

Supporting Teaching and Learning in Schools NVQ Level 3 Synopsis

Level 3

The level 3 NVQ requires the achievement of **ten** units of competence from the National Occupational Standards (NOS). There are **six** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **four** of the optional units with **no more than 2 units taken from Group E**.

Apart from the restriction on the number of units that may be taken from Group E, any combination of optional units may be selected. Optional units may be selected from within the same group or from across different groups. Selection of optional units will be a matter of choice for the candidate in consultation with the school, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (6 units)

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.

STL18 Support pupils' learning activities

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves identifying what you need to do to support planned learning activities and promote independent learning, providing the agreed support and giving feedback to the teacher about progress made by the pupils.

The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the absence of the teacher, eg. when providing cover supervision or working with pupils outside of the classroom.

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.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

STL19 Promote positive behaviour

This unit is about implementing agreed behaviour management strategies to promote positive behaviour and supporting pupils to manage their own behaviour.

STL20 Develop and promote positive relationships (CCLD 301)

This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. The unit is appropriate for all settings and services where children and young people are present.

STL21 Support the development and effectiveness of work teams

This unit is about being an effective member of a work team. It involves taking an active role in supporting and developing team effectiveness.

STL22 Reflect on and develop practice (CCLD 304)

This unit is about the competence you need to reflect on your practice. Self-evaluation and reflection will enable you to learn and develop your practice. This unit also includes taking part in continuing professional development and how this has been used to develop your practice.

Optional units (select any 4 units from groups A - E but no more than 2 units from group E)

Group A Supporting pupil's learning

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.

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

This unit is about planning and delivering teaching and learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It also involves monitoring and providing feedback on pupil participation and progress, and evaluating your own contribution to the learning activity.

The teaching and learning activities will be for individual pupils or small groups of pupils and delivered alongside or close to the teacher who remains in overall charge of the whole class. They 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. Planning, implementation and evaluation will also cover any partnership working with the teacher as part of the overall lesson plan, for example when working with the whole class in a plenary session.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

STL24 Contribute to the planning and evaluation of teaching and learning activities

This unit is about helping the teacher to plan how teaching and learning activities will be implemented, including your own role in supporting the activities, and sharing your views and opinions with the teacher about how well the activities achieved the learning objectives.

The teaching and learning activities may be for individual pupils, groups of pupils, or the whole class. The teaching and 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.

STL 25 Support literacy development

This unit is about working with the teacher to support pupils during whole-class, group and individual learning activities for literacy 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 pupil progress in developing literacy skills.

STL26 Support numeracy development

This unit is about working under the direction of the teacher to support pupils during whole-class, group and individual learning activities for 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 pupil progress in developing mathematical knowledge, understanding and skills.

STL27 Support implementation of the early years curriculum

This unit is about working with teachers to support young children's early learning and experience of curriculum subjects. Early education frameworks vary between the four home countries and you will need to relate each part of the unit to your own country and workplace.

STL28 Support teaching and learning in a curriculum area

This unit is about developing and using subject knowledge and skills to support teaching and learning in a curriculum area. It does not, however, cover the specialist technical functions carried out by technicians, librarians and ICT professionals which are covered in separate sets of National Occupational Standards.

Subject or curriculum area refers to all forms of organised learning experienced across the curriculum. For example, area of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.

STL29 Observe and promote pupil performance and development

This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills, and working with the teacher to plan and improve the support you provide to promote pupil performance and development.

STL30 Contribute to assessment for learning

This unit is about using assessment for learning strategies as agreed with the teacher to promote pupils' learning. This includes supporting pupils to review their own learning and identify their own emerging learning needs.

STL31 Prepare and maintain the learning environment

This unit is about ensuring that learning environments, learning resources and materials are available and ready for use when needed. It involves setting out the learning environment and preparing materials for planned learning activities as well as helping to maintain the learning environment and resources during and between lessons.

STL32 Promote the transfer of learning from outdoor experiences (SkillsActive D35)

This unit is about working with pupils to help them reflect on what they have learned outside of the classroom and how they might transfer this learning to other parts of their learning programmes and other aspects of their lives.

