

End-point assessment plan for **Level 5 Early Years Lead Practitioner** apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0551	5	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period	54
Order of assessment methods	54
EPA Gateway	65
End Point Assessment methods	86
Reasonable adjustments	1810
Grading descriptors	1911
Re-sits and re-takes.....	2918
Roles and responsibilities	2920
Internal Quality Assurance (IQA).....	3423
Affordability.....	3423
Professional body recognition	3423
Mapping of knowledge, skills and behaviours (KSBs)	3524

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the **Level 5 Early Years Lead Practitioner** apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to **Level 5 Early Years Lead Practitioner** apprentices, their employers and training providers.

Full time apprentices will typically spend **24** months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically **5 month(s)**, after the EPA gateway.

The EPA consists of **3** discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Observation with questions

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Assessment method 3: Case study with report and presentation and questioning

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

<p>On-programme (typically 24 months)</p>	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Working towards English and mathematics level 2, if required.</p> <p>Compiling a portfolio of evidence</p>
<p>End-point assessment gateway</p>	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • A portfolio of evidence to underpin the professional discussion • The case study subject, title and scope will be agreed between the apprentice employer and the EPAO at the gateway
<p>End-point assessment (which will typically take 5 months)</p>	<p>Assessment method 1: Observation with questions</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 2: Professional discussion underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 3: Case study with report and presentation and questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass

	<ul style="list-style-type: none"> • Distinction <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • The apprenticeship standard has been developed to cover the Department for Education full and relevant Level 3 Early Years Educator criteria.

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of **5 month(s)**, after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted no later than **12** weeks after the start of the EPA period.

Order of assessment methods

The assessment methods can be delivered in any order.

EPA gateway

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 the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Observation with questions:

- The location of the observation must take place within the normal work environment to ensure all safety, security and confidentiality permissions are managed appropriately.
- The apprentice must have sought the permission of parents/guardians of all children that are going to be present during the observation.
- The apprentice should provide clear information to the children, parents or guardians on the purposes of the observation and where any notes related to the observation will be stored.
- The apprentice should explain to all parents or guardians that there will be no recorded information that would enable identification of any participants with the exception of the apprentice.
- Children must be given the opportunity to withdraw from a session of assessed practice without prejudice. If all children withdraw from the observation the apprentice would be given an opportunity to rearrange the assessment. This opportunity will not be viewed as a re-sit/re-take.

Evidence of the above should be presented to the EPAO at the gateway when dates for the observation and the chosen observation activity are agreed by the EPAO.

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship

- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence must be clearly mapped, in an annex, against the KSBs allocated to this assessment method
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment except for evidence for S8.1.
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

For the Case study with report and presentation and questioning:

- The subject and scope of the case study will be agreed between the apprentice, employer and the EPAO at the gateway.
- A brief summary of what the case study will cover should be submitted to the EPAO at the gateway. This should demonstrate that the case study will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method.
- The brief summary is not assessed and should be no more than 500 words. It can be either paper based or electronic.
- Parental consent for children participating in the case study must be gained prior to starting the case study.

End-point assessment methods

Assessment method 1: Observation with questions (This assessment method has 1 component.)

Assessment method: Observation with questioning

This assessment method has 1 component.

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. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor will ask questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

The rationale for this assessment method is:

- This is a practical role, best demonstrated through completing tasks in a real work setting
- Observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- Tasks completed during the observation should contribute to workplace productivity and are valid
- It is a holistic assessment method

Delivery

The EPAO will arrange for the observation to take place, in consultation with the employer. The **total time for the assessment on the day is three hours.**

This will include:

- Review of session plan and relevant risk assessment
- Observation of pre-planned activity with child/group of children
- Observation of additional non-planned activity with child/group of children
- Questioning to address underpinning knowledge or where observation of KSBs has not naturally occurred

The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete their last task or respond to a question. The observation will typically last for 50 minutes, and the questioning will typically last for 10 minutes. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.

The observation with questions may be split into discrete sections held over a maximum of 2 working days. This would only be permissible should circumstances prevent the demonstration of assessable KSBs. An example of this might be a safeguarding incident that arises and takes priority during the observation period.

Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

One independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time.

The activity will be chosen by the apprentice and approved by the EPAO at the gateway to ensure all the KSBs mapped to this assessment method will be covered, and a standardised approach will be delivered. The apprentice must ensure any children who want to take part in the observation give consent prior to the activity taking place. The planning process does form part of the assessment. The independent assessor must review the session plan and risk assessment prior to the observation and ask questions about the planning process in the questioning element.

The following activities must be observed during the observation:

The apprentice interacting with a group of children through a planned and structured activity, including some evaluation of the learning experience with children. The apprentice will have previously planned the activity and will be able to evidence this planning.

Depending on the nature of the setting, the activities are diverse due to the location, amount of children and age range but some examples of this could be as follows:

- Session in baby room
- Session working with under 2's
- Session working with pre-school children

This is not an exhaustive list.

Please note group work is defined as working with a minimum of three children.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- In an Early Years setting working with children.
- The independent assessor must be unobtrusive whilst conducting the observation.

The independent assessor will ask a minimum of 5 questions at the end of the observation. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the observation. They will use them to confirm their understanding of the observation and how it demonstrates the relevant KSBs. As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum. The independent assessor may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence.

The performance observed and responses to questions will be assessed holistically.

KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in any of the following:

- employer's premises
- workplace other than that of employer
- detached and outreach locations

The EPAO must ensure the appropriate identification checks have been carried out, to verify the identity of the apprentice and ensure the apprentice is not being aided.

The children who take part in the assessment will attend the Early years setting, so will recognise and have a working relationship with the apprentice.

There may be circumstances where direct observation is not possible due to restrictions imposed by the venue (e.g. within the secure estate, specific health settings). In these circumstances, agreement for a video recording of the session to be submitted may be approved, subject to confidentiality and GDPR legal requirements. This video submission should be viewed by the independent assessor alongside the apprentice, to replicate the observation process. Questions can then be defined for clarification in the same way as they would be after a normal, in person observation.

Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions (where permitted) in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the questioning.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specification
- outline of the assessment method's requirements
- grading guidance
- question bank
- assessment recording documentation
- guidance document for employers and apprentices on the process / timescales for the observation as well as a description of the purpose of the observation
- guidance document for independent assessors on how to carry out the assessment

Assessment method 2: Professional discussion underpinned by a portfolio (This assessment method has 1 component.)

Assessment method 2: Professional discussion underpinned by a portfolio

Overview

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. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation.

It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.

It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.

It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

Delivery

The independent assessors will conduct and assess the **professional discussion**.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor should have a minimum of 5 days to review the portfolio and can use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion must last 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The **professional discussion** will be conducted as set out here:

- The professional discussion is a structured two-way conversation between the apprentice and an independent assessor.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors will ask a minimum of 6 questions and may ask follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to identify discussion areas from reviewing portfolio content, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

KSBs met and answers to questions, must be recorded in writing by the independent assessor.

The independent assessor will make all grading decisions.

Venue

The **professional discussion** should take place in a quiet room, free from distractions and influence.

The **professional discussion** can take place in any of the following:

- employer's premises
- remotely with the agreement of the apprentice and the employer
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. Video conferencing can also be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Other relevant information

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Independent assessor training materials
- Grading guidance
- A question bank
- Assessment recording documentation

Assessment method 3: Case Study with report and presentation with questioning

(This assessment method has 2 components.)

Overview

The assessment method is the completion of a case study and the outcome will be a case study report. 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.

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.

The in-depth analysis of the observations and resulting case study report must be undertaken after the apprentice has gone through the gateway.

The case study and report should be designed to allow the relevant KSBs to be assessed for the EPA. The EPAO must refer to the grading descriptors to ensure that case studies are pitched appropriately.

The observations, analysis and case study report will typically take 12 weeks. The case study report must be submitted 12 weeks after the gateway.

Sufficient time has been allowed to enable the apprentice to observe children over a period of typically 6 weeks and allow for situations where children may leave a setting for any reason.

Parental consent for children participating in the case study must be gained prior to starting the case study assessment method.

