

Apprenticeship Standard for Early Years Educator Level 3

Overview of Role

Highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe

Occupational Profile

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centers, preschools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

An Early Years Educator:

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Supports children to develop numeracy and language skills through games and play
- Has key person responsibility to help ensure each child feels safe and secure
- Observes each child and shapes their learning experience to reflect their observations
- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child
- With additional experience, an Early Years Educator can become the manager of an early years setting
- Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

Entry Requirements

- You should be at least 16 years old.
- Be requirement to undergo an enhanced Disclosure and Barring Service (DBS) check.
- Employed in a suitable job role
- Supported by a professional within the Real Work Environment.
- Working at least 18hrs a week, if working less than 30 this will extend the length of program.
- BC requires that you must have GCSE Grade 4 or above or be able to achieve Level 2 functional skills in English and Maths, this will be determined on results of initial assessment.

Standards

Duties:

- **Duty 1** Support children's learning and development through applying knowledge of pedagogy and the observation, assessment, and planning cycle.
- **Duty 2** Develop secure and supportive relationships with children and families as the key person for children in their care, advocating for those children.
- **Duty 3** Provide respectful and responsive physical and emotional care to children, promoting health and wellbeing.
- **Duty 4** Work with key individuals in children's lives (for example parents, families, and carers) to improve all children's outcomes and wellbeing.
- **Duty 5** Work in partnership with other organisations and agencies to support children's learning, development, health and wellbeing.
- **Duty 6** Support the implementation of change to improve practice.
- **Duty 7** Initiate and engage in continuous professional development, underpinned by reflective practice.
- **Duty 8** Ensure compliance with child protection and safeguarding legislation, policies, and procedures.
- **Duty 9** Work in ways that promote and support equality, diversity, and the inclusion of all children, respecting their social and cultural context.
- **Duty 10** Ensure compliance with Health and Safety legislation, policies, and procedures.
- **Duty 11** Use technology to record and update information for example observations, assessments, reports, risk assessments, and safeguarding concerns.
- **Duty 12** Promote and engage in children's play. Support all children to create and adapt the environment to reflect their interests and enable their learning and development.
- **Duty 13** Ensure legal requirements of statutory frameworks are met within policy, procedure, and practice.

Each duty relates to the relevant knowledge, skill and behaviour listed below.

Knowledge, Skills and Behaviours

Knowledge:

K1: The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. CPD.

K2: Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.

K3: Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.

K4: The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.

K5: The principles of risk assessment and management, and how to balance risks and benefits of activities for children.

K6: The statutory and non-statutory frameworks and guidance for provision in early years including SEND.

K7: The legal rights of each individual child according to their current and future needs.

K8: The role of colleagues and multi-agency working to support the child.

K9: The role and responsibilities of the early years educator, including providing supervision to staff.

K10: The role and responsibilities of the key person.

K11: Theories and significance of attachment.

K12: The importance of professional relationships and collaboration with parents, families, or carers.

K13: The importance of professional relationships with colleagues, other organisations, and agencies.

K14: The influence of all key individuals in children's lives on children's learning and development.

K15: The development of social skills and maintaining relationships.

K16: How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.

K17: The elements and characteristics of a wide range of enabling environments.

K18: How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.

K19: How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).

K20: How the organisations approach and values underpin the environment.

K21: How children experience change, transition, and significant events.

K22: The theories of play and its fundamental role in learning and development.

K23: How children develop characteristics for effective learning.

K24: How, when, and why to conduct observation and assessment.

K25: How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.

K26: How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.

K27: Methods of reflective practice, including supervision, and opportunities for continuous professional development.

Skills

S1: Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.

S2: Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).

S3: Apply the principles of risk assessment and risk management within documentation and practice.

S4: Teach children to develop skills to manage risk and maintain their own and others safety.

S5: Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.

S6: Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.

S7: Undertake the role and responsibilities of key person.

S8: Recognise and apply theories of attachment to develop effective relationships with children.

