make progress.</p>	
	<p>Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.</p>	
	<p>Help pupils develop ownership of their learning and education.</p>	
	<p>Support the development of literacy using a range of strategies including:</p> <ul style="list-style-type: none"> the use of systematic synthetic phonics 	

	<ul style="list-style-type: none"> • developing reading for meaning • widening pupils' vocabulary • improving pupils' confidence in reading and writing • supporting the accurate use of spelling, punctuation and grammar • encouraging reading for enjoyment. 	<p>Understand data.</p> <p><u>Digital</u> Make use of standard analytical tools in applications to better interpret information.</p>
	<p>Support the development of mathematics using a range of strategies and approaches, procedural fluency and conceptual understanding.</p>	<p>Understand the educational value of different media for teaching, learning and assessment and different educational approaches and their application in digitally-rich settings.</p>
	<p>Identify and use opportunities to develop mathematical understanding as they arise.</p>	<p>Complete online forms.</p>
	<p>Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.</p>	<p>Identify and use tools as appropriate for children's learning needs.</p>
	<p>Work collaboratively with other professionals, for example speech and language therapists, as required.</p>	<p>Be able to make use of accessibility tools on devices to make them easier to use.</p> <p>Contribute to online networks and communities.</p> <p>Use a range of contemporary digital media to communicate with others in business.</p> <p>Adopt professional approaches to using digital communications and social media.</p> <p>Participate in digital teams and working groups, collaborating effectively using shared digital tools and media.</p>

Performance Outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

Knowledge	Skills	Maths, English and Digital
How children may become physically or psychologically at risk, and channels for reporting concerns.	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	<u>English</u> Read, understand and synthesise written information.
The importance of sharing relevant information, in a timely manner with the designated safeguarding lead.	Recognise and act when there are causes of concern regarding a child or young person's well-being.	Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
How to promote the safe use of the technology and the web, including recognising and dealing with signs of cyber bullying and cyber grooming.	Implement current statutory guidance such as 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.	Listen attentively to identify relevant features.
The signs and symptoms of common illnesses.	Maintain accurate and coherent records and reports that conform to data protection requirements.	Understand and employ technical language appropriately.
How to prevent and control infection.	Ensure pupils use technology safely.	<u>Digital</u>
How to respond to accidents, injuries and emergency situations.	Carry out risk assessment and risk management in line with policies and procedures.	Follow business privacy and security policies when accessing systems and handling business information.
The factors that contribute to children's wellbeing and the signs that indicate that children need support.	Respond to common illness.	Keep systems, access and personal information secure.
Recognise different stages of child development through school, e.g. transition between key stages.	Respond to emergencies, including fire.	Support pupils to act safely and responsibly in digital environments.
The importance of stable adult and peer relationships and the impact of disruption,	Recognise the difference between pastoral and academic issues.	Create and maintain a secure online identity, recognising own digital footprint and the long term impact of all online activity.
	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.	

<p>including placement disruption, on development and behaviour.</p>	<p>Prepare and support children through transitions and significant events in their lives.</p>	<p>Be aware of how to keep children safe online, with due regard to anonymity, privacy and safeguarding issues.</p>
<p>The impact of family context on parenting.</p>	<p>Provide a calm and accepting environment which allows children to experience and express their feelings safely.</p>	<p>Use secure online environments where appropriate.</p>
<p>The importance of physical care in promoting children’s health and development and the role of the adult in providing it.</p>	<p>Support children in managing failure and disappointment.</p>	<p><u>Maths</u> Process data.</p>
<p>The importance of helping children develop self-care skills and the strategies that might support this.</p>	<p>Help children to choose realistic goals that are challenging but achievable.</p>	<p>Measure with precision.</p>
<p>The link between children and young people’s ability to relate to others and their emotional wellbeing and resilience.</p>	<p>Support the development of effective non-cognitive skills such as perseverance, self-reliance and curiosity.</p>	<p>Communicate with mathematics.</p>
<p>The possible implications of behavioural signs including regression, withdrawal, attention seeking, anti-social behaviour and self-damaging behaviour and approaches to their management.</p>	<p>Encourage children to take decisions and make informed choices.</p>	
<p>How to help children and young people understand, express and manage their feelings.</p>	<p>Model good behaviour.</p>	
<p>Why it is important for children and young people to challenge and test their abilities and the relationship between this and self-esteem.</p>	<p>Support children to manage their own behaviour.</p>	
<p>The importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety.</p>	<p>Recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems.</p>	

