

Guidance for the new qualifications for support staff in schools



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Guidance for the new qualifications for support staff in schools

Who is this guidance for?

It is intended for those who manage or support the professional development of staff who directly support teaching and learning in schools and advise on appropriate qualification routes.

Why are the qualifications changing?

As a result of national reform for vocational and work-related qualifications they are changing to become more responsive to the demands of employers and learners. They will be more relevant to employers' needs and more accessible to a wider range of learners. An essential tool in this national reform is the Qualifications and Credit Framework which will be implemented from September 2010.

What is the Framework?

The Qualifications and Credit Framework is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It is intended that all vocational qualifications will be accredited to the Framework by the end of 2010.

All qualifications currently accredited to the NQF, including those for school support staff e.g. National Vocational Qualifications (NVQs), must be redesigned to meet the requirements of the Framework.

Does the introduction of the Framework mean that staff with existing qualifications should take the Framework versions as well?

No, there is no intention that anyone should retake qualifications as the result of the introduction of the Framework. The Framework qualifications are based on the same National Occupational Standards (NOS) that underpin the current NVQs; what has changed is the way that qualifications are designed.

That said, support staff will need ongoing training and development to ensure that they have the necessary skills and knowledge to perform their role effectively as it changes and grows over time. Tools in the on-line guidance¹ to the NOS help schools and support staff identify areas where skills and knowledge need to be developed or updated and provide the basis for schools to support the development of their staff through a range of informal and formal learning opportunities such as coaching and mentoring, work-shadowing, peer observation or through in-house or externally provided courses.

Where staff would welcome the opportunity to access accredited CPD, the Framework does offer the flexibility for awarding credit for individual units as well as whole qualifications. This may be particularly useful where schools (or clusters of schools) have identified a training need common to a large group of staff (e.g. managing challenging behaviour), perhaps through school improvement processes. A training provider could offer a relevant Framework unit which will provide staff with nationally recognised credit for their achievement and schools with the assurance that the training had been understood and applied.

¹ <http://www.tda.gov.uk/support-staff/developing-progressing/nos.aspx>

How does the Framework work?

Learners can use the Framework to build up units at their own pace and put them towards a full qualification. They can bank all their achievements over time and keep them as they move from education into a job or from one job to another. They don't have to study anything they already know. In the Framework, everything learnt is valuable.

All Framework qualifications are made up of units. All units include learning outcomes (what a learner needs to know, understand and be able to do) and assessment criteria (what a learner has to demonstrate to show s/he has met the learning outcomes to a defined level).

Every unit and qualification in the Framework has a credit value based on the length of time it takes the average learner to complete – one credit represents 10 hours' work. Each unit and qualification also has its own level, between Entry Level and Level 8, to show how difficult it is. Level 2 and 3 qualifications are regarded as being of the level of GCSEs (grades A*-C) and A levels (grades A*- C) respectively. Undergraduate degrees are at Level 6, Masters degrees are at Level 7 and PhDs are at Level 8.

Each qualification will state the minimum number of credits required to achieve it; which units can contribute to the qualification, including which are mandatory and which optional; and any exemptions available, e.g. because achievement of previous units may be considered to be equivalent to new ones.

In the Framework system the title of a qualification will denote its size, based on the number of credits it requires, as follows:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits or more)

The majority of Framework units will be available for sharing across qualifications and awarding organisations. Where aspects of skills and knowledge are relevant to more than one role, this should be reflected through the use of some of the same units in the qualifications for each role.

Credit for units can be carried forward by learners as they move from education into a job or from one job to another. They don't have to repeat previous learning in order to achieve a Framework unit in a different context. So, for example, someone moving from a child care setting to working in a school may have already achieved one or more units that will contribute to a Framework qualification for supporting teaching and learning in schools.

What are the benefits of the Framework for learners?

The benefits of the Framework are that units and qualifications are:

- transferable – some units appear in more than one qualification which reduces the repetition of learning and assessment
- flexible – allows learners to study at a pace, place and time that suits their individual circumstances
- quality assured – external verifiers will ensure the appropriate assessment and quality assurance arrangements are in place and managed accordingly
- easy to understand – all units and qualifications are structured in the same way using common terminology, bringing greater consistency across all vocational qualifications
- support progression – more flexible routes to gaining full qualifications enabling progression in smaller steps.

What benefits does the Framework have for schools?

The Framework establishes a single and progressive framework of qualifications for all those supporting teaching and learning, which is easier for schools to understand than the previous wide range of accredited qualifications. The Framework makes it easier for schools to identify appropriate training, thereby avoiding provision which duplicates existing achievement by support staff. The credit value attached to each qualification will also make it easier to understand the breadth of learning each qualification represents.

The flexibility which is on offer to learners will also benefit schools. The Framework will enable schools to plan Continuing Professional Development (CPD) opportunities for staff which are based on National Occupational Standards and match the needs of staff and the priorities of the school. Training offered by schools, or within a school cluster, can be designed to help learners achieve the learning outcomes in Framework units. Shared units across the children's workforce supports integrated working, workforce mobility, and opportunities for joint training. Schools or clusters with established or developing training provision for support staff could also apply to one of the awarding organisations offering the qualifications to become an assessment centre, or partner with an existing centre, to offer accreditation for their training. This enables staff to build up to a full qualification at a pace that suits their needs and meets school priorities. Rather than requiring funding for each learner to achieve a full qualification, an incremental approach may help to make training more affordable by supporting a larger number of learners to achieve credits towards a full qualification. This incremental approach will also make it easier for schools to release staff for off- site training.

What are the Framework qualifications for support staff in schools?

The TDA has worked with awarding organisations and representatives from the schools sector to develop a suite of Framework qualifications for support staff in schools. The qualifications have been informed by the National Occupational Standards (NOS) in Supporting Teaching and Learning (STL). As well as containing units developed by the TDA and its partners, the qualifications also include units shared with qualifications developed for other parts of the children's workforce to support transfer and progression.

The TDA's unit selection tool in the web-based guidance for the National Occupational Standards for Supporting Teaching and Learning will help to decide which level of qualification is most appropriate.

The new Framework qualifications for support staff in schools are at Levels 2 and 3 on the framework; details are given in the table on pages 7 and 8.

Are there any entry requirements for the qualifications?