The rationale for this assessment method is:

- The case study is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Observing children over a period of time and producing case studies reflects normal practice in an Early Years workplace, so this assessment method is appropriate.
- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.

- The case study should have a real business benefit and is a cost-effective assessment method.

The **case study** may be based on the following:

The learning needs of an individual child or group of children over approximately six weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs.

This should include:

- An element of practice that has been observed to be affecting children's learning and development.
- Evidence of how they have used reflective practice to create change and improved practice.
- A detailed analysis of the children's learning and development over the period including observations, assessment and further planning to evidence effective use of a planning cycle.
- A reflection of implications for future practice both for the child/children, the practitioner and the setting.

The list above is not exhaustive and the EPAO will sign off the case study working title and scope to confirm its suitability at the gateway (which should be no more than 500 words).

The evidence from the case study report and questioning will be assessed holistically.

Component 1. Case study report

Delivery

Apprentices will conduct a case study and produce a **case study report** either **paper based or electronically**.

The case study starts after the apprentice has gone through the gateway. The typical duration of the case study should be **12 weeks**. The apprentice will conduct a series of observations of a child or group of children over a period of typically six weeks and produce a case study report.

Before the apprentice begins writing up their case study, the EPAO must sign-off the case study title and scope to ensure its suitability and sufficient coverage of the assigned KSBs.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the case study.

Whilst completing the case study, the apprentice should be subject to the **workplace's normal** supervision arrangements.

The case study will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have 12 weeks to write and submit the case study report and the presentation following the EPAO's approval of the case study's scope and title.

All references to children must be anonymised and children referred to as child A etc.

In order to ensure the case study is robust and sufficiently covers the KSBs, it should include:

- An executive summary
- An introduction

- The scope of the case study (including key performance indicators)
- Objectives
- A case study plan
- How the case study outcomes would be achieved
- Comment on the validity of the methods of analysis, data interpretation and data presentation used
- Resources required
- Proposed implementation plan including communications and stakeholder plans
- Advise whether an alternative approach might be considered
- Advise upon whether it could be completed in a more cost or time efficient manner
- Recommendations and conclusions

The case study must include, in addition to the word count, an annex showing how the case study maps to all of the KSBs that are being assessed by this method.

The case study report must be submitted 12 weeks after the gateway

The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work.

The independent assessor will review and assess the case study report holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Component 2. **Presentation and questioning**

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment alongside the case study report.

The rationale for this assessment method is:

This component complements the case study report component as it allows the apprentice to provide more clarity around the report and the independent assessor the opportunity to probe and clarify issues through questioning. It is typical for Early Years Practitioners to present the outcomes of their projects to stakeholders and be challenged on their decisions, so this component gives the apprentice the opportunity to demonstrate evidence in this way. It is typical for Early Years Practitioners to present their analysis of case studies to others and be questioned on their findings.

Delivery

The presentation will be based on the case study carried out in component 1 and will make reference to the case study report.

The presentation content will be completed and submitted **12 weeks after the gateway at the same time as the case study report** and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure the apprentice is not being aided in some way.

There will be a 30 minute presentation and questioning, split into typically 20 minutes for the presentation and typically 10 minutes questioning. This presentation requires the apprentice to illustrate the Knowledge, Skills and Behaviours that are mapped to this assessment method. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 4 questions at the end of the presentation.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs.

To deliver the presentation, the apprentice will have access to:

- their case study report and case study
- a copy of their presentation (hard copy or electronic)
- notes

The presentation will be conducted as follows:

The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.

The way in which the content of the presentation is made is not prescriptive.

A copy of the project report and presentation must be sent to the EPAO at least 2 weeks in advance of the assessment. The presentation submission must be a hard copy and/or electronic slide deck. When submitted, this must outline details of any visual aids to be used and specify any equipment required. The EPAO must ensure these are available on the day of assessment.

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, small scale demonstrations etc.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider's premises)

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can also be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Only the independent assessor will observe the presentation. A representative from the EPAO may be present when necessary for moderation purposes.

Question and resource development

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. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop test specifications and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs, must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- question bank
- assessment specifications

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

All assessment methods are weighted **equally** in their contribution to the overall EPA grade.