Group B Meeting additional support needs

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

This unit is about the support given to pupils to help them cope with the literacy and numeracy demands of learning activities designed to develop subject knowledge and skills.

STL34 Support gifted and talented pupils

This unit is about the support you provide to gifted and talented pupils. This involves working with a range of people to develop learning programmes and then supporting learning activities for pupils. Involving the pupils in negotiating learning objectives and planning for further learning is a key aspect of this unit.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

STL35 Support bilingual/multilingual pupils

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

STL36 Provide bilingual/multilingual support for teaching and learning

This unit is about providing bilingual/multilingual support for teaching and learning. It involves using the pupils' first language to assist with assessing their educational abilities and linguistic support needs, providing bilingual/multilingual support for teaching and learning, and liaising with families to promote pupils' participation and progress in learning.

STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

This unit is about negotiating boundaries to minimise challenging behaviour in children and young people.

STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

This unit is about supporting disabled children or young people and/or children or young people with special educational needs or additional support needs. It involves working under

the direction of a teacher to establish the strengths and needs of children/young people in partnership with their families and in collaboration with other agencies if appropriate. It also includes the identification and use of resources to enable inclusion and participation.

STL39 Support pupils with communication and interaction needs

This unit is about the support provided to pupils with severe and/or complex communication and interaction needs to enable them to maximise learning and develop relationships with others. The communication needs of pupils with severe and/or complex special educational or additional support needs may be both diverse and complex. Pupils may need help and support in acquiring literacy skills; using augmentative and alternative means of communication; developing language for a range of purposes; and organising and coordinating spoken and written English.

STL40 Support pupils with cognition and learning needs

This unit is about the support provided to pupils with cognition and learning needs to enable them to participate in learning activities and to develop effective learning strategies. While individual needs will differ, most pupils with cognition and learning needs will require help with language, memory and reasoning skills; sequencing and organisational skills; understanding number; problem solving and concept development; and the improvement of fine and gross motor competences.

STL41 Support pupils with behaviour, emotional and social development needs

This unit is about providing the support needed by pupils with behaviour, emotional and social development needs to help them develop effective behaviour management strategies, relationships with others, and self-reliance.

STL42 Support pupils with sensory and/or physical needs

This unit is about the support provided to pupils with sensory and/or physical needs to enable them to maximise learning in individual, group and class activities, and provide structured programmes relevant to their additional support needs.

STL43 Assist in the administration of medication (SfH CHS2)

This unit is about assisting in the administration of medication to an individual pupil, or as part of a larger process where a “drug round” may be undertaken. You will always work with other staff within this context whose role is to lead the process and you must always work within your own role and area of delegated responsibility for the administration of medication.

STL44 Work with children and young people with additional requirements to meet their personal support needs (HSC315)

This unit is about contributing to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and then implementing and evaluating the plans.

Group C Providing pastoral support

STL45 Promote children’s well-being and resilience (CCLD 308)

This unit is about helping children or young people to develop self-reliance, self-esteem and emotional resilience. It is concerned with how practitioners provide an emotional

environment that supports, affirms and values children and young people and helps them to manage their own feelings and their relationships with others.

STL46 Work with young people to safeguard their welfare (YW D4)

This unit is about understanding and evaluating hazards and risks, and carrying out your work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.

STL47 Enable young people to be active citizens (YW A3)

This unit is about working with young people to enable them to investigate and understand the issues within their communities and their role within their community. It is about helping them to identify their power for action and enabling them to present their ideas and views to others.

STL48 Support young people in tackling problems and taking action (YW A4)

This unit is about enabling groups of young people to take responsibility for detailed planning, negotiation and prioritising their actions. It is about enabling young people to turn their plans into action, working with them to monitor progress and modify plans as required, and, finally, to identify what they have learned and consider their next steps.

STL49 Support children and young people during transitions in their lives

This unit is about working with children or young people to identify significant transitions that may be occurring or are about to occur in their lives and providing support to enable them to manage them in a positive manner.

Transitions are defined as any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement and divorce. Such transitions may be known and planned for or unexpected and unplanned.

STL50 Facilitate children and young people's learning and development through mentoring (LDSS 9)

This unit is about the role of individuals who facilitate children and young people's learning and development through mentoring. It is about providing support for the learning process rather than the assessment and teaching of pupils.

