



**TRANSCEND**  
AWARDS

Transcend Level 3 Certificate  
for Teaching Assistants  
**Specialising in Physical  
Education**

**Qualification Pathway  
Unit Specification**

Version 01: 01 April 2020

**FAB**  
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# Qualification Pathway Unit Specification

Welcome			
<p>Welcome to the <b>Transcend Level 3 Certificate for Teaching Assistants Specialising in Physical Education</b> unit specification. This qualification is comprised of 6 units derived from the <b>Transcend Level 3 Certificate for Teaching Assistants</b> core mandatory units and three mandatory units from the <b>Specialising in PE pathway</b>. Learners are required to have successfully achieved the 6 units to be awarded the qualification certificate.</p>			
Mandatory Units: Core HLTA Role		Regulation no	Page
CU01	Duties of an ethical and effective higher level teaching assistant	R/618/0002	03
CU02	Driving educational standards as an ethical and effective school practitioner	Y/618/0003	05
CU03	Deployment expectations of an ethical and effective teaching assistant	D/618/0004	06
Mandatory Units: Physical Education Pathway			
PU01a	Driving standards through high quality physical education programmes	H/618/0005	07
PU01b	Deployment expectations in the quality design of physical education interventions for individuals	K/618/0006	08
PU01c	Deployment expectations in the quality design of physical education interventions for small groups	M/618/0007	10
Appendix			
Qualification Pathway Unit Specification Version Control			12

## Core Units: TA Role

Unit M01						
Unit title:		Duties of an ethical and effective teaching assistant			Unit Level	3
Unit aim:		The aim of this unit is to develop the learner's understanding of the duties of a teaching assistant in accordance with the <a href="#">Professional Standards for Teaching Assistants 2016</a> .				
Learning outcomes		Assessment criteria		Delivery content and Assessment Attainment Indicators	PS	Assessment
LO1	Understand the role of a teaching assistant	AC1.1	Reflect on ability to fulfil the role of a teaching assistant	Consider that a teaching assistant should support the quality design and delivery of inclusive activities for individuals and small groups	ALL	Professional Discussion
LO2	Understand responsibilities of the teaching assistant	AC2.1	Reflect on own personal and professional conduct	Consider that teaching assistants should uphold public trust in the education profession by: <ul style="list-style-type: none"> <li>• having proper and professional regard for the ethos, policies and practices of the school in which they work as professional member of staff.</li> <li>• demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.</li> <li>• having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.</li> <li>• upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.</li> <li>• committing to improve their own practice through self-evaluation and awareness</li> </ul>	PSTA 2016	PDP
		AC2.2	Reflect on ability to adhere to responsibilities associated with knowledge and understanding	Consider that teaching assistants are expected to: <ul style="list-style-type: none"> <li>• share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.</li> <li>• take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.</li> <li>• demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.</li> <li>• demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.</li> <li>• understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.</li> </ul>	PSTA 2016	PDP

Learning outcomes		Assessment criteria		Delivery content and Assessment Attainment Indicators	PS	Assessment
LO2	Understand responsibilities of the teaching assistant [continued]	AC2.3	Reflect on ability to adhere to responsibilities associated with teaching and learning	<p>Consider that teaching assistants are expected to:</p> <ul style="list-style-type: none"> <li>demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.</li> <li>promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.</li> <li>use effective behaviour management strategies consistently in line with the school's policy and procedures.</li> <li>contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress, as appropriate to the level of the role.</li> <li>communicate effectively and sensitively with pupils to adapt to their needs and support their learning.</li> </ul>	PSTA 2016	PDP
		AC2.4	Reflect on ability to adhere to responsibilities associated with working with others	<p>Consider that teaching assistants are expected to:</p> <ul style="list-style-type: none"> <li>recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.</li> <li>work with the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.</li> <li>understand their responsibility to share knowledge to inform planning and decision making.</li> <li>understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.</li> <li>communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.</li> <li>understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.</li> </ul>	PSTA 2016	PDP

CU02					
<b>Unit title:</b>		Driving educational standards as an ethical and effective school practitioner			<b>Unit Level</b> 4
<b>Unit aim:</b>		The aim of this unit is to develop the learner's ability to drive physical education standards and social change through contemporary learning theory, whole child development, physical literacy, integrated curriculum, and engagement with the Education Inspection Framework.			
Learning outcomes		Assessment criteria		Delivery Content and Assessment Attainment Indicators	Assessment
LO1	Understand how to drive educational standards through commitment to contemporary learning theory	AC1.01	Evaluate progress in learning theories and the impact on educational standards	Evaluate traditional learning theory Evaluate contemporary learning theory Evaluate benefits and limitations of learning theories in light of educational paradigm shifts	Placement profiling
		AC1.02	Evaluate the impact of the mastery approach to learning on children's development and on educational standards	Evaluate definition of mastery approach to learning Evaluate benefits of the mastery approach to learning on children's development Evaluate benefits of the mastery approach to learning on educational standards	Placement profiling
		AC1.03	Evaluate the impact of the mastery approach to assessment for children's development and educational standards	Evaluate definition of mastery approach to assessment including assessment for learning Evaluate definition of mastery approach to assessment including assessment of learning Evaluate benefits of mastery approach to assessment on children's development Evaluate benefits of mastery approach to assessment on educational standards	Placement profiling
LO2	Understand how to drive educational standards through inclusive whole child development and physical literacy	AC2.01	Evaluate the impact of whole child development on social change	Evaluate whole child development domains, models, and inclusive methods Evaluate the impact of inclusive whole child development on social change	Placement profiling
		AC2.02	Evaluate the impact of physical literacy on social change	Evaluate physical literacy definition and development methods Evaluate the impact of physical literacy on social change	Placement profiling
LO3	Understand how to drive educational standards through an integrated curriculum	AC3.01	Evaluate methods to support the integration of themes across the curriculum	Evaluate whole school collaboration on curriculum design Evaluate whole school review and impact analyses on learner progress Evaluate whole school benchmarking and impact analyses on learner progress	Placement profiling
LO4	Understand how to drive standards and social change through engagement with the inspection framework	AC4.01	Evaluate methods to align physical education curriculum to education inspection framework and impact on standards social change	Evaluate methods to embed elements of the EIF into practice Evaluate influence of EIF on educational standards Evaluate influence of EIF on social change	Placement profiling

