

Course Title

# Early Years Lead Practitioner



Qualification Level : 5

Duration: 24 months

Value: £8,000

Repayment Cost

Non-Levy Employer

5% employer contribution = £400 + VAT

Levy Employer

On Programme: £6,400 (80%)

End Point Assessment: £1,600 (20%)

Total Cost = £8,000

## OVERVIEW

The Early Years Lead Practitioner will 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 supervision, 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.

## ENTRY REQUIREMENTS

- Current DBS

## MODULES

### Technical Knowledge & Skills

- Promote the health, well-being of all children, self-regulation and resilience through rich learning environments, opportunities for challenging play, healthy attitude towards risk taking
- Provide playful, sensitive interaction opportunities that reflect children's needs, interests, motivations and extend deep level learning
- Participate in and lead daily routines and practice, including children's personal care, play, maintaining the physical environment
- Be an effective key person and advocate for the child, supporting the child's developmental, emotional, daily needs
- Ensure the effectiveness of the key person approach across the aspect or environment for which they are responsible
- 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
- 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
- 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

- Demonstrate leaderful practice through the effective deployment of resources and practitioners keeping the child's voice and needs central to practice
- 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
- Establish engaging, inclusive, and collaborative relationships and participate in multiagency meetings
- Enable, facilitate practitioners to develop professional relationships with parents, carers, multi-agencies to meet the individual needs of the children
- 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
- 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
- Ensure compliance with all Health and Safety legislation, policies, and strategies at a national, local and setting based level
- Maintain effective administrative systems including development records, assessment, report writing and record keeping, such as risk assessments and safeguarding concerns
- 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
- Lead and manage across the area, aspect, or environment



## GATEWAY

The gateway meeting is a milestone in the learner journey as it marks the end of the on-programme learning and the completion of the End Point Assessment Toolkit. The learner, employer and Skills Coach will meet and agree that the learner meets the requirements of the standard and are ready for the end point assessment.

## END POINT ASSESSMENT

### 1. Observation (with questions)

- Demonstrated through completing tasks in a real work setting and making use of the employer resources and equipment
- Tasks completed during the observation should contribute to workplace productivity and must be valid to this holistic assessment
- 90 mins in duration
- The learner must prepare a session plan, including relevant risk assessments 2-weeks prior to the observation and present to the End Point Assessment Organisation (EPA2).

### Professional Discussion

- Underpinned by a portfolio of evidence
- The learner will demonstrate the application of skills and behaviours as well as knowledge

### 3. Case Study

- Including a report and presentation with questioning based on the learning needs of an individual child or group of children over approximately 6-12 weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs

