

Sutton and District Training

**Early Years Educator
Apprenticeship
Level 3 Standard**



Apprenticeship Journey

Employer

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

Apprentice

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

Apprentice & Employer

The apprenticeship journey consists of many different stages, below we have provided more information on some of them :

ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship.

INITIAL ASSESSMENT – LINE MANAGER

A meeting between the Subject Specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice. The apprenticeship bespoke Training Plan will start being prepared.

INITIAL ASSESSMENT – APPRENTICE

A meeting between the Subject Specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment. The apprenticeship bespoke Training Plan will start continue being planned.

FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete an indicative assessment on BKSB (online Maths & English initial assessment program).

START DATE IS CONFIRMED AND TRAINING BEGINS

PROGRESS REVIEWS

These are conducted at 12 week intervals with the line manager and apprentice. These are designed to check on apprentice progress, provide support to employer and apprentice, ensure all apprentice training is being delivered and set apprenticeship objectives for the next 12 weeks.

Initial Assessment

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected.

This first step is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

Line Manager

INITIAL ASSESSMENT - LINE MANAGER

Conducted between the Line Manager and the Subject Specialist.

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

INITIAL ASSESSMENT - APPRENTICE

Conducted between the Apprentice and the Subject Specialist.

Each area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

Apprentice

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in Functional Skills Maths and English.

Apprenticeship Journey

Engagement

Employer Engagement

Identifying Apprentices

Confirm Eligibility

Enrolment

Initial Assessment -
Skill Scan

Initial Assessment -
Functional Skills

Agreement is Signed

Delivery

Apprentices'
Start is Planned

Induction

On Programme Training

Completion

Mock Assessment

Gateway

End-Point Assessment

Progression

Completion

Progression

Future Learning

About the Apprenticeship



Start date
Flexible



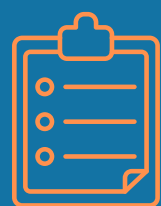
Level 3



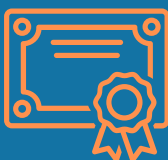
Duration
15 Months



Delivery
Virtually
In-Person



Assessment
End-Point Assessment
On Programme



Progression
Various opportunities

Early Years Educator Level 3

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 centres, pre schools, 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.

Typical Job Roles

Typical job titles: Assistant Childminder, Early Years Practitioner, Nursery and Early Years Worker, Nursery Assistant, Nursery Nurse, Nursery Practitioner.

Suggested Sectors

This apprenticeship feeds into an unlimited number of childcare professions.

Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.

Knowledge



Knowledge

- The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
- The significance of attachment and how to promote it effectively.
- A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, the birth of a sibling, family breakdown and adoption and care
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- The importance to children's holistic development of - speech, language and communication - personal, social and emotional development - physical development
- Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
- The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
- The current early education curriculum requirements such as the Early Years Foundation Stage.
- When a child is in need of additional support such as when a child's progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or carers.
- The importance of undertaking continued professional development to improve own skills and early years of practice.
- The legal requirements and guidance on health and safety, security, the confidentiality of information, safeguarding and promoting the welfare of children.
- Why health and well-being is important for babies and children
- How to respond to accidents, injuries and emergency situations.
- Safeguarding policies and procedures, including child protection, recognising when a child is in danger or at risk of abuse, and knowing how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.
- How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.



Skills

- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures
- Promote equality of opportunity and anti-discriminatory practice.
- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
- Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
- Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
- Support and promote children's speech, language and communication development.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.
- Support children to manage their own behaviour in relation to others.
- Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
- Carry out and record observational assessment accurately.
- Identify the needs, interests and stages of development of individual children.
- Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.
- Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.
- Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.
- Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).
- Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.

Skills and Behaviours



Skills

- Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
- Carry out risk assessments and risk management in line with policies and procedures.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.
- Identify and act upon own responsibilities in relation to health and safety, security, the confidentiality of information, safeguarding and promoting the welfare of children.
- Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
- Encourage parents and/or carers to take an active role in the child's play, learning and development.

Behaviours

- Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice
- Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.
- Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with common sense and a professional attitude.
- Commitment to improving the outcomes for children through inspiration and child-centred care and education
- Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.
- Working practice takes into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Gateway and EPA

EPA Weighting

Knowledge Test

50%

Professional Discussion

50%



At Gateway meeting, using the portfolio of evidence the employer and assessor will agree that the portfolio of evidence and the EPA elements are complete or prepared for and meet the requirements of the standard.

Knowledge Test

A multiple choice test is an effective way of accessing the associated knowledge and skills for this occupation as there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed. Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. The questions will focus on the patterns of child development and the holistic development of the child.

Professional Discussion

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. It will involve questions that will focus on coverage of prior learning or activity. The professional discussion can take place in either an employer's premises or a suitable venue selected by the EPAO.

PROGRESS REVIEWS



Progress Review

The Apprentice
Line Manager
Tutor



Wellbeing

Safeguarding
Prevent
Equality
Diversity
Inclusion
Health and
Safety



SMART TARGETS

With all parties
agreed, tasks
for the next 12
weeks are
planned

A progress review is a 12-weekly contractual monitoring meeting between the line manager, the apprentice and the tutor

Progress

Progress between the review and the current review is recorded in a table and the RAG rating is implemented.

Reflection

The apprentice is required to reflect on the past 12 weeks by stating what new knowledge and skills they have learned and explained what the impact of this learning has been.

Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to the apprentice's progress and comment on changes apprentices' work-based performance as the result of the training.

Forward Planning

The three parties will consider the areas that will be next covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with the apprentice's duties and upcoming training.

Career Aspirations

During the reviews the tutor will speak with the apprentice about their long-term career aspirations and offer relevant support and guidance.

Functional Skills Overview

IA

Initial Assessment
Completed on BKS

DA

Diagnostic Assessment
Completed on BKS



Tutor Support



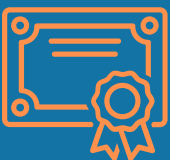
Specialist Support



Mock Tests



Tests



Certification

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A*(4-9).

BKS

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist BKS, established for over 20 years they are used by thousands of educators and millions of learners around the world. Apprentices are provided with online access and supported by their tutors

Tutor Support

During coaching session tutors will assess apprentices progress on BKS and provide any additional teaching that could be required

Specialist Support

On occasion, specialist support is needed. Sutton & District Training have a designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learners discretion, but usually in a quiet office in their place of work.

Off the Job Training

What can be included

Teaching

The teaching of theory

Training

Shadowing & Mentoring

Learning

Learning support and time spent writing assessments

What can't be included

Training

Training on skills not required in the standard

Reviews

Progress Reviews

Functional Skills

English and Maths training is funded separately

Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Examples of off the job training include:

- Induction training for job role
- Induction training for your qualification
- Online learning / training
- Independent study / research
- Shadowing staff in other departments / roles
- Technical training for your role
- Time spent completing your assignments / tasks for your qualification
- Qualification workshops – Face to face or Zoom
- Attending off the job training courses

Get in Touch To Progress

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