

EARLY YEARS LEAD PRACTITIONER

Level 5

 23 Months

The broad purpose of the occupation is to be a proactive influential practitioner, working directly with children, skilfully leading day to day practice at an operational level.

Practitioners 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 of the learning and development of all young children within their care. They lead on the operational aspects of this provision and are typically responsible for leading other practitioners.



PROGRAMME OF STUDY

- Portfolio - developed on-programme
- Project Brief
- Level 2 Functional Skills Maths - if required
- Level 2 Functional Skills English - if required



FUTURE OPPORTUNITIES

- Early Years Teacher
- Education Consultant
- Education Mental Health Practitioner
- Family Support Worker
- Health Play Specialist
- Learning Mentor
- Play Therapist

OUR PARTNERS



KNOWLEDGE SKILLS BEHAVIOURS

- Promote the health and well-being of all children, self-regulation and resilience through learning rich environments
 - Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations
 - Participate in and lead daily routines and practice
 - Be an effective key person and advocate for the child
 - Take the lead and provide support in disseminating best practice in the use of observation, assessments and planning
 - Promote, demonstrate, and facilitate a clear understanding of diversity and equality to support all children
 - Ensure full compliance with all safeguarding legislation, policies and strategies at a national, local and setting based level
 - Demonstrate leaderful practice through the effective deployment of resources and practitioners
 - Reflect and build on practice through ongoing professional enquiry and action research
 - To be accountable for day-to-day practice, longer term planning, management and training
 - Establish engaging, inclusive, and collaborative relationships and participate in multiagency meetings
 - Enable and facilitate practitioners to develop professional relationships with parents, carers and agencies
 - Commit to becoming a reflective practitioner
 - Guide and support the development of others
 - Initiate continuing professional development opportunities
 - Provide constructive feedback
 - Ensure compliance with all Health and Safety legislation, policies and strategies
 - Maintain effective administrative systems including development records, assessment, report writing and record keeping
 - Work in collaborative partnership with parents and carers
 - Lead and manage across the area, aspect, or environment for which they are responsible for
-



RESULTS

EXCELLENT

reviews from employers and learners on 'Find an Apprenticeship'

97%

of our learners are satisfied with their overall learning experience



END POINT ASSESSMENT (EPA) REQUIREMENTS

OBSERVATION WITH QUESTIONS

- Involves an independent assessor carrying out a workplace observation, supported by supplementary questioning
- The work undertaken must ensure that demonstration of the KSBs through naturally occurring evidence can be observed
- Simulated activities are not permitted
- The total time for the assessment on the day is 90 minutes
- The assessment will include:
 - Observation of the opportunities and experiences outlined in the session plan - 60 minutes
 - Questioning, to allow the independent assessor to understand the reasons behind actions taken, and to provide opportunity to draw out further detail regarding the KSBs mapped to the assessment method - 30 minutes

PROFESSIONAL DISCUSSION WITH A PORTFOLIO OF EVIDENCE

- Portfolio submission must include:
 - 20 pieces of discrete evidence
 - Evidence must be mapped against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs
 - Evidence must relate to 'real' work completed; evidence from simulated activities is not allowed
- The portfolio of evidence will not be formally assessed, it will be used by the independent assessor to inform the professional discussion
- The professional discussion will be a structured two-way conversation between the independent assessor and apprentice, underpinned by the portfolio which will be available during the discussion
- The professional discussion will last for a minimum of 60 minutes
- A minimum of six questions will be asked during the assessment to evaluate the student's KSBs

CASE STUDY WITH REPORT, PRESENTATION AND QUESTIONING

- Consists of two components: 1) Case Study Report 2) Presentation and Questioning

Case Study Report

- Case study starts after Gateway once project brief has been approved and typical duration is 12 weeks
- Involves observations of a child or group of children over a period of 6 weeks followed by the production of the case study report
- Report must be formally structured and 4,000 words, excluding references and annexes
- All references to children MUST be anonymised within the report
- The case study and report should be completed unaided

Presentation and Questioning

- The presentation MUST be based on the case study carried out in component 1 and will summarise and refer to the case study report
- The presentation MUST be completed and submitted to the Independent Assessor 12 weeks after Gateway
- Can be delivered face-to-face or via online video conferencing
- The presentation must be formal in tone and be well-balanced in its use of visuals, text, and other supporting elements e.g., audio, documents, and small scale demonstrations
- Duration will be 40 minutes – 20 minutes for delivery of the presentation and 20 minutes questioning
- A minimum of four questions will be asked to seek clarification and to assess the depth and breadth of understanding

EPA GRADES

- Pass
- Merit
- Distinction