STL51 Contribute to improving attendance (LDSS 6)

This unit is about monitoring attendance to identify patterns of absence and lateness and working with families to find ways of helping the pupil to attend school more regularly.

STL52 Support children and families through home visiting (CCLD 331)

This unit is about visiting families in their homes to provide support for children or young people and their parents and families.

Group D Supporting the wider work of the school

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.

STL53 Lead an extra-curricular activity

This unit is about leading an extra-curricular activity, such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

STL54 Plan and support self-directed play (PW9)

This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play.

STL55 Contribute to maintaining pupil records

This unit is about contributing to the maintenance of pupil records by updating individual records as agreed with the teacher or other relevant person within the school, and helping to maintain the record-keeping system.

STL56 Monitor and maintain curriculum resources

This unit is about monitoring and maintaining resources to support curriculum delivery. It involves working with teachers and other relevant people to identify the resources required, maintaining supplies of resources, and carrying out routine maintenance and cleaning of resources. It does not, however, cover the specialist technical functions carried out by technicians, librarians and information and communication technology (ICT) professionals, which are covered in separate sets of National Occupational Standards.

STL57 Organise cover for absent colleagues

This unit is about organising cover when a teacher or support staff colleague normally responsible for teaching or supporting a particular class is absent from the classroom during the time they have been timetabled to teach/support. This includes absence which is known in advance (eg. where a colleague has a medical appointment or is undergoing professional development) and unexpected absence (eg. absence due to illness).

STL58 Organise and supervise travel (SkillsActive B228)

This unit is about organising and supervising travel for children, young people and adults. Travel may be 'self-powered', eg. on foot or by bicycle, in an owned or hired vehicle, or by public transport.

STL59 Escort and supervise pupils on educational visits and out-of-school activities

This unit is about maintaining the health, safety and well-being of pupils when outside the school setting.

STL60 Liaise with parents, carers and families

This unit is about establishing and maintaining effective relationships and communication with parents, carers and families about the care and education of their children as directed by the school.

STL61 Provide information to aid policy formation and the improvement of practices and provision (YW F1)

This unit is about presenting information to aid the formulation of policies, plans and procedures, monitoring the operations of your part of the organisation in relation to objectives, and making suggestions about changes.

Group E Working with colleagues (no more than 2 units allowed from this group)**STL62 Develop and maintain working relationships with other practitioners**

This unit is about working effectively with other practitioners by doing what you can to support their work and using their strengths and expertise to support and develop your own working practices and procedures.

STL63 Provide leadership for your team (M&L B5)

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

OR**STL64 Provide leadership in your area of responsibility (M&L B6)**

This unit is about providing direction to colleagues in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

STL65 Allocate and check work in your team (M&L D5)

This unit is about ensuring that the work required of your team is effectively and fairly allocated among team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.

STL66 Lead and motivate volunteers (MV D2)

This unit is about leading and motivating volunteers so that they achieve high standards. It involves briefing them on their responsibilities, helping them to resolve any problems, and giving them feedback on their work. Throughout the process of leading volunteers it is important to show respect for their needs and preferences and the nature of the volunteer role.

This unit covers the 'softer' skills needed to lead volunteers rather than other aspects of planning, organising and monitoring volunteer work which, in a school, would be carried out by the teachers with whom they work.

STL67 Provide learning opportunities for colleagues (M&L D7)

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example in your team or area of responsibility, in which learning is valued.

STL68 Support learners by mentoring in the workplace (L&D L14)

This unit is about mentoring individuals in the workplace. It involves agreeing the nature of mentoring in the workplace, creating an appropriate environment in which mentoring can take place, mentoring trainees as they put their training plan into practice, giving trainees information, advice and guidance on their work roles and expectations and giving them encouragement and support to stay motivated.

STL69 Support competence achieved in the workplace (L&D L20)

This unit is about supporting individuals to develop and demonstrate competence in the workplace. It involves agreeing work patterns which give people opportunities to develop and show their competence, agreeing which aspects of competence can be assessed in the workplace, identifying opportunities for assessing competence in the workplace, watching them perform tasks in the workplace and giving guidance and feedback on their performance.