<p>Factors affecting children's self-concept including reactions of adults, expectations of adults, opportunities for self-efficacy.</p> <p>Children's needs for independence, control, challenge and sense of achievement.</p> <p>Factors affecting children's behaviour including emotional security and short term factors such as tiredness and hunger.</p> <p>The importance of recognising and rewarding positive behaviour and how to do this.</p> <p>Expected levels of self-reliance and social behaviour at different ages and developmental stages.</p>		
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Performance Outcome 4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

Knowledge	Skills	Maths, English and Digital
<p>The importance of communication and speech in children's development and the factors that affect development.</p> <p>How cognitive difficulties impact upon the development of language and communication and the possible effect on behaviour and education.</p>	<p>Recognise and act when there are causes for concern regarding a child's development.</p> <p>Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.</p> <p>Differentiate work provided by the teacher.</p>	<p><u>English</u> Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).</p> <p>Listen attentively to identify relevant features.</p>

<p>The relationship between pupil self-esteem, self-management and education.</p> <p>Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or becoming involved in offending behaviour.</p> <p>The roles of parents and carers in children's lives, including parental rights.</p> <p>The possible impact of having a child with a disability or special educational need within a family.</p>	Support the delivery of individual education plans and strategies in consultation with families, carers, colleagues and external services.	<p>Read, understand and synthesise written information.</p> <p><u>Digital</u> Be able to make use of accessibility tools on devices to make them easier to use.</p> <p>Choose devices, applications, software and systems relevant to different tasks; to adopt and where necessary adapt digital tools to personal requirements such as accessibility.</p> <p>Design or create new digital artefacts and materials.</p> <p>Identify and use tools as appropriate for children's learning needs.</p>
	Recognise, adapt and respond to all pupils, encompassing SEND/emotional vulnerabilities, for example through the use of strategies and visual aids and signs.	
	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.	
	Support children and young people's social inclusion.	
	Give assistance to enable children to experience a sense of achievement and encourage independence.	
	Support children with disabilities or special educational needs by providing care and encouragement.	
	Use strategies to support children's confidence and self-esteem.	
	Use strategies to support the development of a positive self-concept.	
	Provide social and physical support.	

	Promote equality of opportunity and anti-discriminatory practice.	
	Provide support to bilingual children or those with EAL.	
	Demonstrate strategies that value a child's home language and supports them to acquire English.	

Occupational Specialism: Supporting and mentoring students in further and higher education

Performance Outcome 1: Advise, guide and supervise students to acquire the most benefit from their educational programme

Knowledge Specific to Performance Outcome	Skills	Maths, English and Digital
<p>How to provide vocational/pastoral advice and guidance.</p> <p>Effective questioning, active-listening and assertiveness techniques.</p> <p>The need to plan contextualised education in authentic or realistic work settings with wider teams.</p> <p>The mentor's role in supporting the student's development.</p> <p>How to provide valid evidence of progress and achievement.</p> <p>Information and learning technology (ILT).</p> <p>Quality assurance requirements relating to the mentoring environment.</p>	Operate to ethical, regulatory and legal standards.	<p><u>English</u></p> <p>Use correct spelling, punctuation and grammar.</p> <p>Record information efficiently.</p> <p>Manage group talk effectively (e.g. appropriate intervention, encouraging turn-taking, timing, summing up).</p> <p>Understand and employ metalanguage.</p> <p>Select, prioritise and summarise main ideas, using appropriate language and structure (verbal or written).</p> <p>Understand and employ technical language appropriately.</p> <p>Use a range of vocabulary (both in speaking and writing) to suit context and purpose.</p> <p>Write clearly, accurately and in appropriate detail, using appropriate form and register.</p>
	Maintain professional boundaries.	
	Maintain appropriate records for the study programme, complying with quality, confidentiality and data protection requirements.	
	Comply with internal and external quality assurance requirements.	
	Promote equality of opportunity and anti-discriminatory practice.	
	Promote an ethos of motivation, aspiration and a passion for education.	
	Give practical, technical and/or pastoral support and guidance.	
	Support the work of the tutorial team by: <ul style="list-style-type: none"> • helping students to set and achieve targets • review actions • take responsibility for their own education. 	
	Liaise with relevant colleagues to support the implementation of students' action plans	