There are no formal entry requirements for the qualifications. However, support staff will need to have sufficient language and literacy skills to be able to achieve the qualification they have chosen. Those registering for the Certificates in Supporting Teaching and Learning in Schools or the Level 3 Diploma need numeracy skills at the level required to support pupils' learning. Lack of these skills will not necessarily prevent someone from registering for the qualifications, but care should be taken to ensure that the chosen provider will be able to support the learner to develop these skills.

As the certificates and diplomas require candidates to provide evidence of achievement in the work place, schools will need to ensure that they are able to provide appropriate opportunities for candidates to meet the evidence requirements.

Do support staff have to take the qualifications in sequence?

The Certificates and Diploma have the Award at the same level embedded within them. That is, all the units in the Award are also required to achieve the Certificate or Diploma. However, it is not necessary for the learner to complete the Award before starting on a larger qualification. Learners can choose to prepare for a larger qualification at the outset. Similarly, it is not a requirement to have a relevant Level 2 qualification before embarking on one at Level 3.

Learners can choose to take the qualification most suited for their current needs and role; for example, someone already working as a teaching assistant may choose to take the Level 2 Certificate in Supporting Teaching and Learning in Schools, the Level 3 Certificate in Supporting Teaching and Learning in Schools, or the Level 3 Diploma. The size and level of the qualification that they choose will depend on their ability to achieve the required credits through demonstration of their knowledge and skills in the workplace.

The TDA's unit selection tool in the web-based guidance for the National Occupational Standards for Supporting Teaching and Learning in Schools will help to decide which level of qualification is most appropriate. It is also important that schools contribute to conversations with learners regarding qualification choice.

How does the Framework recognise what staff already know and can do?

Many school support staff considering taking a qualification may have undergone a significant amount of training and development, both formal and informal. This could include training provided by the school, the local authority, or courses offered by other providers. The content of some of these training opportunities has informed the development of Framework units e.g. the induction modules used to deliver initial training to support staff.

Training providers should be able to offer assessment against Framework units in such cases without requiring the learner to undergo unnecessary training. When helping staff choose a suitable training provider it is important to check that the chosen provider is able to advise and support learners in this way.

The qualifications also identify where candidates are exempt from the need to take particular units, either because they have achieved an equivalent NQF unit or a Framework unit that covers the same learning outcomes but was awarded in a different context.

How are Framework qualifications assessed?

Although each provider must ensure that their candidates meet all of the required assessment criteria, exactly how the assessment is conducted can vary between awarding organisations and, therefore, those providers approved to offer their qualifications. Providers and Awarding Organisations will be able to provide further information on their approach to assessment.

All of the certificates and the diploma contain criteria that must be assessed in the workplace by those qualified to make professional judgements about the competence of staff in that particular role. The knowledge-based units of the awards and the knowledge-based criteria in other units could be assessed in a variety of ways e.g. through professional discussions, assignments, reflective logs or tests.

When helping staff to choose a provider, consideration should be given to the assessment approaches used by that provider and their suitability to the needs of the staff member.

The following are involved in the development and delivery of Framework qualifications:

Awarding organisations design qualifications and their assessment and quality assurance systems. They approve centres who wish to offer assessment for qualifications and monitor the assessment process and award qualification and unit certificates. They undertake external verification to ensure that candidates are being assessed fairly and consistently across all centres. They set the requirements for the occupational competence required by assessors and verifiers.

Ofqual (Office of Qualifications and Examinations Regulation) is responsible, on behalf of the Government, for maintaining standards, improving confidence and distributing information about qualifications and examinations. Ofqual regulates general and vocational qualifications in England and vocational qualifications in Northern Ireland. It also gives formal recognition to awarding organisations, accredits qualifications and monitors the activities of the organisations involved in the qualifications delivery and assessment processes.

Sector Bodies and Sector Skills Councils identify, define and update employment-based standards of competence for agreed occupations. They represent the skills needs of the trade or industry concerned and develop and maintain National Occupational Standards (NOS), qualifications and apprenticeship structures. They work closely with awarding organisations to design and approve vocational qualifications for the occupational sector they represent. The TDA is the Sector Body for the Children's Workforce in Schools.

Assessment Centres are approved by awarding organisations to assess vocational qualifications (according to awarding organisation criteria). They are usually training providers, colleges and local authorities, but schools and clusters of schools can apply to awarding organisations to become assessment centres themselves. Assessment Centres are responsible for employing assessors and internal verifiers.

Training Providers are those organisations which provide vocational training. Many are also assessment centres approved by awarding organisations and undertake assessment of qualifications. They are mostly training providers, colleges and local authorities, but increasingly schools and clusters of schools.

Assessors make accurate decisions, which they can justify, about the competence of candidates against the national standards. They support and assess people working towards vocational qualifications. Assessors are required to have occupational competence in the work role they are assessing. Awarding Organisations and Assessment Centres will use the TDA Framework Assessment Principles and the TDA Framework Assessment Guidance & Guidance for Centres² to underpin their assessment arrangements. An assessor will:

- observe and assess candidates in their workplace
- examine candidates' portfolios of evidence
- question candidates about how they would deal with non-standard situations
- provide feedback and offer advice if the standards are not met
- sign off the qualifications when all the requirements have been met.

In many cases the assessor will also act as a trainer, teaching the skills needed to prepare learners for assessment of the knowledge and skills required to achieve a vocational qualification.

Internal and external verifiers carry out quality checks on the work of assessors and training centres, to make sure the assessment process is carried out properly.

² Available at <http://www.tda.gov.uk/support-staff/developing-progressing/qualifications-credit->

[framework.aspx](#)

How can schools support their staff to achieve Framework qualifications?

To ensure that the investment of time and money in a qualification is worthwhile and the outcome a positive one, it is important that both the school and the staff member understand and agree what practical and financial support will be provided and what will happen once the training is completed.

It is important that those advising staff on CPD help support staff to:

- ensure that they have the necessary literacy, numeracy and ICT skills or that they will be supported to acquire these
- be sure that the level of the qualification is appropriate to the skills level and/or the demands of the role they have or aspire to
- understand how the qualification will be delivered and assessed
- have access to a training mentor in the school who will help identify opportunities for demonstrating the required competencies for units and qualifications that include work-based assessment and support the candidate through the learning process
- ensure that there is agreement between the candidate and the school about release time for training
- think about any costs associated with the qualification, including hidden ones such as the costs of books or travel, and be clear about who is responsible for meeting these.

