

Supporting Teaching and Learning in Schools NVQ Level 2 Synopsis

Level 2

The level 2 NVQ requires the achievement of **seven** units of competence from the National Occupational Standards (NOS). There are **five** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **two** of the optional units. Selection of optional units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (5 units)

STL1 Provide support for learning activities

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves agreeing with the teacher what you will do to support planned learning activities, providing the agreed support and giving feedback to the teacher about how well the activity went.

The learning activities may be for individual pupils, groups of pupils or the whole class. However your contribution to supporting the learning activities is likely to involve you working only with individuals or small groups. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

STL2 Support children's development (CCLD 203)

This unit is about the routine observation of children and young people's development in everyday work. It is a competence that requires knowledge and understanding of children and young people's development from 0 to 16 years and the ability to demonstrate competence with the children/young people you are working with. The competence covers observing children/young people, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children and young people's needs.

STL3 Help to keep children safe (CCLD 202)

This unit is about keeping children and young people safe during day-to-day work activities. The unit covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

STL4 Contribute to positive relationships (CCLD 201)

This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.

STL5 Provide effective support for your colleagues

This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing your own skills and expertise.

Optional units (select 2 units)**STL6 Support literacy and numeracy activities**

This unit is about working under the direction of the teacher to help pupils to participate in whole class, group and individual learning activities for literacy/numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about how well the activities went and how the pupil(s) responded to them.

STL7 Support the use of information and communication technology for teaching and learning

This unit is about making sure that ICT resources are available and ready to use when required and helping the teacher and/or pupils to use the resources safely and effectively.

STL8 Use information and communication technology to support pupils' learning

This unit is about using ICT to promote pupils' learning. It involves preparing for using ICT within the teaching and learning programme, supporting pupils to use ICT resources, and evaluating the effectiveness of ICT in promoting pupils' learning.

STL9 Observe and report on pupil performance

This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.

STL10 Support children's play and learning (CCLD 206)

This unit is about supporting children's learning through play. Although the unit was developed for work with young children in their pre-school years and in play-based early education it is also applicable to working with children in the early years of formal education in schools.

STL11 Contribute to supporting bilingual/multilingual pupils

This unit is about the support provided to bilingual/multilingual pupils for language development and learning in the appropriate second or additional language.

STL12 Support a child with disabilities or special educational needs (CCLD 209)

This unit is about providing care and encouragement to the child or young person, supporting them to participate in activities, and supporting the family according to your role and the procedures of the setting.

STL13 Contribute to moving and handling individuals (HSC223)

This unit is about the need to be able to move, handle and reposition individuals. You have a responsibility when you move and handle individuals that you do so safely and correctly to ensure your own safety and that of others.

STL14 Support individuals during therapy sessions (HSC212)

This unit is about supporting therapists and individuals before, during and following therapy sessions. It covers preparations for the therapy session, supporting therapy sessions and contributing to the review of therapy sessions.

STL15 Support children and young people's play (PW2)

This unit is about providing opportunities for children and young people to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth.

STL16 Provide displays (IL 3/10)

This unit is about setting up and removing displays. It involves identifying the purpose of the display, designing the display and deciding what it will contain, and gathering together materials for the display. It also covers ensuring the display is safe, keeping it tidy and removing the display when it is no longer required.

In schools, the teacher would advise on the purpose, content and nature of displays and pupils will be active participants in providing materials for display.

STL17 Invigilate tests and examinations

This unit is about running tests and examinations in the presence of the candidates. It includes preparing the examination room and resources, bringing candidates into the room, and running the test or examination session according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.