



## Early Years Lead Practitioner Apprenticeship



**This occupation is found in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.**

The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice. They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies. In their daily work, an employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies.

### Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

### Duration

Typically this apprenticeship will take 24 months.

### Level

This apprenticeship standard is set at level 5.

### Professional Recognition

This standard aligns with the criteria for Level 3 Early Years qualifications for Early Years Educator.

### Functional Skills

Employees without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Industry Specific Requirements

Undertake the Disclosure and Barring Service process and provide the result.

### End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

### C2C Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The C2C Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

For more information contact us at:

**0800 954 2803**

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## Occupation duties

Duty	Description	KSBs
<b>Duty 1</b>	Promote the health and well-being of all children, self-regulation and resilience through learning rich environments, opportunities for challenging play and a healthy attitude towards risk taking.	K1 K2 K3 K4 K6 K7 K8 K9 K11 K14 K15 K16 K17 K18 K19 K20 K21 S1 S2 S4 S6 S10 S15 S16 S17 S18 S19 S21 S22 S23 B1 B2 B3 B4 B5 B6 B8
<b>Duty 2</b>	Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations in order to facilitate and extend deep level learning.	K1 K2 K3 K7 K8 K9 K10 K11 K12 K13 K14 K15 K17 K18 K19 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S12 S13 S14 S15 S18 S23 B1 B3 B4 B6 B7 B8
<b>Duty 3</b>	Participate in and lead daily routines and practice, including children's personal care, play and maintaining the physical environment.	K1 K2 K3 K4 K7 K9 K10 K11 K15 K17 K20 S3 S4 S6 S7 S8 S9 S10 S17 S19 S2 B3 B4 B5 B6 B7 B8
<b>Duty 4</b>	To be an effective key person and advocate for the child, supporting the child's developmental, emotional and daily needs within a secure and caring relationship. To ensure the effectiveness of the key person approach across the aspect or environment for which they are responsible.	K1 K2 K3 K4 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K19 K20 K21 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S15 S16 S17 S18 S19 S20 S21 S22 S23 S25 B1 B2 B3 B4 B5 B6 B7 B8 B9
<b>Duty 5</b>	To take the lead and provide support in disseminating best practice in the use of observation, assessments and planning to meet children's needs and extend their holistic development within the aspect or environment for which they are responsible.	K1 K2 K3 K6 K7 K8 K9 K10 K11 K12 K13 K15 K18 K19 K21 S1 S2 S3 S4 S5 S6 S7 S8 S9 S12 S13 S14 S15 S16 S18 S20 S23 B1 B2 B3 B4 B5 B6 B7 B8 B9
<b>Duty 6</b>	Promote, demonstrate and facilitate a clear understanding of diversity and equality to support all children, including those with additional needs, those of high ability, those with English as an additional language and those with disabilities. To be able to use and evaluate distinctive approaches which engage and support inclusivity of all children within their social and cultural context.	K1 K2 K3 K4 K5 K6 K7 K8 K11 K13 K14 K15 K16 K17 K18 K19 K20 K21 S1 S2 S3 S4 S5 S6 S8 S10 S11 S12 S13 S15 S16 S18 S19 S20 S21 S22 S23 S25 B1 B2 B3 B4 B5 B6 B7 B8 B9
<b>Duty 7</b>	Ensure full compliance with all safeguarding legislation, policies and strategies at a national, local and setting based level are promoted, implemented and embedded respectfully within practice, providing appropriate support to colleagues as, or supporting, the Designated Safeguarding Lead.	K1 K3 K4 K5 K6 K7 K8 K16 K17 K18 K19 K20 K21 S2 S10 S11 S16 S18 S20 S21 S22 S23 S24 S25 B1 B2 B3 B5 B6 B9
<b>Duty 8</b>	Demonstrate leaderful practice through the effective deployment of resources and practitioners keeping the child's voice and needs central to practice.	K1 K2 K3 K4 K8 K9 K10 K11 K12 K13 K15 K16 K17 K18 K19 S2 S3 S5 S10 S14 S15 S17 S18 S21 S22 S23 S25 B1 B2 B3 B5 B6 B7 B8 B9
<b>Duty 9</b>	Reflect and build on practice through ongoing professional enquiry and action research to contribute to the pedagogical approach of their setting. To be accountable for day to day practice, longer term planning, management and training within the specific aspect or environment for which they are responsible.	K2 K3 K4 K6 K7 K8 K9 K10 K11 K12 K13 K15 K16 K17 K18 S1 S2 S3 S4 S5 S6 S7 S9 S10 S14 S15 S18 S19 S21 S23 B1 B2 B3 B4 B5 B6 B7 B8 B9
<b>Duty 10</b>	Establish engaging, inclusive and collaborative relationships and participate in multi agency meetings. Enable and facilitate practitioners to develop professional relationships with parents, carers and multi-agencies to meet the individual needs of the children.	K1 K2 K3 K5 K7 K8 K14 K15 K16 K17 K18 K19 S2 S4 S11 S13 S17 S18 S20 S21 S22 S23 S24 S25 B1 B2 B3 B5 B6 B9
<b>Duty 11</b>	Commit to becoming a reflective practitioner, enhancing skills and knowledge to improve pedagogical practice. Guide and support the development of the reflective practice of others.	K1 K3 K4 K5 K7 K9 K10 K11 K13 K17 K18 K19 K20 S14 S15 S21 B1 B2 B5 B6 B9