Having a clear understanding of the skills and knowledge that support staff have acquired through training and qualifications will also enable school leaders to make well-informed decisions about their effective deployment and any future training needs. It is important that schools recognise the wider benefits of supporting staff to achieve Framework qualifications, and that they have an understanding of the occasional requirement for the release of staff. School leaders should also be aware that a significant amount of assessment will be carried out in the workplace.

Training providers should provide each candidate with clearly identified learning objectives and an individual learning plan which sets out the learning outcomes of the chosen qualification and how these will be achieved. The learning objectives and learning plan should be discussed and agreed with the training mentor/school leader and the candidate to ensure they are meeting their needs.

Schools may also be asked to identify staff members who can act as an expert witness to fill any gaps in the technical and occupational competence of assessors (e.g. the school nurse if the support staff member supports in administering medicine), and for confidential or sensitive activities that are not appropriate for assessor observation.

Overview of qualifications

Level 2 Qualification title	Framework Credit value	Description
Level 2 Award in Support Work in Schools	12	<p>This is a knowledge-based qualification suitable for all support staff roles in schools, including site staff and administrators, as well as those who work directly with children and young people. It seeks to develop the knowledge and understanding that all those working in a school setting will need and covers areas such as safeguarding, communication and relationships, child development and understanding the school context.</p> <p>As it is a knowledge-based qualification, it can be taken by learners not yet employed in a school, as well as providing initial training/induction for those new in post.</p> <p>The award covers the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the introductory training modules developed by the TDA for support staff in schools.</p>
Level 2 Certificate in Supporting Teaching and Learning in Schools	30	<p>This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.</p> <p>The qualification incorporates the units in the Level 2 Award in Support Work in Schools and adds competence units to reflect the role of those supporting pupils' learning.</p> <p>The certificate covers the skills and knowledge of the current Level 2 NVQ in supporting teaching and learning in schools.</p>
Level 2 Certificate in Supporting the Wider Curriculum in Schools	20	<p>This qualification has been developed to meet the needs of those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs.</p> <p>It incorporates the units in the Level 2 Award in Support Work in Schools and shares units with the certificate in supporting teaching and learning, recognising that many in teaching assistant roles also undertake midday duties.</p> <p>This qualification has fewer credits than the Level 2 Certificate in Supporting Teaching and Learning in Schools and candidates who later progress to a teaching assistant role will be able to gain the STL certificate through the achievement of credit from specified additional units.</p>

Level 3 Qualification title	Framework Credit value	Description
Level 3 Award in Supporting Teaching and Learning in Schools	12	<p>This is a knowledge-based qualification suitable for support staff roles in schools that directly support the teaching and learning of pupils. It seeks to develop the knowledge and understanding for working in a school setting and covers areas such as safeguarding, communication, child development and understanding the school context.</p> <p>As it is a knowledge-based qualification, it can be taken by learners not yet employed in a school, as well as providing initial training/induction for those new in post.</p>
Level 3 Certificate in Supporting Teaching and Learning in Schools	32	<p>This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.</p> <p>The qualification incorporates the units in the Level 3 Award in Supporting Teaching and Learning in Schools. Additional units cover the generic knowledge and skills required to work in a teaching assistant or similar role at Level 3.</p> <p>It is broadly equivalent to the mandatory units of the current Level 3 NVQ in Supporting Teaching and Learning in Schools.</p>
Level 3 Certificate in Cover Supervision of Pupils in Schools	30	<p>This qualification is for those working in the role of cover supervisor in schools. It incorporates the units of the Level 3 Award in Supporting Teaching and Learning in Schools.</p> <p>This qualification also includes some units that are in the Level 3 Certificate in Supporting Teaching and Learning in Schools. However it omits those that are about actively advancing pupils' learning and includes a unit on providing cover to reflect the differences between the cover supervisor and teaching assistant roles.</p> <p>Learners moving from one role to the other will be able to demonstrate competence in the new role through the achievement of credit from specified additional units.</p>
Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	44	<p>This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.</p> <p>The qualification incorporates the units in the Level 3 Certificate in Supporting Teaching and Learning in Schools. Additional units cover the specialist roles of some staff working at level 3 e.g. supporting bilingual pupils or supporting pupils with special educational needs.</p> <p>The additional units are broadly equivalent to the optional units of the current Level 3 NVQ in supporting teaching and learning in schools. However there are some units covering roles not currently covered by the Level 3 NVQ e.g. supporting pupils who have been excluded from school and working with parents to engage them in their child's learning.</p>

Useful Links

Qualifications and Curriculum Development Agency (QCDA)

There is a wide range of Framework resources available on the Qualifications and Curriculum Development Agency website (www.qcda.gov.uk/resources/4374.aspx).

Department for Business, Innovation and Skills (BIS)

Further information on the qualifications reforms, Framework and the benefits to employers is available at: www.bis.gov.uk/vqreform.

Register of Regulated Qualifications

The Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) contains details of qualifications that are accredited by the regulators of qualifications in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA).

Training and Development Agency for Schools (TDA)

There is a wide range of resources for school support staff, their managers and those who support their professional development, or have a role in advising them on appropriate qualification routes, on the Training and Development Agency for Schools website (www.tda.gov.uk), including:

- Guidance on the use of National Occupational Standards in Supporting Teaching and Learning³
- A Career Development Framework which maps support staff roles against national training and qualifications⁴
- A national CPD database which provides members of the children's workforce in schools in England with an authoritative source of information on CPD opportunities from participating providers⁵
- A Skills for Life Planner⁶
- Guidance on Apprenticeships in Supporting Teaching and Learning⁷
- Information on other Sector Bodies and Sector Skills Councils⁸

Awarding Organisations

The awarding organisations offering the qualifications covered by this guidance are:

- Ascentis (www.ascentis.co.uk)
- CACHE (www.cache.org.uk)
- City and Guilds (www.cityandguilds.com)
- Edexcel (www.edexcel.com)
- NCFE (www.ncfe.org.uk)
- OCR (www.ocr.org.uk)

³ <http://www.tda.gov.uk/support-staff/developing-progressing/nos.aspx>

⁴ <http://www.tda.gov.uk/support-staff/developing-progressing/career-development-framework.aspx?keywords=career+development+framework>

⁵ <https://cpdsearch.tda.gov.uk>

⁶ <http://www.tda.gov.uk/support-staff/developing-progressing/skills-for-life.aspx>