Grading descriptors

Assessment method 1: Observation with questions

KSBs	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
Group – Play/ Individual Needs (direct with children)			
<p>S2 Promote equality of opportunity and anti-discriminatory practice.</p> <p>B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</p>	Does not meet the pass criteria	Leads inclusive practice in a respectful, friendly and approachable manner, role modelling and challenging discriminatory practice.	N/A
<p>S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.</p>		Observes, assesses, plans, facilitates and participates in play opportunities in line with curriculum requirements to meet the needs of children. .	N/A
<p>S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.</p> <p>B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.</p>		Creates through play a highly effective teaching and learning environment in line with current framework that reflects the interests and motivations of individual and groups of children. Demonstrates a playful disposition to motivate children and maximise quality interactions.	N/A

<p>S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.</p>		<p>Plans, implements and extends play opportunities that encourage participation through child centred approaches.</p>	
<p>S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p> <p>B8 Flexible and adaptable; responding to children's spontaneous activities.</p>		<p>Implements different strategies to develop and extend children's learning and thinking including sustained shared thinking.</p> <p>Demonstrates flexibility and adaptability when responding to children's spontaneous activities.</p>	N/A
<p>B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.</p>		<p>Works in a resourceful, creative way to promote curiosity and stimulate problem solving and inquisitiveness through play.</p>	N/A
<p>S8 Support and promote all children's speech, language and communication development and determining and adapting appropriate responses and interventions.</p>		<p>Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions.</p>	N/A
<p>S24 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.</p> <p>K1 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</p>		<p>Applies a rights-based approach to practice that ensures the child's voice is heard, always respected and acted upon in their best interest.</p>	N/A

journey, developing high quality childcare environments that are continuously evaluated.			
K4 Current and contemporary schools of thought to enable respectful and nurturing personal care. S17 Plan, carry out and guide appropriate physical care routines for individual children.		Demonstrates how to plan, carry out and guide appropriate physical care routines for individual children, underpinned by current and contemporary schools of thought.	
S20 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.		Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures.	N/A
S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.		Exercises responsibility, autonomy and judgement when modelling safe practices; deploying staff and enhancing learning environments to ensure safety and wellbeing of all children.	N/A
Group – Leaderful Practice			
S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.		Takes responsibility for supporting the key person to articulate children's progress and plan future learning possibilities.	N/A
S4 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.		Demonstrates through practice the use of accurate plans that fully reflect the individual development needs and circumstances of children. Actively participates in the provision of consistent care, responding quickly to the needs of the individual child.	N/A
Group - Reflective Practice			

<p>S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.</p>		<p>Applies current pedagogical approaches in order to create effective ways of working with children.</p>	<p>Justifies the pedagogical approaches chosen and evaluates their impact.</p>
Group – Leaderful Practice			
<p>K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.</p> <p>S22 Be a lead- 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.</p> <p>B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues</p> <p>B5 Positive and proactive member of the team, being assertive and exercising diplomacy.</p>		<p>Demonstrates leaderful practice, inspiring, motivating and coaching colleagues by modelling innovative and aspirational practice underpinned by contemporary theory. Demonstrates effective team work skills where you have led colleagues through innovative and aspirational practice being proactive and assertive and exercising diplomacy.</p>	<p>Critically evaluates the impact their leaderful practice has in improving the practice of others (K17, S22, B2).</p>
Group – Multi-disciplinary			
<p>K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.</p>		<p>Demonstrates how to support children and families through the potential effects of transition.</p>	<p>Justifies the actions they took to support children and families through transitions and critically analyses their impact.</p>
Group - Safeguarding			

S23 Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.		Justifies their approach to tackling challenging issues and evaluates the impact.	