CU03					
<b>Unit title:</b>		<b>Deployment expectations of an ethical and effective teaching assistant</b>		<b>Unit Level</b>	3
<b>Unit aim:</b>		The aim of this unit is to demonstrate the learner's ability to be effectively deployed as a teaching assistant in accordance with the <a href="#">professional standards for teaching assistants</a> .			
Learning outcomes		Assessment criteria		PSTA	Assessment
LO1	Be able to demonstrate outstanding personal and professional conduct	AC1.01	Demonstrate proper and professional regard for the ethos, policies and practices of the school	Theme 1	PDP
		AC1.02	Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community	Theme 1	PDP
		AC1.03	Demonstrate safeguarding of pupils' well-being	Theme 1	PDP
		AC1.04	Demonstrate ability to uphold values consistent with teachers by respecting individual differences and cultural diversity	Theme 1	PDP
		AC1.05	Demonstrate commitment to improvement in own practice through self-evaluation and awareness	Theme 1	PDP
LO2	Be able to demonstrate knowledge and understanding	AC2.01	Demonstrate shared ownership for maintaining up to date knowledge and understanding	Theme 2	PDP
		AC2.02	Demonstrate evidencable engagement in the development of skills, qualifications + experience required for TA role	Theme 2	PDP
		AC2.03	Demonstrate understanding of the needs of all pupils and adaptations in practice required to meet their needs	Theme 2	PDP
		AC2.04	Demonstrate a level of subject and curriculum knowledge relevant to teaching assistant role	Theme 2	PDP
		AC2.05	Demonstrate ability to fulfil role and responsibilities within the classroom and whole school context	Theme 2	PDP
LO3	Be able to demonstrate effective teaching to support learning	AC3.01	Demonstrate an informed and efficient approach to teaching and learning	Theme 3	PDP
		AC3.02	Demonstrate ability to support and facilitate inclusion by encouraging participation of all pupils	Theme 3	PDP
		AC3.03	Demonstrate ability to use effective behaviour management strategies consistently	Theme 3	PDP
		AC3.04	Demonstrate ability to contribute to effective assessment and planning	Theme 3	PDP
		AC3.05	Demonstrate ability to communicate effectively and sensitively with pupils to adapt to their needs and support their learning	Theme 3	PDP
		AC3.06	Demonstrate ability to maintain a stimulating and safe learning environment	Theme 3	PDP
LO4	Be able to demonstrate responsibilities associated with working with others	AC4.01	Demonstrate ability to recognise and respect the role and contribution of other professionals, parents and carers	Theme 4	PDP
		AC4.02	Demonstrate ability to work with the teacher to keep other professionals accurately informed of pupil performance, progress or concerns	Theme 4	PDP
		AC4.03	Demonstrate ability to share knowledge to inform planning and decision making	Theme 4	PDP
		AC4.04	Demonstrate ability work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers	Theme 4	PDP
		AC4.05	Demonstrate ability to communicate K+U of pupils across stakeholders to promote informed decision making on intervention + provision	Theme 4	PDP

## Pathway Units: Physical Education Specialist Role

Unit P01a						
Unit title:		Driving standards through design and delivery of high-quality physical education programmes				Unit Level 4
Unit aim:		The aim of this unit is to develop the learner's understanding of the national curriculum with a focus on PE. The learner will develop the ability to drive school standards through high quality physical education programmes that consider the national curriculum, school context and children's unique needs.				
Learning outcomes		Assessment criteria		Delivery Content and Assessment Attainment Indicators	NCPE <sup>1</sup>	Assessment
LO1	Understand quality design of primary physical education programmes	AC1.01	Evaluate the ability to align physical education programmes to national curriculum	Evaluate alignment to the national curriculum aims across key stages Evaluate alignment to the national curriculum for physical education aims Evaluate alignment to the national curriculum for physical education attainment targets Evaluate alignment to the national curriculum for physical education subject content	KS1 KS2 KS3 KS4	Presentation
		AC1.02	Evaluate the ability to align physical education programmes to school context	Evaluate alignment to school type, environment, and policy Evaluate alignment to school context [staff, facilities, equipment, and technology]	KS1 KS2 KS3 KS4	Presentation
		AC1.03	Evaluate the ability to align physical education programmes to children's needs	Evaluate alignment to the needs of children through enquiry and profiling Evaluate alignment to the needs of children considering PE progress and mastery needs Evaluate alignment to the needs of children considering whole child development domains Evaluate alignment to high expectations for all children considering their unique individual profiles	KS1 KS2 KS3 KS4	Presentation
LO2	Understand quality design and delivery of PE programmes aligned to the national curriculum	AC2.01	Evaluate the ability to develop children's knowledge, skills, and behaviours in physical education across all key stages	Evaluate methods, sports, and physical activities to deliver NC for PE at Key stage 1: FOM, FMS, FSS Evaluate methods, sports, and physical activities to deliver NC for PE at Key stage 2: FOM, FMS, FSS Evaluate methods, sports, and physical activities to deliver NC for PE at Key stage 3: FOM, FMS, FSS Evaluate methods, sports, and physical activities to deliver NC for PE at Key stage 4: FOM, FMS, FSS	KS1 KS2 KS3 KS4	Presentation
LO3	Understand the impact of quality physical education on social change	AC3.01	Reflect on ability to influence social change through high quality physical education	Evaluate the impact on the whole child Evaluate the impact on school standards Evaluate the impact on the local community Evaluate the impact on society and social change	KS1 KS2 KS3 KS4	Presentation

<sup>1</sup> National curriculum for physical education

Unit P01b				
<b>Unit title:</b>		Deployment expectations in the design and delivery of high-quality physical education interventions for individuals		<b>Unit Level</b> 3
<b>Unit aim:</b>		The aim of this unit is to enable the learner to demonstrate their ability to design and deliver high quality primary physical education programmes to whole classes across key stages.		
<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Assessment</b>
LO1	Be able to plan and prepare safe, inclusive, and progressive PE lessons for individuals	AC1.01	Demonstrate ability to plan progressive lessons aligned to the national curriculum, school context, teachers schemes and individual's profiles	Programming
		AC1.02	Demonstrate ability to plan progressive lessons which effectively consider the individual's safety, inclusion and positive learning environment	Programming
		AC1.03	Demonstrate ability to plan progressive lessons which effectively consider the individual's whole child development + physical education mastery	Programming
		AC1.04	Demonstrate ability to plan progressive lessons which enable continuity, progression, and a realistic pace of learning for the individual	Programming
		AC1.05	Demonstrate ability to plan a safe environment for the individual considering facility, equipment, risk assessment and reporting	Programming
LO2	Be able to deliver safe, inclusive, and progressive PE lessons for individuals	AC2.01	Demonstrate professional practice, ability to introduce lessons, the objectives, agree learning outcomes and ground rules for the individual	Programming
		AC2.02	Demonstrate ability to deliver progressive physical education within a safe, inclusive learning environment, managing the individual's behaviours	Programming
		AC2.03	Demonstrate ability to deliver progressive physical education lessons that develop the individual from the whole child perspective	Programming
		AC2.04	Demonstrate ability to deliver progressive physical education lessons that develop the individual's mastery against PE standards	Programming
		AC2.05	Demonstrate ability to deliver progressive physical education lessons that develop the individual's confidence and competence	Programming
		AC2.06	Demonstrate ability to deliver progressive physical education lessons that develop the individual's communication and collaboration	Programming
		AC2.07	Demonstrate ability to deliver progressive physical education lessons that develop individual's cooperation and fair competition	Programming
		AC2.08	Demonstrate ability to deliver progressive physical education lessons that develop individual's creativity	Programming
		AC2.08	Demonstrate ability to deliver progressive physical education lessons that develop individual's technical and tactical capabilities	Programming
		AC2.09	Demonstrate ability to deliver progressive physical education lessons that engage and increasingly challenge the individual	Programming
		AC2.10	Demonstrate ability to deliver progressive physical education lessons that influence the individual's physical literacy	Programming
		AC2.11	Demonstrate ability to monitor the individual's sustainable development using effective assessment for learning methods	Programming
		AC2.12	Demonstrate ability to communicate effectively, engage in continuous feedback + lesson adaptation for the individual's safety and inclusion	Programming
		AC2.13	Demonstrate ability to communicate effectively, engage in continuous feedback + lesson adaptation for the individual's whole child development	Programming



Learning outcomes		Assessment criteria		Assessment
LO3	Be able to evaluate safe, engaging and progressive PE lessons for individuals	AC3.01	Demonstrate ability to evaluate progressive lessons aligned to the national curriculum, school context, teachers schemes and individual profiles	Programming
		AC3.02	Demonstrate ability to evaluate progressive lessons which effectively consider the individual's safety, inclusion and positive learning environment	Programming
		AC3.03	Demonstrate ability to evaluate progressive lessons which effectively consider the individual's whole child development	Programming
		AC3.03	Demonstrate ability to evaluate progressive lessons which effectively consider the individual's physical education mastery	Programming
		AC3.04	Demonstrate ability to evaluate progressive lessons which enable continuity, progression, and a realistic pace of learning for the individual	Programming
		AC3.05	Demonstrate ability to evaluate a safe environment for the individual considering facility, equipment, risk assessment and reporting	Programming

Unit P01c				
<b>Unit title:</b>		Deployment expectations in the design and delivery of high-quality physical education interventions for small groups		Unit Level 3
<b>Unit aim:</b>		The aim of this unit is to enable the learner to demonstrate their ability to design and deliver high quality primary physical education programmes to small groups.		
Learning outcomes		Assessment criteria		Assessment
LO1	Be able to plan and prepare safe, inclusive, and progressive PE lessons for small groups	AC1.01	Demonstrate ability to plan progressive lessons aligned to the national curriculum, school context, teachers schemes and small group's profiles	Programming
		AC1.02	Demonstrate ability to plan progressive lessons which effectively consider the small group's safety, inclusion and positive learning environment	Programming
		AC1.03	Demonstrate ability to plan progressive lessons which effectively consider the small group's whole child development + physical education mastery	Programming
		AC1.04	Demonstrate ability to plan progressive lessons which enable continuity, progression, and a realistic pace of learning for the small group	Programming
		AC1.05	Demonstrate ability to plan a safe environment for the small group considering facility, equipment, risk assessment and reporting	Programming
LO2	Be able to deliver safe, inclusive, and progressive PE lessons for small groups	AC2.01	Demonstrate professional practice, ability to introduce lessons, the objectives, agree learning outcomes and ground rules for the small group	Programming
		AC2.02	Demonstrate ability to deliver progressive physical education within a safe, inclusive learning environment, managing the small group's behaviours	Programming
		AC2.03	Demonstrate ability to deliver progressive physical education lessons that develop the small group from the whole child perspective	Programming
		AC2.04	Demonstrate ability to deliver progressive physical education lessons that develop the small group mastery against PE standards	Programming
		AC2.05	Demonstrate ability to deliver progressive physical education lessons that develop the small group confidence and competence	Programming
		AC2.06	Demonstrate ability to deliver progressive physical education lessons that develop the small group communication and collaboration	Programming
		AC2.07	Demonstrate ability to deliver progressive physical education lessons that develop small group cooperation and fair competition	Programming
		AC2.08	Demonstrate ability to deliver progressive physical education lessons that develop small group creativity	Programming
		AC2.08	Demonstrate ability to deliver progressive physical education lessons that develop small group technical and tactical capabilities	Programming
		AC2.09	Demonstrate ability to deliver progressive physical education lessons that engage and increasingly challenge the small group	Programming
		AC2.10	Demonstrate ability to deliver progressive physical education lessons that influence the small group physical literacy	Programming
		AC2.11	Demonstrate ability to monitor the small group's sustainable development using effective assessment for learning methods	Programming
		AC2.12	Demonstrate ability to communicate effectively, engage in continuous feedback + lesson adaptation for the small group's safety and inclusion	Programming
		AC2.13	Demonstrate ability to communicate effectively, engage in continuous feedback + lesson adaptation for the small group's whole child development	Programming

Learning outcomes		Assessment criteria		Assessment
LO3	Be able to evaluate safe, engaging and progressive PE lessons for small groups	AC3.01	Demonstrate ability to evaluate progressive lessons aligned to the national curriculum, school context, teachers schemes and small group's profiles	Programming
		AC3.02	Demonstrate ability to evaluate progressive lessons which effectively consider the small group's safety, inclusion + positive learning environment	Programming
		AC3.03	Demonstrate ability to evaluate progressive lessons which effectively consider the small group's whole child development	Programming
		AC3.03	Demonstrate ability to evaluate progressive lessons which effectively consider the small group's physical education mastery	Programming
		AC3.04	Demonstrate ability to evaluate progressive lessons which enable continuity, progression, and a realistic pace of learning for the small group	Programming
		AC3.05	Demonstrate ability to evaluate the environment for the small group considering facility, equipment, safety, risk assessment and reporting	Programming

## Appendix: Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication	Details
<b>Version 01</b>	01 Apr 2020	<b>Publication 01</b>