## Occupation duties

Duty	Description	KSBs
<b>Duty 12</b>	Initiate continuing professional development opportunities in response to identification of strengths and weaknesses both personally and within your team. Provide constructive feedback on points of practice on an informal day to day basis and contribute to formal performance management as necessary.	K11 K17 K18 K19 K20 S15 S16 S21 S22 S23 B2 B3 B5 B6 B9
<b>Duty 13</b>	Ensure compliance with all Health and Safety legislation, policies and strategies at a national, local and setting based level.	K10 K15 K16 K19 K20 S2 S5 S10 S17 S19 B1 B5
<b>Duty 14</b>	Maintain effective administrative systems including development records, assessment, report writing and record keeping, such as risk assessments and safeguarding concerns.	K1 K2 K3 K5 K8 K11 K12 K13 K14 K16 K19 K20 K21 S1 S3 S4 S11 S12 S13 S16 S18 S19 S20 S23 S24 B1 B5 B6
<b>Duty 15</b>	Work in collaborative partnership with parents and carers in the planning, implementation and review of strategies in place to support children's experience, holistic development, learning and progress.	K2 K3 K4 K7 K8 K10 K13 K14 K15 K16 K21 S1 S4 S5 S6 S8 S9 S11 S12 S14 S18 S19 S23 S24 S25 S26 B1 B3 B4 B7 B8 B9
<b>Duty 16</b>	To lead and manage across the area, aspect or environment for which they are responsible for.	K1 K2 K5 K7 K16 K17 K19 K20 K21 S2 S4 S10 S11 S13 S14 S15 S16 S18 S20 S21 S22 S23 S24 S25 S26 B1 B2 B3 B5 B6 B8 B9

## KSBs

Knowledge	
<b>K1</b>	Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.
<b>K2</b>	How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.
<b>K3</b>	Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.
<b>K4</b>	Current and contemporary schools of thought to enable respectful and nurturing personal care.
<b>K5</b>	Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.
<b>K6</b>	Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.
<b>K7</b>	Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.
<b>K8</b>	The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.
<b>K9</b>	The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.
<b>K10</b>	How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.
<b>K11</b>	A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.
<b>K12</b>	Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.
<b>K13</b>	How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.

## KSBs

### Knowledge

<b>K14</b>	Potential effects of transitions and schools of thought on how to successfully support children and their families.
<b>K15</b>	The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.
<b>K16</b>	How to promote inclusion, equality and diversity in the sector and why it is essential.
<b>K17</b>	Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.
<b>K18</b>	Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
<b>K19</b>	How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.
<b>K20</b>	The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.
<b>K21</b>	Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.

### Skills

<b>S1</b>	Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.
<b>S2</b>	Promote equality of opportunity and anti-discriminatory practice.
<b>S3</b>	Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
<b>S4</b>	Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.
<b>S5</b>	Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
<b>S6</b>	Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.
<b>S7</b>	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
<b>S8</b>	Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.
<b>S9</b>	Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.
<b>S10</b>	Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.
<b>S11</b>	Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.
<b>S12</b>	Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.
<b>S13</b>	Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.
<b>S14</b>	Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.
<b>S15</b>	Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.
<b>S16</b>	Use reflection to develop themselves both professionally and personally to enhance their practice.
<b>S17</b>	Plan, carry out and guide appropriate physical care routines for individual children.

## KSBs

Skills	
<b>S18</b>	Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.
<b>S19</b>	Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.
<b>S20</b>	Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.
<b>S21</b>	Ensure the security and confidentiality of data, records and information in line with current legislation.
<b>S22</b>	Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.
<b>S23</b>	Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.
<b>S24</b>	Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.
<b>S25</b>	Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.
<b>S26</b>	Explore and understand, challenge and question; knowing when to act to safeguard and protect children.
Behaviours	
<b>B1</b>	Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.
<b>B2</b>	Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.
<b>B3</b>	Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.
<b>B4</b>	Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.
<b>B5</b>	Positive and proactive member of the team, being assertive and exercising diplomacy.
<b>B6</b>	Reflective practitioner.
<b>B7</b>	Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.
<b>B8</b>	Flexible and adaptable; responding to children's spontaneous activities.
<b>B9</b>	Receptive and open to challenge and constructive criticism.

# Independent End Point Assessment

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may

take advice from C2C, but the decision must ultimately be made solely by the employer. For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

## Summary of independent end point assessment process

The synoptic end point assessment will include three distinct components. Firstly, the completion of an observation with questions, secondly, a professional discussion underpinned by a portfolio of evidence and finally a case study with a report and presentation and questioning. These assessment

methods can be delivered in any order. The assessment will demonstrate that the apprentice can apply their knowledge, skills and behaviours in an integrated way and will satisfy the requirements for the award of an apprenticeship certificate.

### Observation with questions

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work, as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.



### Professional discussion underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. The apprentice leads the discussion. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.



### Case study with report and presentation and questioning

The assessment method is the completion of a case study and the outcome will be a case study report and presentation. The case study report will be based on a case study that the apprentice has done with an individual child or group of children. The case study report should include an analysis of observations the apprentice has made. The presentation will complement the report by allowing the apprentice the opportunity to provide more information about the report and to answer questions on it.

A case study must be based on a real-life workplace situation which involves the apprentice completing a relevant and defined piece of work. The work must have a real benefit to the children or setting the apprentice is working in.



#### Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

**The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.**



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