

NCFE Level 2 Certificate in Supporting Teaching & Learning in Schools

Learner name:	
Learner registration number:	
Name of Organisation:	
Assessor/tutor name:	
UNIT SIGN OFF	
Learner signature:	Date:
I confirm that the answers given within this workbook are my own work.	
Assessor/tutor signature:	Date:
I confirm that the evidence in this workbook has been assessed against the assessment criteria for this unit and has judged for validity, authenticity, currency, reliability and sufficiency.	

Unit 1: (H/601/3305) Child and Young Person Development

Unit Purpose:

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect this development.

Questions:

1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: physical development, communication and intellectual development, social, emotional and behavioural development

Learning Outcome-1: Know the main stages of child and young person development

1.2 Describe, with examples, how different aspects of development can affect one another

Learning Outcome-1: Know the main stages of child and young person development

2.1 Describe, with examples, the kinds of influences that affect children and young people's development including: background, health, environment

Learning Outcome-2: Understand the kinds of influences that affect children and young people's development

2.2 Describe, with examples, the importance of recognising and responding to concerns about children and young people's development

Learning Outcome-2: Understand the kinds of influences that affect children and young people's development

3.1 Identify the transitions experienced by most children and young people

Learning Outcome-3: Understand the potential effects of transitions on children and young people's development

3.2 Identify transitions that only some children and young people may experience for example bereavement

Learning Outcome-3: Understand the potential effects of transitions on children and young people's development

3.3 Describe, with examples, how transitions may affect children and young people's behaviour and development

Learning Outcome-3: Understand the potential effects of transitions on children and young people's development

Unit 2 (F/601/3313): Communication and Professional Relationships with Children, Young People and Adults

Unit Purpose:

This unit aims to provide the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.

Questions:

1.1 Describe how to establish respectful, professional relationships with children and young people

Learning Outcome-1: Know how to interact with and respond to children and young people

1.2 Describe, with examples, how to behave appropriately for a child or young person's stage of development

Learning Outcome-1: Know how to interact with and respond to children and young people

1.3 Describe how to deal with disagreements between children and young people

Learning Outcome-1: Know how to interact with and respond to children and young people

1.4 Describe how own behaviour could promote effective interactions with children and young people, impact negatively on interactions with children and young people

Learning Outcome-1: Know how to interact with and respond to children and young people

2.1 Describe how to establish respectful, professional relationships with adults

Learning Outcome-2: Know how to interact with and respond to adults

2.2 Describe the importance of adult relationships as role models for children and young people

Learning Outcome-2: Know how to interact with and respond to adults

3.1 Describe how communication with children and young people differs across different age ranges and stages of development

Learning Outcome-3: Know how to communicate with children, young people and adults

3.2 Describe the main differences between communicating with adults and communicating with children and young people

Learning Outcome-3: Know how to communicate with children, young people and adults

3.3 Identify examples of communication difficulties that may exist

Learning Outcome-3: Know how to communicate with children, young people and adults

3.4 Describe how to adapt communication to meet different communication needs

Learning Outcome-3: Know how to communicate with children, young people and adults

3.5 Describe how to deal with disagreements between the practitioner and children and young people, the practitioner and other adults

Learning Outcome-3: Know how to communicate with children, young people and adults

4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information

Learning Outcome-4: Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this

Learning Outcome-4: Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

4.3 Identify the kinds of situations when confidentiality protocols must be breached

Learning Outcome-4: Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

Unit 3 (D/601/3321): Equality, Diversity and Inclusion in Work with Children and Young People

Unit Purpose:

This unit aims to provide knowledge and understanding of policies and practices used to promote equality, diversity and inclusion in work with children and young people.

Questions:

1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity

Learning Outcome-1: Understand the importance of promoting equality and diversity in work with children and young people

1.2 Describe the importance of supporting the rights of all children and young people to participation and equality of access

Learning Outcome-1: Understand the importance of promoting equality and diversity in work with children and young people

1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people

Learning Outcome-1: Understand the importance of promoting equality and diversity in work with children and young people

2.1 Describe ways in which children and young people can experience prejudice and discrimination

Learning Outcome-2: Understand the impact of prejudice and discrimination on children and young people

2.2 Describe the impact of prejudice and discrimination on children and young people

Learning Outcome-2: Understand the impact of prejudice and discrimination on children and young people

2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people

Learning Outcome-2: Understand the impact of prejudice and discrimination on children and young people

2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people

Learning Outcome-2: Understand the impact of prejudice and discrimination on children and young people

2.5 Describe how to challenge discrimination

Learning Outcome-2: Understand the impact of prejudice and discrimination on children and young people

3.1 Describe what is meant by inclusion and inclusive practices

Learning Outcome-3: Understand inclusion and inclusive practices in work with children and young people

3.2 Describe features of an inclusive setting for children and young people

Learning Outcome-3: Understand inclusion and inclusive practices in work with children and young people

3.3 Describe how inclusion works in own sector of the children's workforce

Learning Outcome-3: Understand inclusion and inclusive practices in work with children and young people

Unit 4 (T/601/7391): Help Improve Own and Team Practice in Schools

Unit Purpose:

This unit aims to provide the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.