⁷ <http://www.tda.gov.uk/support-staff/developing-progressing/skills-for-life.aspx>

⁸ <http://www.tda.gov.uk/school-leader/developing-staff/nos/other.aspx?keywords=sector+skills+councils>

Annex A – Glossary of Acronyms

ASDAN	Award Scheme Development Accreditation Network
CDF	Career Development Framework
CPD	Continuing Professional Development
CWDC	Children’s Workforce Development Council
LLUK	Lifelong Learning UK
MSC	Management Standards Centre
NDAQ	National Database of Accredited Qualifications
NOS	National Occupational Standards
NQF	National Qualifications Framework
NVQ	National Vocational Qualification
Ofqual	Office of Qualifications and Examinations Regulation
QCDA	Qualifications and Curriculum Development Agency
Framework	Qualifications and Credit Framework
SB	Sector Body
SfCD	Skills for Care and Development
SfJ	Skills for Justice
SSC	Sector Skills Council
STL	Supporting Teaching and Learning
TDA	Training and Development Agency for Schools

Annex B – Framework Qualification Contents

Level 2 Award in support work in schools

Mandatory Units	Level	Credit Value
Child and young person development	2	2
Safeguarding the welfare of children and young people	2	3
Communication and professional relationships with children, young people and adults	2	2
Equality, diversity and inclusion in work with children and young people	2	2
Optional Units	Level	Credit Value
Schools as organisations	2	3
Schools as organisations	3	3

Level 2 Certificate in supporting teaching and learning in schools

Mandatory Units	Level	Credit Value
Child and young person development	2	2
Safeguarding the welfare of children and young people	2	3
Communication and professional relationships with children, young people and adults	2	2
Equality, diversity and inclusion in work with children and young people	2	2
Help improve own and team practice in schools	2	3
Maintain and support relationships with children and young people	2	3
Support children and young people's health and safety	2	3
Support children and young people's positive behaviour	2	2
Support learning activities	2	4
Optional Units	Level	Credit Value
Schools as organisations	2	3
Schools as organisations	3	3

Contribute to supporting bilingual learners	2	2
Invigilate tests and examinations	3	3
Prepare and maintain learning environments	2	3
Provide displays in schools	2	3
Support assessment for learning	3	4
Support children and young people at meal or snack times	2	3
Support children and young people with disabilities and special educational needs	2	4
Support children and young people's play and leisure	2	3
Support children and young people's travel outside of the setting	2	3
Support extra-curricular activities	2	3
Support the use of information and communication technology for teaching and learning	2	2
Move and position individuals in accordance with their plan of care	2	4
Provide support for therapy sessions	2	2

Level 2 Certificate in supporting the wider curriculum in schools

Mandatory Units	Level	Credit Value
Child and young person development	2	2
Safeguarding the welfare of children and young people	2	3
Communication and professional relationships with children, young people and adults	2	2
Equality, diversity and inclusion in work with children and young people	2	2
Support children and young people's health and safety	2	3
Support children and young people's positive behaviour	2	2
Optional Units	Level	Credit Value
Schools as organisations	2	3
Schools as organisations	3	3

Maintain and support relationships with children and young people	2	3
Support children and young people at meal or snack times	2	3
Support children and young people's play and leisure	2	3
Support children and young people's travel outside of the setting	2	3
Support extra-curricular activities	2	3

Level 3 Award in Supporting Teaching and Learning in Schools

Mandatory Units	Level	Credit Value
Communication and professional relationships with children, young people and adults	3	2
Schools as organisations	3	3
Understand child and young person development	3	4
Understand how to safeguard the wellbeing of children and young people	3	3

Level 3 Certificate in Supporting Teaching and Learning in Schools

Mandatory Units	Level	Credit Value
Communication and professional relationships with children, young people and adults	3	2
Schools as organisations	3	3
Support learning activities	3	4
Promote children and young people's positive behaviour	3	3
Develop professional relationships with children, young people and adults	3	2
Promote equality, diversity and inclusion in work with children and young people	3	2
Support assessment for learning	3	4
Engage in personal development in health, social care or children's and young people's settings	3	3
Support children and young people's health and safety	3	2
Understand child and young person development	3	4
Understand how to safeguard the wellbeing of children and young people	3	3

Level 3 Certificate in Cover Supervision of Pupils in Schools

Mandatory Units	Level	Credit Value
Communication and professional relationships with children, young people and adults	3	2
Schools as organisations	3	3
Promote children and young people's positive behaviour	3	3
Develop professional relationships with children, young people and adults	3	2
Promote equality, diversity and inclusion in work with children and young people	3	2
Supervise whole class learning activities	3	3
Engage in personal development in health, social care or children's and young people's settings	3	3
Support children and young people's health and safety	3	2
Team working	3	3
Understand child and young person development	3	4
Understand how to safeguard the wellbeing of children and young people	3	3

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Mandatory Units	Level	Credit Value
Communication and professional relationships with children, young people and adults	3	2
Schools as organisations	3	3
Support learning activities	3	4
Promote children and young people's positive behaviour	3	3
Develop professional relationships with children, young people and adults	3	2
Promote equality, diversity and inclusion in work with children and young people	3	2
Support assessment for learning	3	4
Engage in personal development in health, social care or children's and young people's settings	3	3
Support children and young people's health and safety	3	2

Understand child and young person development	3	4
Understand how to safeguard the wellbeing of children and young people	3	3
Optional Units	Level	Credit Value
Plan and deliver learning activities under the direction of a teacher	3	4
Support literacy development	3	3
Support numeracy development	3	3
Support teaching and learning in a curriculum area	3	3
Support delivery of the 14 – 19 curriculum	3	3
Provide literacy and numeracy support	3	3
Support gifted and talented learners	3	4
Support children’s speech, language and communication	3	4
Support bilingual learners	3	4
Provide bilingual support for teaching and learning	3	6
Support disabled children and young people and those with special educational needs	3	5
Support children and young people with behaviour, emotional and social development needs	3	4
Support learners with cognition and learning needs	3	4
Support learners with communication and interaction needs	3	4
Support learners with sensory and/or physical needs	3	4
Support individuals to meet personal care needs	2	2
Support children and young people during transitions in their lives	3	4
Develop interviewing skills for work with children and young people	3	3
Facilitate the learning and development of children and young people through mentoring	3	4
Improving the attendance of children and young people in statutory education	3	5
Promote the well being and resilience of children and young people	3	4
Provide information and advice to young people	3	3