	Provide clear and accurate explanations of instructions, processes and concepts.	Read, understand and synthesise written information.
	Use appropriately varied vocabulary to ensure understanding.	Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
	Use a range of strategies, including scaffolding and open questioning skills to enable access and engagement in education.	Ask clear, effective questions.
	Use specific feedback to help students make progress.	Communicate using appropriate language and tone, e.g. to encourage, to reassure.
	Encourage students to take decisions and make informed choices.	Listen attentively to identify relevant features.
	Support the development of effective non-cognitive skills such as perseverance, self-reliance and curiosity.	<u>Digital</u> Understand and apply legal, ethical and security guidelines in data collection and use.
	Use strategies to support the development of a positive self-concept.	Know the rules of digital copyright and alternatives such as creative commons.
	Support students to manage their own behaviour.	Participate in digital safety and cyber-bullying initiatives; consider Prevent and safeguarding responsibilities when working with learners in digital spaces.
	Recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems.	Develop and project a positive digital identity or identities as an educator and manage digital reputation across a range of platforms.
	Reflect on the effectiveness of educational experiences.	

	<p>Critically evaluate own and others' practice.</p>	<p>Behave safely and ethically in online networking situations; encourage learners to do the same.</p> <p>Use organisational ICT systems appropriately for teaching, assessment and other tasks relating to the teaching role, e.g. learner support, administration.</p> <p>Use digital tools to record learning events/data and support learners to use these records for review and self-assessment.</p> <p>Collate, manage, access and use digital data in spreadsheets and other media.</p> <p>Record learner-related data in digital systems as required.</p> <p>Use data to support learning and progression of individual learners and to review teaching strategies where appropriate; use other data systems as required in professional practice.</p> <p>Manage personal data securely.</p> <p>Ensure learners with poor digital access or skills are identified and supported.</p> <p>Support equality of access to digital opportunity; use digital technologies to support access and inclusion.</p>
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		<p>Guide learners to use their own digital devices, services and apps in support of learning, in class and independently.</p> <p>Use digital communications to support learning, e.g. through webinars, tutorials, mentoring, online lectures, email, chat.</p> <p>Communicate ideas in a range of digital media and in accordance with different cultural, social and communication norms. Consider the communication and access needs of different learners.</p> <p>Assess the quality, provenance, relevance and credibility of information and support learners to do the same.</p> <p>Know the rules of copyright and plagiarism and alternatives such as creative commons licensing; use appropriate referencing for digital materials and support learners to do the same.</p> <p>Facilitate learning in digital settings, e.g. online, blended, technology-rich classrooms.</p> <p>Support students to record learning events/outcomes and reflect on them in an e-portfolio or learning blog.</p>
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		<p>Support students to use digital tools to organise, plan and reflect on learning, e.g. by mind-mapping, note-taking.</p> <p>Edit, design and create digital materials to meet learning needs.</p> <p>Produce digital materials: text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts, to communicate curriculum content.</p> <p>Develop and adapt digital learning resources, according to learners' needs, with an awareness of licensing issues.</p> <p>Offer feedback to learners in ways that are digitally available.</p> <p>Support students to use digital technologies in ways that support personal development, wellbeing and safety.</p> <p>Support learners to manage their digital identity and reputation.</p> <p>Recognise that digital information and media can cause distraction, overload and stress.</p>
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		<p>Balance digital with real-world interactions appropriately to support learning and teaching relationships.</p> <p>Collect and interpret digital data about teaching/learning, e.g. using online surveys, data capture tools, video and audio recording, social and sharing media, qualitative and quantitative data analysis tools, data visualisation.</p> <p>Reflect on personal learning, teaching and assessment practices with technology, using digital tools to support reflection where appropriate.</p> <p>Work fluently across different software/apps and services to achieve professional tasks.</p> <p>Use digital tools to work productively and efficiently.</p>
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Performance Outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience

Knowledge	Skills	Maths, English and Digital
The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements.	Plan education and work experience to meet the needs of students.	<u>English</u> Write clearly, accurately and in appropriate detail, using appropriate form and register.
	Provide structured education opportunities that meet students' needs.	