Assessment method 2: Professional discussion underpinned by a portfolio

KSBs	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
Group - Safeguarding			
<p>K5 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.</p> <p>S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p> <p>S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>		<p>Evaluates when to challenge and question others in order to safeguard and protect children.</p> <p>Explains and exemplifies how they have implemented the safeguarding procedures for own setting in the context of local safeguarding board requirements.</p> <p>Evaluates the role of designated lead for safeguarding and the importance of assimilating findings serious case reviews.</p>	

K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.		Evaluates the impact of multi-disciplinary approach within safeguarding in relation to local, national, historical and global contexts.	
Group – Multi-disciplinary			
K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies. S11 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.		Analyses how strategies have been implemented to enable collaborative working with: <ul style="list-style-type: none"> • parents • professional bodies • multi-agencies Reflects on own experience of cultivating professional partnerships with parents, carers and other professionals when advocating a holistic approach to children's individual needs within multidisciplinary teams.	Critically evaluates the effectiveness of collaborative approaches they have used when supporting a child/children's holistic needs. (K21, S11).
Group – Play/ Individual Needs (direct with children)			
K16 How to promote inclusion, equality and diversity in the sector and why it is essential. B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.		Evaluates how they promote inclusion, equality and diversity relating it to their use of role modelling inclusive practice in own setting to challenge discriminatory practice.	Justifies strategies they have used to promote and role model inclusive practice.
Group - Administrative			
K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English. S21 Ensure the security and confidentiality of data, records and information in line with current legislation.		Analyses how they follow organisational processes and procedures for accurate and coherent record keeping and information sharing, in line with current legislation.	
Group – Health & Wellbeing			

K6 Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.		Analyses theories to explain how adverse early childhood experiences impact motivation, resilience, self-regulation and wellbeing.	
S18 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.		Evaluates how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle.	
S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.		Evaluates strategies implemented to support the holistic needs of children within the setting.	Justifies their choice of strategies that they have implemented and modelled and analyses the impact on the holistic development of children.
Group - Reflective Practice			
<p>B9 Receptive and open to challenge and constructive criticism.</p> <p>K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.</p> <p>K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.</p> <p>S16 Use reflection to develop themselves both professionally and personally to enhance their practice.</p> <p>B6 Reflective practitioner.</p>		<p>Reflect on how own practice has been improved as a result of challenge and constructive criticism.(B6, B9,K18, S16).</p> <p>Reflects on opportunities to embed emergent literacy and numeracy through incidental play experiences. (K12).</p>	Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner.

Assessment method 3: Case Study with report and presentation and questioning

KSBs	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the distinction descriptors below
Group – Child Development			
<p>K2 How individual children learn and develop from conception to 8 years in relation to neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p> <p>K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.</p>		<p>Analyses the influence of social and cultural experience on the development, wellbeing and early learning of children between 0-8 years within their setting in relation to the following areas</p> <ul style="list-style-type: none"> -neurological, - cognitive, - social, - emotional, - behavioural, - communication and - physical development. 	<p>Analyses the potential impact of social and cultural experience for the development, wellbeing and early learning of children between 0-8 years within your setting in relation to holistic development in both the short and long term.</p>
<p>S1 Analyse and articulate how all children’s individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances.</p>		<p>Analyses how individual learning and development of child/children is affected by their current developmental capabilities and individual circumstances.</p>	
<p>K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</p>		<p>Explains how they have implemented theories of attachment to promote effective relationships between staff and children.</p>	
Group - Reflective Practice			

<p>K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p> <p>K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.</p>		<p>Applies appropriate relevant underpinning theories from physiological, neurological, developmental and education and demonstrates how these are incorporated to develop own pedagogy.</p> <p>Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.</p>	<p>Evaluates the application of one approach they have developed and its impact on current practice.</p>
Group – Observation and Assessment Planning			
<p>K13 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.</p>		<p>Evaluates how planning cycles for child/children) have informed and improved practice in relation to child/children needs-based assessment.</p>	<p>Justifies their choice of intervention strategies to create play, learning and development and social experiences for child/children.</p>
<p>S9 Support all 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.</p> <p>S13 Make use of formative and summative assessment, tracking children’s progress to plan for future learning possibilities including early interventions based on individual development needs.</p> <p>K9 The importance of play and the theoretical perspectives of play and its impact on a child’s learning and development.</p> <p>K10 How to stimulate children’s creativity and curiosity and why and how this enables enquiry based active learning.</p>		<p>Evidence the use of observational assessment and child-centred planning to demonstrate:</p> <ul style="list-style-type: none"> • engagement in learning, play and social experience • provision of enabling environments for learning and development • the importance of play and its impact on learning and development • stimulating creativity and curiosity to enable enquiry based active learning • tracking progress to plan for future learning possibilities • provision of consistent holistic care responding to the needs and circumstances of individual children. 	