Support children and young people to achieve their education potential	3	4
Support children and young people to make positive changes in their lives	3	4
Support young people in relation to sexual health and risk of pregnancy	3	2
Support young people to develop, implement and review a plan of action	3	3
Support young people who are socially excluded or excluded from school	3	2
Assist in the administration of medication	2	4
Invigilate tests and examinations	3	3
Lead an extra-curricular activity	3	3
Maintain learner records	3	3
Monitor and maintain curriculum resources	3	3
Organise travel for children and young people	3	2
Supervise children and young people on journeys, visits and activities outside of the setting	3	3
Work in partnership with parents to engage them with their children's learning and development in school	3	6
Work with other practitioners to support children and young people	3	3
Plan, allocate and monitor work of a team	3	5
Provide leadership and direction for own area of responsibility	4	5
Set objectives and provide support for team members	3	5
Support learning and development within own area of responsibility	4	5
Team working	3	3

Annex C – Level 2 Unit Matrix (List of Framework Units)

The table below lists all the Framework units in the Level 2 STL qualifications and shows the qualification(s) in which they appear.

The table includes the Level 2 qualification developed by the Children's Workforce Development Council* (CWDC) which shares a number of units with the TDA's Framework qualifications at this level.

Unit Owner Reference ⁹	Unit Name	Unit Level	Owning Sector Skills Council/Sector Body	Qualification			
				Level 2 Award in support work in schools	Level 2 Certificate in supporting teaching and learning in schools	Level 2 Certificate in supporting the wider curriculum in schools	CWDC Level 2 Certificate for the children and young people's workforce *
TDA2.1	Child and young person development	2	TDA	3	3	3	3
TDA2.2	Safeguarding the welfare of children and young people	2	TDA	3	3	3	3
TDA2.3	Communication and professional relationships with children, young people and adults	2	TDA	3	3	3	
TDA2.4	Equality, diversity and inclusion in work with children and young people	2	TDA	3	3	3	
TDA2.5	Schools as organisations	2	TDA	3	3	3	
TDA3.2	Schools as organisations	3	TDA	3	3	3	

⁹ The Unit Owner References in this document correspond directly to those which are displayed on NDAQ and can be used to confirm that the correct Framework unit is being viewed

TDA2.6	Help improve own team practice in schools	2	TDA		3		
TDA2.7	Maintain and support relationships with children and young people	2	TDA		3	3	3
TDA2.8	Support children and young people's health and safety	2	TDA		3	3	
TDA2.9	Support children and young people's positive behaviour	2	TDA		3	3	3
TDA2.10	Support learning activities	2	TDA		3		
TDA2.11	Contribute to supporting bilingual learners	2	TDA		3		
TDA3.9	Invigilate tests and examinations	3	TDA		3		
TDA2.12	Prepare and maintain learning environments	2	TDA		3		
TDA2.13	Provide displays in schools	2	TDA		3		
TDA3.7	Support assessment for learning	3	TDA		3		
TDA2.14	Support children and young people at meal or snack times	2	TDA		3	3	3
TDA2.15	Support children and young people with disabilities and special educational leads	2	TDA		3		3
TDA2.16	Support children and young people's play and leisure	2	TDA		3	3	3
TDA2.17	Support children and young people's travel outside of the setting	2	TDA		3	3	
TDA2.18	Support extra-curricular activities	2	TDA		3	3	

TDA2.18	Support the use of information and communication technology for teaching and learning	2	TDA		3		
HSC 2028	Move and position individuals	2	SfCD		3		
HSC 2001	Provide support for therapy sessions	2	SfCD		3		

Annex D – Level 3 Unit Matrix (List of Framework Units)

The table below lists all the Framework units in the Level 3 STL qualifications and shows the qualification(s) in which they appear.

The table includes the Level 3 qualification developed by the Children's Workforce Development Council* (CWDC) which shares a number of units with the TDA's Framework qualifications at this level.

Unit Owner Reference	Unit Name	Unit Level	Owning Sector Skills Council /Sector Body	Qualification				
				Level 3 Award in supporting teaching and learning in schools	Level 3 Certificate in supporting teaching and learning in schools	Level 3 Certificate in cover supervision	Level 3 Diploma in specialist support for teaching and learning in schools	CWDC Level 3 Diploma for the children and young people's workforce *
TDA3.1	Communication and professional relationships with children, young people and adults	3	TDA	3	3	3	3	
TDA3.2	Schools as organisations	3	TDA	3	3	3	3	
CYP Core 3.1	Understand child and young person development	3	CWDC	3	3	3	3	3
CYP Core 3.3	Understand how to safeguard the wellbeing of children and young people	3	CWDC	3	3	3	3	3
TDA3.3	Support learning activities	3	TDA		3		3	
TDA3.4	Promote children and young people's positive behaviour	3	TDA		3	3	3	

TDA3.5	Develop professional relationships with children, young people and adults	3	TDA		3	3	3	
TDA3.6	Promote equality, diversity and inclusion in work with children and young people	3	TDA		3	3	3	
TDA3.7	Support assessment for learning	3	TDA		3		3	
SfCD Shared Core 3	Engage in personal development in health, social care or children's and young people's settings	3	SfCD		3	3	3	
CYP Core 3.4	Support children and young people's health and safety	3	SfCD		3		3	
TDA3.8	Supervise whole class learning activities	3	TDA			3		
TW3	Team working	3	ASDAN			3	3	
TDA3.10	Plan and deliver learning activities under the direction of a teacher	3	TDA				3	
TDA3.11	Support literacy development	3	TDA				3	
TDA3.12	Support numeracy development	3	TDA				3	
TDA3.13	Support teaching and learning in a curriculum area	3	TDA				3	
TDA3.14	Support delivery of the 14 - 19 curriculum	3	TDA				3	
TDA3.15	Provide literacy and numeracy support	3	TDA				3	
TDA3.16	Support gifted and talented learners	3	TDA				3	
EYMP 5	Support children's speech, language and communication	3	SfCD				3	