<p>The roles of workplace and education provider colleagues who contribute to students fulfilling their action plans.</p> <p>The role of workplace training in supporting vocational education.</p> <p>An understanding of what makes work placement/experience effective, including shared understanding of the objective of the placement/experience between the student, the education provider and the placement provider.</p> <p>The importance of ongoing communication with the work placement provider.</p> <p>An understanding of the factors that may disrupt the effectiveness of the work placement/experience and how these might be addressed.</p>		Communicate using appropriate language and tone, e.g. to encourage, to reassure.
	Work with colleagues and others to organise work placements that meet the needs of students and the demands of their course of study.	Ask clear, effective questions.
	Work with students and work place providers to ensure that that work placement/experiences meet the objectives set out for them.	Select, prioritise and summarise main ideas, using appropriate language and structure (verbal or written).
	Identify and refer issues relevant to learners' progress, to education-providers and/or workplace colleagues.	Read, understand and synthesise written information.
	Use of questioning, listening and assertiveness techniques to support progress.	Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
	Liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of students' skills and knowledge.	Listen attentively to identify relevant features.
	Make use of formative and summative assessment, tracking student's progress to plan next steps and shape educational opportunities.	<u>Digital</u> Design and plan digital learning activities to suit a range of learner needs and learning outcomes.
	Work with others to improve equality of opportunity and inclusion.	Facilitate learning in digital settings, e.g. online, blended, technology-rich classrooms. Communicate effectively in digital media and spaces. Collaborate effectively in digital spaces.

		<p>Use digital tools to record learning events/data and support learners to use these records for review and self-assessment.</p> <p>Use digital tools in support of assessment, e.g. polls, MCQs, self-assessment questions, peer assessment and review, e-portfolios; use digital tools to give feedback, e.g. annotations, audio tracks.</p> <p>Design digital tests, quizzes and assessment tasks.</p> <p>Consider accessibility issues when introducing new technologies.</p> <p>Design digital content with accessibility in mind; design content in different formats to suit learners with different preferences and needs.</p> <p>Ensure learners with poor digital access or skills are identified and supported.</p> <p><u>Maths</u> Process data. Understand data.</p>
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Performance Outcome 3: Support students' progress and wellbeing

Knowledge	Skills	Maths, English and Digital
How students may become physically or psychologically at risk and channels for reporting concerns.	Be vigilant in safeguarding students and others in contact with them.	<u>English</u> Read, understand and synthesise written information.
The importance of sharing relevant information, in a timely manner with the designated safeguarding lead.	Recognise and act when there are causes of concern regarding a student's wellbeing.	Read, understand and evaluate a range of texts for a given purpose
Who has a legitimate need to be kept informed of issues impacting on the student's wellbeing and progress.	Identify and refer issues relevant to students' progress, to education providers and/or workplace colleagues.	Communicate using appropriate language and tone, e.g. to encourage, to reassure.
How to promote the safe use of technology and the web, including recognising and dealing with signs of cyber bullying and cyber grooming.	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.	Record information efficiently.
The possible causes of the behavioural signs of regression, withdrawal, attention seeking, anti-social behaviour and self-damaging behaviour and approaches to managing them.	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of students.	Select, prioritise and summarise main ideas, using appropriate language and structure (verbal or written). Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
How to help young people understand, express and manage their feelings.	Ensure students use technology safely and appropriately.	Listen attentively to identify relevant features.
How to respond to accidents, injuries and emergency situations.	Prepare and support students through transitions and significant events in their lives.	Ask clear, effective questions.
How to signpost to specialist additional support and refer as appropriate.	Support students' social inclusion.	<u>Digital</u> Ensure learners with poor digital access or skills are identified and supported.
	Provide evidence of progress and achievement.	