S9: Provide sensitive and respectful personal care for children from birth to 5 years.

S10: Advocate for all children's needs, including children which require SEND or EAL support.

S11: Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.

S12: Support children to develop a positive sense of their own identity and culture.

S13: Support children to understand and respond to their emotions and make considered choices about their behaviours.

S14: Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.

S15: Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.

S16: Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.

S17: Apply strategies that support children's ability to manage change, transition, and significant events.

S18: Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.

S19: Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.

S20: Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.

S21: Use reflection to develop themselves both professionally and personally.

Behaviours

B1: Confident to have difficult conversations.

B2: Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.

B3: Vigilant and act with professional curiosity.

B4: Caring, compassionate and sensitive.

B5: Honest, open, respectful, and a role model.

B6: Self-motivated, using initiative and proactive.

B7: Playful and creative.

B8: Reflective and reflexive and committed to CPD.

Other mandatory qualifications

Paediatric First Aid or Emergency Paediatric First Aid.

Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk).

Who is it for?	This qualification is suitable for a range of learners, either working or wishing to work in early years education and care. The Children and Young People's Workforce (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.
Cost	Total apprenticeship cost: £7,000 <ul style="list-style-type: none">• If you are a Levy payer, this will come out of your Levy account. If you are a non-levy payer, the government via the ESFA will pay 95% of the programme and the remaining 5% will be paid by you within the first 3 months of the programme.• As of 1st April 2024, if your learner is aged 21 or under and you are a non levy employer that is classed as a small or medium sized business, the government will pay for the remaining 5% co investment.• If your learner is 16-18, your company will receive an incentive payment of £1000 which is paid in two instalments to support the learning programme.• There is no cost to the apprentice.
Duration	On Programme - Approximately 18 months. If prior experience/qualifications are identified, then this may reduce the duration. A further 3 months for End Point Assessment.

<p>Functional Skills Maths Level 2 Functional Skills English Level 2</p>	<p>From 3 April 2017, the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C. This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. Please refer to the Early Years Workforce Strategy (March 2017) for further details.</p> <p>If you do not hold the relevant GCSE grades in Maths and English, you will complete these functional skills, you may be required to attend taught sessions depending on your current qualifications in:</p> <ul style="list-style-type: none"> • English Level 2 • Maths Level 2 <p>Practical assessment & External Computer Based Exam</p>
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<p>Teaching and assessment methods for vocational qualification & Standard</p>	<ul style="list-style-type: none"> • Dependent on the results of your Skills Scan at the beginning of your programme a training plan will be individually set up for you. • Off-the-Job training will make up 20% of your programme, learning is usually front ended • Contact will be made as a minimum each 4 weeks with online contact in between visits. • Formal review meetings will be conducted with your tutor and employer every 12 weeks as a minimum, to check that you stay on track. • Practical assessments will be assessed in your workplace; a combination of work based evidence, direct observation by an assessor, professional discussion, learners own work products. • Knowledge assessments will be uploaded to an E-portfolio; written assignments, reflection on own practice, questions and answers • External exams will be conducted off-site. • End Point Assessment will be assessed by CACHE • Your qualification will be delivered through a combination of monthly online teaching sessions, one-to-one support sessions with your tutor, 10-12 weekly progress reviews, monthly assignments, research, observations in the workplace and using our online learning platform to be able to access further training materials to aid your learning.
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<p>Further Progression</p>	<p>Learners can progress to the Level 4 Certificate for the Early Years Advanced Practitioner or other higher level early years qualifications</p> <p>Upon achievement of this qualification learners will gain their license to practice and it is intended that learners will be able to enter the workforce as Early Years Educators. Learners can progress into various job roles in the statutory, voluntary or private sectors such as:</p> <ul style="list-style-type: none"> • Assistant in Children's Centres • Practitioner in nursery schools • Practitioner in reception classes in primary schools • Pre-school worker
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If you are interested in applying for this apprenticeship or you would like to find out further information, please contact:

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