TDA3.17	Support bilingual learners	3	TDA				3	
TDA3.18	Provide bilingual support for teaching and learning	3	TDA				3	
TDA3.19	Support disabled children and young people and those with special needs	3	TDA				3	
TDA 3.20	Support children and young people with behaviour, emotional and social development needs	3	TDA				3	
TDA3.21	Support learners with cognition and learning needs	3	TDA				3	
TDA3.22	Support learners with communication and interaction needs	3	TDA				3	
TDA3.23	Support learners with sensory and/or physical needs	3	TDA				3	
HSC 2015	Support individuals to meet personal care needs	3	SfCD				3	
TDA3.24	Support children and young people during transitions in their lives	3	TDA				3	
CYPOP 10	Develop interviewing skills for work with children and young people	3	SfCD				3	
CYPOP 44	Facilitate the learning and development of children and young people through mentoring	3	SfCD				3	
CYPOP	Improving the attendance of children and young people in statutory education	3	SfCD				3	
SCMP2	Promote the well being and resilience of children and young people	3	SfCD				3	
CYPOP 9	Provide information and advice to young people	3	SfCD				3	
LDSSMP1	Support children and young people to achieve their education potential	3	SfCD				3	

LDSSMP2	Support children and young people to make positive changes in their lives	3	SfCD				3	
YP010-03 S	Support young people in relation to sexual health and risk of pregnancy	3	SfJ				3	
CYPOP 8	Support young people to develop, implement and review a plan of action	3	SfCD				3	
YP007-03	Support young people who are socially excluded from school	3	SfJ				3	
TDA2.20	Assist in the administration of medication	2	TDA				3	
TDA3.9	Invigilate tests and examinations	3	TDA				3	
TDA3.25	Lead an extra-curricular activity	3	TDA				3	
TDA3.26	Maintain learner records	3	TDA				3	
TDA3.27	Monitor and maintain curriculum resources	3	TDA				3	
TDA3.28	Organise travel for children and young people	3	TDA				3	
TDA3.29	Supervise children and young people on journeys, visits and activities outside of the setting	3	TDA				3	
LLUK/PSA	Work in partnership with parents to engage them with their children's learning and development in school	3	LLUK				3	
TDA3.30	Work with other practitioners to support children and young people	3	TDA				3	
D5	Plan, allocate and monitor work of a team	3	MSC				3	
B6	Provide leadership and direction for own area of responsibility	4	MSC				3	

85	Set objectives and provide support for team members	3	MSC				.. /
07	Support learning and development within own area of responsibility	4	MSC				.. /

Annex E – STL NOS Links with Framework Units

The table below shows the National Occupational Standards (NOS) in Supporting Teaching and Learning and the new Framework unit(s) drawn from them. Not every Framework unit draws on specific NOS. Framework units in italics are not drawn directly from the NOS they are displayed against, however they are closely related.

STL NOS Ref.	Title of STL NOS	Framework Unit Owner Reference	Framework Unit Title
1	Provide support for learning activities	TDA2.10	Support learning activities
2	Support children's development	TDA2.1	Child and young person
3	Help to keep children safe	TDA2.2	Safeguarding the welfare of children and young
		TDA2.8	Support children and young people's health and
		TDA2.9	Support children and young people's positive
4	Contribute to positive relationships	TDA2.7	Maintain and support relationships with children and
5	Provide effective support for your colleagues	TDA2.6	Help improve own and team practice in
6	Support literacy and numeracy activities	TDA2.10	Support learning activities
7	Support the use of information and communication technology for teaching and learning	TDA2.19	Support the use of information and communication technology for teaching and learning
8	Use information and communication technology to support pupils' learning	TDA2.10	Support learning activities
		TDA3.3	Support learning activities
		TDA3.8	Supervise whole class learning activities
9	Observe and report on pupil performance	TDA2.10	Support learning activities
10	Support children's play and learning	TDA2.16	<i>Support children and young people's play and</i>
11	Contribute to supporting bilingual/multilingual pupils	TDA2.11	Contribute to supporting bilingual learners
12	Support a child with disabilities or special educational needs	TDA2.15	Support children and young people with disabilities and special educational needs
13	Contribute to moving and handling individuals	HSC 2028	Move and position individuals in accordance with their plan of
14	Support individuals during therapy sessions	HSC 2001	Provide support for therapy sessions
15	Support children and young people's play	TDA2.15	Support children and young people with disabilities and special

STL NOS Ref.	Title of STL NOS	Framework Unit Owner Reference	Framework Unit Title
16	Provide displays	TDA2.13	Provide displays in school
17	Invigilate tests and examinations	TDA3.9	Invigilate tests and examinations
18	Support pupils' learning activities	TDA3.3	Support learning activities
		TDA3.6	Promote equality, diversity and inclusion in work with children and young people
		TDA3.8	Supervise whole class learning activities
19	Promote positive behaviour	TDA2.9	Support children and young people's positive
		TDA3.4	Promote children and young people's positive
20	Develop and promote positive relationships	TDA3.1	Communication and professional relationships with children, young people and
		TDA3.5	Develop professional relationships with children, young people and adults
		TDA3.30	Work with other practitioners to support children and young
		EYMP 5	Support children's speech, language and
21	Support the development and effectiveness of work teams	TW3	<i>Team working</i>
22	Reflect on and develop practice	TDA2.6	<i>Help improve own and team practice in</i>
23	Plan, deliver and evaluate teaching and learning activities under the direction of a teacher	TDA3.6	Promote equality, diversity and inclusion in work with children and
		TDA3.10	Plan and deliver learning activities under the direction of
24	Contribute to the planning and evaluation of teaching and learning activities	TDA3.10	<i>Plan and deliver learning activities under the direction of a teacher</i>
25	Support literacy development	TDA3.11	<i>Support literacy development</i>
26	Support numeracy development	TDA3.12	<i>Support numeracy development</i>
27	Support implementation of the early years curriculum	TDA3.13	<i>Support teaching and learning in a curriculum area</i>
28	Support teaching and learning in a subject area	TDA3.13	<i>Support teaching and learning in a curriculum area</i>
29	Observe and promote pupil performance and development	TDA3.3	<i>Support learning activities</i>
30	Contribute to assessment for learning	TDA3.7	<i>Support assessment for learning</i>
31	Prepare and maintain the learning environment	TDA2.12	<i>Prepare and maintain learning</i>