	<p>Collaborate with the wider education support team to review student progress.</p>	<p>Support equality of access to digital opportunity; use digital technologies to support access and inclusion.</p> <p>Understand and apply legal, ethical and security guidelines in data collection and use.</p> <p>Manage personal data securely.</p> <p>Model respectful communication; be aware of e-safety and safeguarding issues.</p> <p>Behave safely and ethically in online networking situations; encourage learners to do the same.</p> <p>Participate in digital safety and cyber-bullying initiatives; consider Prevent and safeguarding responsibilities when working with learners in digital spaces.</p> <p>Support students to communicate respectfully and inclusively in digital spaces and to understand the different norms of communication in different settings.</p> <p>Support learners to manage their digital identity and reputation.</p> <p>Support learners to behave safely and ethically in online networking situations.</p>
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		<p>Support learners to communicate effectively using digital technology</p> <p>Assess the quality, provenance, relevance and credibility of information and support learners to do the same.</p> <p>Support learners in their use of digital media, enabling them to appreciate issues such as audience, purpose, accessibility, credibility, impact.</p> <p>Use digital tools to record learning events/data and support learners to use these records for review and self-assessment.</p> <p>Participate in digital teams and working groups.</p> <p>Collaborate effectively in digital spaces.</p>
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Performance Outcome 4: Promote students' motivation, aspiration and engagement

Knowledge	Skills	Maths, English and Digital
<p>Know how to work supportively with students on a 1-1 basis to identify personal and academic barriers to successful education.</p> <p>Strategies to remove barriers to education.</p>	<p>Be able to support students with lateness/absence and under-achievement issues and encourage them back into regular and successful participation in education.</p> <p>Liaise closely with parents/guardians/carers as part of the mentoring process.</p>	<p><u>English</u></p> <p>Understand and employ technical language appropriately.</p> <p>Select and use a range of reference materials and appropriate resources.</p>

Strategies that support young people and adults to improve their literacy skills.	Encourage students to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.	Evaluate the impact of vocabulary, form and grammatical/organisational features on the reader. Identify main ideas/knowledge and act to apply them to meet individual needs.
Strategies that support young people and adults to improve their mathematical skills.	Support and promote student speech, language and communication development including through the use of strategies and visual aids and signs.	Ask clear, effective questions. Read, understand and synthesise written information.
	Support students' literacy using a range of strategies that include: <ul style="list-style-type: none"> • the use of systematic synthetic phonics in a way that recognises the needs and sensitivities of young people and adults • widening students' vocabulary • improving students' confidence in reading and writing • supporting the accurate use of spelling, punctuation and grammar • encouraging reading for enjoyment. 	Select and use a range of reference materials and appropriate resources. Use correct spelling, punctuation and grammar. Understand and employ metalanguage. Communicate using appropriate language and tone, e.g. to encourage, to reassure.
	Support the development of mathematics using a range of strategies and approaches including procedural fluency and conceptual understanding.	Use a range of vocabulary (both in speaking and writing) to suit context and purpose.
	Support students with disabilities or special educational needs by providing care and encouragement.	Give clear, precise and coherent explanations for a given purpose and audience (verbal or written).
	Provide support to bilingual students or those with EAL.	Listen attentively to identify relevant features. <u>Digital</u>

		<p>Communicate effectively in digital media and spaces.</p> <p>Design content in different formats to suit learners with different preferences and needs.</p> <p>Edit, design and create digital materials to meet learning needs.</p> <p>Develop and adapt digital learning resources, according to learners' needs, with an awareness of licensing issues.</p> <p>Source appropriate digital learning resources, assessing for, e.g. accuracy, relevance, accessibility, diversity, effectiveness.</p> <p>Choose and use media resources suitable to students' different learning needs; know how to access media and other content in alternative formats and understand what makes it more accessible for learners with disabilities.</p>
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