Questions:

3.1 Describe why teamwork is important in schools

Learning Outcome-1: Understand the work of the team

3.2 Describe the purpose and objectives of the team in which they work

Learning Outcome-1: Understand the work of the team

3.3 Describe own role and responsibilities and those of others in the team

Learning Outcome-1: Understand the work of the team

3.4 Describe the importance of respecting the skills and expertise of other practitioners

Learning Outcome-1: Understand the work of the team

Unit 6 (K/601/3323): Safeguarding the Welfare of Children and Young People

Unit Purpose:

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Questions:

1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety

Learning Outcome-1: Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people

Learning Outcome-1: Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

2.1 Identify the signs and symptoms of common childhood illnesses

Learning Outcome-2: Know what to do when children or young people are ill or injured, including emergency procedures

2.2 Describe the actions to take when children or young people are ill or injured

Learning Outcome-2: Know what to do when children or young people are ill or injured, including emergency procedures

2.3 Identify circumstances when children and young people might require urgent medical attention

Learning Outcome-2: Know what to do when children or young people are ill or injured, including emergency procedures

2.4 Describe the actions to take in response to emergency situations including fires, security incidents, missing children or young people

Learning Outcome-2: Know what to do when children or young people are ill or injured, including emergency procedures

3.1 Identify the characteristics of different types of child abuse

Learning Outcome-3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

3.2 Describe the risks and possible consequences for children and young people of using the internet, mobile phones and other technologies

Learning Outcome-3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying

Learning Outcome-3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

3.4 Describe the actions to take in response to concerns that a colleague may be: failing to comply with safeguarding procedures, harming, abusing or bullying a child or young person

Learning Outcome-3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

3.5 Describe the principles and boundaries of confidentiality and when to share information

Learning Outcome-3: Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Unit 7 (T/601/7410): Support Children and Young People's Health and Safety

Unit Purpose:

This unit provides the knowledge and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.

Questions:

1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting

Learning Outcome-1: Know the legislative and policy framework for health and safety

Knowledge Questions: NCFE Level 2 Certificate in STLS

1.2 Describe how health and safety are monitored and maintained in the setting

Learning Outcome-1: Know the legislative and policy framework for health and safety

1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely

Learning Outcome-1: Know the legislative and policy framework for health and safety

1.4 Identify the lines of responsibility and reporting for health and safety in the setting



Learning Outcome-1: Know the legislative and policy framework for health and safety

Unit 8 (T/601/7407): Support Children and Young People's Positive Behaviour

Unit Purpose:

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Questions:

1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour

Learning Outcome-1: Know the policies and procedures of the setting for promoting children and young people's positive behaviour

Knowledge Questions: NCFE Level 2 Certificate in STLS

1.2 Describe, with examples, the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

Learning Outcome-1: Know the policies and procedures of the setting for promoting children and young people's positive behaviour

Unit 10 (T/601/3325): Schools as Organisations

Unit Purpose:

This unit aims to prepare learners for working in a school. It covers knowledge of the education sector, how schools are organised, legislation and policies relevant to schools, and schools' contribution to wider policies for children and young people.

Questions:

1.1 Identify the main types of state and independent schools

Learning Outcome-1: Know the different types of schools in the education sector

1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance

Learning Outcome-1: Know the different types of schools in the education sector

2.1 Describe roles and responsibilities of school governors, senior management team, other statutory roles, eg SENCO, teachers and support staff

Learning Outcome-2: Know how schools are organised in terms of roles and responsibilities

2.2 Describe the roles of external professionals who may work with a school, eg educational psychologist

Learning Outcome-2: Know how schools are organised in terms of roles and responsibilities

3.1 Define the meaning of aims and values

Learning Outcome-3: Understand how schools uphold their aims and values

3.2 Describe, with examples, how schools may demonstrate and uphold their aims

Learning Outcome-3: Understand how schools uphold their aims and values

3.3 Describe, with examples, how schools may demonstrate and uphold their values

Learning Outcome-3: Understand how schools uphold their aims and values

4.1 Identify the laws and codes of practice affecting work in schools

Learning Outcome-4: Know about the laws and codes of practice that affect work in schools

4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement

Learning Outcome-4: Know about the laws and codes of practice that affect work in schools

5.1 Describe why schools have policies and procedures

Learning Outcome-5: Know about the range and purpose of school policies and procedures

5.2 Identify the policies and procedures schools may have relating to staff, pupil welfare and teaching and learning

Learning Outcome-5: Know about the range and purpose of school policies and procedures

6.1 Identify the roles and responsibilities of national and local government for education policy and practice

Learning Outcome-6: Know about the wider context in which schools operate

6.2 Describe the role of schools in national policies relating to children, young people and families

Learning Outcome-6: Know about the wider context in which schools operate

6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Learning Outcome-6: Know about the wider context in which schools operate

Unit 16 (K/601/6500): Provide Displays in Schools

Unit Purpose:

This unit provides the knowledge, understanding and skills required to provide displays in schools. It requires demonstration of competence in designing, setting up, maintaining and dismantling displays as well as involving pupils in the design and development of displays.

Questions:

1.1 Describe the school policy for displays

Learning Outcome-1: Understand the school policy and procedures for displays

1.2 Describe the importance and purposes of displays in the school

Learning Outcome-1: Understand the school policy and procedures for displays

1.3 Describe how displays are used in the learning process

Learning Outcome-1: Understand the school policy and procedures for displays

1.4 Describe the requirements and procedures for carrying out a risk assessment for displays

Learning Outcome-1: Understand the school policy and procedures for displays