STL NOS Ref.	Title of STL NOS	Framework Unit Owner Reference	Framework Unit Title
32	Promote the transfer of learning from outdoor experiences	TDA3.25	<i>Lead an extra-curricular activity</i>
33	Provide literacy and numeracy support to enable pupils to access the wider curriculum	TDA3.15	<i>Provide literacy and numeracy support</i>
34	Support gifted and talented pupils	TDA3.16	<i>Support gifted and talented learners</i>
35	Support bilingual/multilingual pupils	TDA3.17	<i>Support bilingual learners</i>
36	Provide bilingual/multilingual support for teaching and learning	TDA3.18	<i>Provide bilingual support for teaching and</i>
37	Contribute to the prevention and management of challenging behaviour in children and young people	TDA3.4	<i>Promote children and young people's positive behaviour</i>
38	Support children with disabilities or special educational needs and their families	TDA2.15	<i>Support children and young people with disabilities and special educational needs</i>
		TDA 3.6	<i>Promote equality, diversity and inclusion in work with children and young people</i>
		TDA3.19	<i>Support disabled children and young people and those with special educational needs</i>
39	Support pupils with communication and interaction needs	TDA3.22	<i>Support learners with communication and interaction</i>
40	Support pupils with cognition and learning needs	TDA3.20	<i>Support children and young people with behaviour, emotional and social</i>
		TDA3.21	<i>Support learners with cognition and learning needs</i>
41	Support pupils with behaviour, emotional and social development needs	TDA3.20	<i>Support children and young people with behaviour, emotional and social</i>
42	Support pupils with sensory and/or physical needs	TDA3.23	<i>Support learners with sensory and/or</i>
43	Assist in the administration of medication	TDA2.20	<i>Assist in the administration of medication</i>
44	Work with children and young people with additional requirements to meet their personal support needs	HSC 2015	<i>Support individuals to meet personal care needs</i>
45	Promote children's well-being and resilience	SCMP2	<i>Promote the wellbeing and resilience of children and young</i>
46	Work with young people to safeguard their welfare	CYP Core 3.3	<i>Understand how to safeguard the wellbeing of children and young</i>

STL NOS Ref.	Title of STL NOS	Framework Unit Owner Reference	Framework Unit Title
47	Enable young people to be active citizens	LDSSMP2	<i>Support children and young people to make positive changes in their</i>
48	Support young people in tackling problems and taking action	CYPOP 8	<i>Support young people to develop, implement and review a plan of</i>
49	Support children and young people during transitions in their lives	TDA3.24	<i>Support children and young people during transitions in their lives</i>
50	Facilitate children and young people's learning and development through mentoring	CYPOP 44	<i>Facilitate the learning and development of children and young</i>
51	Contribute to improving attendance	CYPOP 43	<i>Improving the attendance of children and young people in statutory</i>
52	Support children and families through home visiting	LLUK/PSA	<i>Work in partnership with parents to engage them with their children's learning and</i>
53	Lead an extra-curricular activity	TDA2.18	<i>Support extra-curricular activities</i>
		TDA3.25	<i>Lead an extra-curricular activity</i>
54	Plan and support self-directed play	TDA2.16	<i>Support children and young people's play</i>
55	Contribute to maintaining pupil records	TDA3.26	<i>Maintain learner records</i>
56	Monitor and maintain curriculum resources	TDA3.27	<i>Monitor and maintain curriculum</i>
57	Organise cover for absent colleagues	D5	<i>Plan, allocate and monitor work of a team</i>
58	Organise and supervise travel	TDA3.24	<i>Support children and young people during transitions in</i>
		TDA3.28	<i>Organise travel for children and</i>
		TDA3.29	<i>Supervise children and young people on journeys, visits and</i>
59	Escort and supervise pupils on educational visits and out-of-school activities	TDA2.17	<i>Support children and young people's travel outside of</i>
		TDA3.29	<i>Supervise children and young people on journeys, visits and</i>
60	Liaise with parents, carers and families	LLUK/PSA	<i>Work in partnership with parents to engage them with their children's learning and</i>
61	Provide information to aid policy formation and the improvement of practices and provision	TDA3.2	<i>Schools as organisations</i>

STL NOS Ref.	Title of STL NOS	Framework Unit Owner Reference	Framework Unit Title
62	Develop and maintain working relationships with other practitioners	TDA3.30	<i>Work with other practitioners to support children and young people</i>
63	Provide leadership for your team	B6	<i>Provide leadership and direction for own area of</i>
64	Provide leadership in your area of responsibility	B6	<i>Provide leadership and direction for own area of</i>
65	Allocate and check work in your team	D5	<i>Plan, allocate and monitor work of a team</i>
66	Lead and motivate volunteers	B6	<i>Provide leadership and direction for own area of</i>
67	Provide learning opportunities for colleagues	D7	<i>Support learning and development within own area</i>
68	Support learners by mentoring in the workplace	CYPOP 44	<i>Facilitate the learning and development of children and young people through</i>
69	Support competence achieved in the workplace	D7	<i>Support learning and development within own area</i>

Annex F – Framework Units Links with STL NOS

The table below lists the Framework units and shows the NOS unit(s) on which they draw.

Framework Unit Owner Reference	Framework Unit Title	Framework Unit Owner	STL NOS Ref.	Title of STL NOS
TDA2.1	Child and young person	TDA	2	Support children's
TDA2.2	Safeguarding the welfare of children and young	TDA	3	Help to keep children safe
TDA2.6	Help improve own and team practice in schools	TDA	5	Provide effective support for your colleagues
		TDA	22	Reflect on and develop
TDA2.7	Maintain and support relationships with children and young	TDA	4	Contribute to positive relationships
TDA2.8	Support children and young people's health	TDA	3	Help to keep children safe
TDA2.9	Support children and young people's positive behaviour	TDA	3	Help to keep children safe
		TDA	19	Promote positive behaviour
TDA2.10	Support learning activities	TDA	1	Provide support for learning
		TDA	6	Support literacy and numeracy
		TDA	8	Use information and communication technology to support pupil's learning
		TDA	9	Observe and report on pupil performance
TDA2.11	Contribute to supporting	TDA	11	Contribute to supporting bilingual/multilingual
TDA2.12	Prepare and maintain learning	TDA	31	Prepare and maintain the learning
TDA2.13	Provide displays in schools	TDA	16	Provide displays
TDA2.15	Support children and young people with disabilities and special educational needs	TDA	12	Support a child with disabilities or special
		TDA	15	Support children and young people's
		TDA	38	Support children with disabilities or special development needs and
TDA2.16	Support children and young people's play and leisure	TDA	10	Support children's play and learning
		TDA	54	Plan and support self-directed play
TDA2.17	Support children and young people's travel outside of the	TDA	59	Escort and supervise pupils on educational visits and out-of-