Group – Social Environments			
<p>K8 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.</p> <p>S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.</p>		Evaluates the impact of the social cultural context and the influence of families and carers within the home environment on the learning and development of the child.	Justifies their strategies for creating collaborate partnerships with parents and carers and evaluates their impact on the child's opportunities.
		Explains how they have developed an effective and collaborative partnership with parents and carers to enhance opportunities for the child.	

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass overall, the apprentice must achieve all the pass criteria in all assessment methods. To achieve an overall merit, the apprentice must achieve all the pass criteria. They must also achieve all of the distinction criteria in two of the assessment methods.

To achieve a distinction overall, the apprentice must achieve all the pass criteria and all the distinction criteria in all assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment 1: Observation with Questions	Assessment 2: Professional Discussion underpinned by a portfolio	Assessment 3: Case study with report and presentation with questioning	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit

Distinction	Distinction	Pass	Merit
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take **any failed assessment methods only**.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of **pass**, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months undertake 20% off-the-job training as arranged by the employer and EPAO understand the purpose and importance of EPA undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> select the EPAO and training provider work with the training provider (where applicable) to support the apprentice in the workplace and to

	<p>provide the opportunities for the apprentice to develop the KSBs</p> <ul style="list-style-type: none"> • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • request and the forward the apprenticeship certificate to the apprentice
EPAO	<ul style="list-style-type: none"> • As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors

	<ul style="list-style-type: none"> • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer
--	---

	<ul style="list-style-type: none"> • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Training provider	<p>As a minimum, the training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who: **hold a relevant Level 6 qualification, hold a qualification that meets the full and relevant criteria as set by Department for Education* and have 2 years postgraduate relevant experience within Early Years Practice. Their knowledge and skills must be maintained through ongoing CPD through their employment as an assessor.**
- **appoint independent assessors who are competent to deliver the end-point assessment**
- operate induction training for independent assessors
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- **using an employer's premises**
- **assessing multiple apprentices simultaneously**
- **scheduling the professional discussion and presentation with questioning on the same day**

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a **Level 5 Early Years Lead Practitioner** with **Early Years Educator Criteria**

* **Department of Education full and relevant criteria can be found here:**
<https://www.gov.uk/guidance/early-years-qualifications-finder>

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with questions

Knowledge
K1 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.
K4 Current and contemporary schools of thought to enable respectful and nurturing personal care.
K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.
Skills
S2 Promote equality of opportunity and anti-discriminatory practice.
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
S4 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.
S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
S8 Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.
S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children
S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities
S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.
S17 Plan, carry out and guide appropriate physical care routines for individual children.

S20 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.
S22 Be a lead- 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.
S23 Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.
S24 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.

Behaviours
B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.
B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.
B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.
B5 Positive and proactive member of the team, being assertive and exercising diplomacy.
B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.
B8 Flexible and adaptable; responding to children's spontaneous activities.

Assessment method 2: Professional discussion underpinned by a portfolio

Knowledge
K5 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.
K6 Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.
K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.

K16 How to promote inclusion, equality and diversity in the sector and why it is essential.
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.
K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.
K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.

Skills
S11 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.
S16 Use reflection to develop themselves both professionally and personally to enhance their practice.
S18 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.
S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.
S21 Ensure the security and confidentiality of data, records and information in line with current legislation.
S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.
S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.

Behaviours
B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.
B6 Reflective practitioner
B9 Receptive and open to challenge and constructive criticism.

Assessment method 3: Case Study with report and presentation with questioning

Knowledge
K2 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.
K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.
K7 Current and emerging theories of attachment and how these relate to promoting relationships
K8 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.
K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.
K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.
K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.
K13 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.
K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.

Skills
S1 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.
S9 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.
S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.
S13 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.