

## T Level: Education and Childcare

### Occupational Specialism: Early Years Educator

<b>Role Title</b>	<b>Working Pattern</b>	To be agreed between the provider and employer
Early Years Educator Trainee	<b>Duration</b>	750 hours
<b>Objective(s)</b>		
<p>To support practitioners in the setting to help ensure that young children learn and develop and are kept healthy and safe.</p> <p>To provide an opportunity for learners to provide evidence for the Early Years Criteria. (This may require students to have more than one placement in order to gain experience across the age-range.)</p>		
<b>Typical Activities</b>		
<ol style="list-style-type: none"> <li>1. Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child through: <ul style="list-style-type: none"> <li>○ Planning and supervising child initiated and adult led activities which are based around the needs and interests of each individual child</li> <li>○ Supporting children to develop numeracy and language skills through games and play</li> <li>○ Supporting the key person to help ensure each child feels safe and secure</li> </ul> </li> <li>2. Observe and assess children and shape their learning experience to reflect those observations</li> <li>3. Meet the physical care needs of the individual child</li> <li>4. Maintain and update records in line with the setting's policies and procedures</li> </ol>		
<b>Learning goals</b>		<b>TQ Reference</b>
<p>On the placement, the student will need to further develop and hone through activity 1:</p> <p><b>Employability skills</b></p> <ul style="list-style-type: none"> <li>• Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone</li> </ul>		<i>[Insert corresponding reference from the TQ content]</i>

- Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal
- Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects
- Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Leading: inspiring others, setting direction, taking responsibility, modelling appropriate behaviours

### **Technical Skills**

- Developing and maintaining professional partnerships with parents and carers, work colleagues and other professionals to identify and meet the needs of babies and children in the setting and enable them to progress
- Supporting and promoting children's speech, language and communication development
- Supporting children's early literacy and mathematical skills
- Using strategies to develop children's thinking and non-cognitive skills
- Promoting equality of opportunity and anti-discriminatory practice
- Planning and leading/facilitating play-based activities that are linked to the early years curriculum
- Developing positive and professional relationships with children that support their socialisation, confidence, and ability to manage their own behaviour
- Understanding and following the relevant policies, procedures, and approaches in the setting when there are concerns about a child's development
- Carrying out risk assessments

On the placement, the student will need to further develop and hone through activity 2:

### **Employability skills**

- Solving problems: Apply a logical approach to identifying issues and propose solutions
- Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity

<ul style="list-style-type: none"> <li>• Decision making: clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding</li> <li>• Observing: situational awareness, monitoring</li> </ul> <p><b>Technical skills</b></p> <ul style="list-style-type: none"> <li>• Using formal and informal observation and assessment techniques to monitor developmental progress linked to the early years curriculum and identify needs</li> <li>• Planning, providing, and reviewing care, educational experiences, play opportunities and environments to ensure that children's needs are being met and they are able to progress in relation to the early years curriculum</li> </ul> <p>On the placement, the student will need to further develop and hone through activity 3:</p> <p><b>Employability skills</b></p> <ul style="list-style-type: none"> <li>• Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects.</li> <li>• Negotiating: Secure agreement on a course of action through discussion, in order to achieve mutually beneficial results.</li> <li>• Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone</li> <li>• Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force</li> </ul> <p><b>Technical skills</b></p> <ul style="list-style-type: none"> <li>• Plan and carry out physical care routines suitable to the age, stage and needs of the child</li> <li>• Contributing to the health, safety and well-being of children in the setting, including through providing appropriate supervision, encouraging friendships, promoting healthy lifestyles, responding to illness and emergencies</li> </ul> <p>On the placement, the student will need to further develop and hone through activity 4:</p> <p><b>Employability Skills</b></p> <ul style="list-style-type: none"> <li>• Recording: transcribing, noting, capturing, saving, storing</li> </ul>	
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<b>Technical Skills</b> <ul style="list-style-type: none"> <li>• Maintaining accurate records in line with the setting's policies and procedures</li> </ul>	
<b>Minimum starting requirements</b>	
<ul style="list-style-type: none"> <li>• Induction to the setting, including being made aware of policies and procedures and how and to whom to report concerns</li> <li>• Safeguarding training</li> <li>• Food hygiene training</li> <li>• Health and safety training</li> <li>• Enhanced DBS</li> </ul>	
<b>Suggested prior learning</b>	
<ul style="list-style-type: none"> <li>• Knowledge of relevant legislation</li> <li>• Issues and feelings likely to be experienced in placement and how to manage them</li> <li>• Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> <li>○ Punctuality</li> <li>○ Confidentiality</li> <li>○ Appropriate clothing</li> <li>○ Working in a non-discriminatory way, promoting community cohesion and cultural diversity</li> <li>○ Promoting and modelling wanted behaviours</li> <li>○ Developing and maintaining professional relationships with colleagues and parents and carers</li> <li>○ Communicating with other adults appropriately</li> </ul> </li> </ul>	