Framework Unit Owner Reference	Framework Unit Title	Framework Unit Owner	STL NOS Ref.	Title of STL NOS
TDA2.18	Support extra-curricular	TDA	53	Lead an extra-curricular activity
TDA2.19	Support the use of information and communication technology for teaching	TDA	7	Support the use of information and communication technology for teaching and learning
TDA2.20	Assist in the administration of	TDA	43	Assist in the administration of medication
TDA3.1	Communication and professional relationships with children, young people	TDA	20	Develop and promote positive relationships
TDA3.2	Schools as organisations	TDA	61	Provide information to aid policy, formation and the improvement of practices and provision
TDA3.3	Support learning activities	TDA	8	Use information and communication technology to support pupils' learning
		TDA	18	Support pupil's learning activities
		TDA	29	Observe and promote pupil performance and development
TDA3.4	Promote children and young people's positive behaviour	TDA	19	Promote positive behaviour
		TDA	37	Contribute to the prevention and management of challenging behaviour in children and young people
TDA3.5	Develop professional relationships with children,	TDA	20	Develop and promote positive relationships
TDA3.6	Promote equality, diversity and inclusion in work with children and young people	TDA	18	Support pupil's learning activities
		TDA	23	Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
		TDA	38	Support children with disabilities or special development needs and their families
TDA3.7	Support assessment for learning	TDA	30	Contribute to assessment for learning
TDA3.8	Supervise whole class learning activities	TDA	8	Use information and communication technology to support pupils' learning
		TDA	18	Support pupil's learning activities
TDA3.9	Invigilate tests and	TDA	17	Invigilate tests and examinations

Framework Unit Owner Reference	Framework Unit Title	Framework Unit Owner	STL NOS Ref.	Title of STL NOS
TDA3.10	Plan and deliver learning activities under the direction of a teacher	TDA	23	Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
		TDA	24	Contribute to the planning and evaluation of teaching and learning activities
TDA3.11	Support literacy	TDA	25	Support literacy development
TDA3.12	Support numeracy	TDA	26	Support numeracy development
TDA3.13	Support teaching and learning in a curriculum area	TDA	27	Support implementation of the early years curriculum
		TDA	28	Support teaching and learning in a subject area
TDA3.15	Provide literacy and numeracy support	TDA	33	Provide literacy and numeracy support to enable pupils to access the wider curriculum
TDA3.16	Support gifted and talented	TDA	34	Support gifted and talented pupils
TDA3.17	Support bilingual learners	TDA	35	Support bilingual/multilingual pupils
TDA3.18	Provide bilingual support for teaching and learning	TDA	36	Provide bilingual/multilingual support for teaching and learning
TDA3.19	Support disabled children and young people and those with special	TDA	38	Support children with disabilities or special development needs and their families
TDA3.20	Support children and young people with behaviour, emotional and social development needs	TDA	40	Support pupils with cognition and learning needs
		TDA	41	Support pupils with behaviour, emotional and social development needs
TDA3.21	Support learners with cognition and learning	TDA	40	Support pupils with cognition and learning needs
TDA3.22	Support learners with communication	TDA	39	Support pupils with communication and interaction needs
TDA3.23	Support learners with sensory and/or physical needs	TDA	42	Support pupils with sensory and/or physical needs
TDA3.24	Support children and young people during transitions in their lives	TDA	49	Support children and young people during transitions in their lives
		TDA	58	Organise and supervise travel
TDA3.25	Lead an extra-curricular activity	TDA	32	Promote the transfer of learning from outdoor experiences
		TDA	53	Lead an extra-curricular activity

Framework Unit Owner Reference	Framework Unit Title	Framework Unit Owner	STL NOS Ref.	Title of STL NOS
TDA3.26	Maintain learner records	TDA	55	Contribute to maintaining pupil records
TDA3.27	Monitor and maintain curriculum	TDA	56	Monitor and maintain curriculum resources
TDA3.28	Organise travel for children and young	TDA	58	Organise and supervise travel
TDA3.29	Supervise children and young people on journeys, visits and activities outside of the setting	TDA	58	Organise and supervise travel
		TDA	59	Escort and supervise pupils on educational visits and out-of-school activities
TDA3.30	Work with other practitioners to support children and young people	TDA	20	Develop and promote positive relationships
		TDA	62	Develop and maintain working relationships with other practitioners
CYPOP 8	Support young people to develop, implement and	SfCD	48	Support young people in tackling problems and taking action
CYPOP 43	Improving attendance of children and young people in	SfCD	51	Contribute to improving attendance
CYPOP 44	Facilitate the learning and development of children and young people through mentoring	SfCD	50	Facilitate children and young people's learning and development through mentoring
		SfCD	68	Support learners by mentoring in the workplace
EYMP 5	Support children's speech, language and communication	SfCD	20	Develop and promote positive relationships
HSC 2001	Provide support for therapy	SfCD	14	Support individuals during therapy sessions
HSC 2015	Support individuals to meet personal care needs	SfCD	44	Work with children and young people with additional requirements to meet their personal support needs
HSC 2028	Move and position individuals in accordance with their	SfCD	13	Contribute to moving and handling individuals
LDSSMP2	Support children and young people to make positive changes in their	SfCD	47	Enable young people to be active citizens
SCMP2	Promote wellbeing and resilience of children and young people	SfCD	45	Promote children's well-being and resilience

Framework Unit Owner Reference	Framework Unit Title	Framework Unit Owner	STL NOS Ref.	Title of STL NOS
B6	Provide leadership and direction for own area of responsibility	MSC	63	Provide leadership for your team
		MSC	64	Provide leadership in your area of responsibility
		MSC	66	Lead and motivate volunteers
D5	Plan, allocate and monitor work of a team	MSC	57	Organise cover for absent colleagues
		MSC	65	Allocate and check work in your team
D7	Support learning and development within own area of responsibility	MSC	67	Provide learning opportunities for colleagues
		MSC	69	Support competence achieved in the workplace
CYP Core 3.3	Understand how to safeguard the wellbeing of	CWDC	46	Work with young people to safeguard their welfare
LLUK/PSA	Work in partnership with parents to engage them with their children's learning	LLUK	52	Support children and families through home visiting
		LLUK	60	Liaise with parents, carers and families
TW3	Team working	ASDAN	21	Support the development and effectiveness of work teams

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