



# T Level

**T Level Technical Qualification in  
Education and Early Years  
QN: 610/5748/4**

## **Qualification Specification**

Version 2.0 – 30 April 2026



## Qualification summary

<b>Qualification title</b>	T Level Technical Qualification in Education and Early Years
<b>Ofqual qualification number (QN)</b>	610/5748/4
<b>Guided learning hours (GLH)</b>	Early Years Educator – 948 Assisting Teaching – 920 See breakdown of GLH after this table.
<b>Total qualification time (TQT)</b>	Early Years Educator – 1044 Assisting Teaching – 1012 See breakdown of TQT after this table.
<b>Minimum age</b>	16
<b>Qualification purpose</b>	The purpose of the T Level Technical Qualification in Education and Early Years is to ensure students have the knowledge and skills needed to progress into skilled employment or higher-level technical training relevant to the T Level.
<b>Grading</b>	Core component – A* to E and U  Occupational specialism (OS) components – distinction/merit/pass and ungraded  Please refer to the 'Calculating the final grade for the T Level programme' section for further information.
<b>Assessment method</b>	Core component: <ul style="list-style-type: none"> <li>• core examination</li> <li>• employer set project (ESP).</li> </ul> <p>To achieve a grade for the core component, students must have results for both sub-components (the core examination and the ESP).</p> <p>The combined results from these sub-components will be aggregated to form the overall core component grade (A* to E and U).</p> <p>If students fail to reach the minimum standard across all sub-components, they will receive a U grade. No overall grade will be issued for the core component until both sub-components have been attempted.</p> <p>OS component:</p> <ul style="list-style-type: none"> <li>• synoptic assignments.</li> </ul> <p>The student is also required to successfully achieve a distinction/merit/pass grade in <b>one</b> of the OS components. If the student fails to reach the specified level of attainment, they will receive a U grade.</p>
<b>Industry placement experience</b>	Industry placements are intended to provide students with the opportunity to develop the knowledge, skills and behaviours required for skilled employment in their chosen occupation, and which are less easily attainable by completing a qualification alone.

<b>UCAS</b>	The T Level study programme is eligible for UCAS points. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/5748/4.
<b>Funding</b>	This qualification is eligible for funding. For further guidance on funding, please contact the Department for Education (DfE).
<b>English, mathematics and digital (EMD) content</b>	EMD content is embedded and contextualised within the core skills and OS qualification content.

## Guided learning hours (GLH) and total qualification time (TQT)

The guided learning hours (GLH) shown below only include time for the technical qualification (TQ) element of the T Level programme; they do not include time allocated for the additional components of the T Level programme.

GLH will vary across the TQ, due to the different requirements of each OS.

	<b>GLH for delivery</b>	<b>GLH for assessment</b>	<b>Total GLH</b>	<b>TQT</b>	<b>Industry placement to meet EYFS requirements</b>	<b>T Level industry placement requirement (outside of the remit of the TQ)</b>
Core	348	Core exam: 2 hours 30 minutes  ESP: 15 hours 45 minutes  <b>Total: 18 hours 15 minutes</b>	367	404	N/A	N/A
Early Years Educator	555	21 to 26 hours	581	640	435	Minimum of 315 hours (45 days) <b>Total industry placement: 750 hours</b>
Assisting Teaching	540	9 hours 30 minutes to 12 hours 30 minutes	553	608	N/A	Minimum of 315 hours (45 days)

## Additional placement hours for Early Years Educator (EYE)

Within the Early Years Educator (EYE) OS, additional placement hours have been allocated to enable the student to meet the EYE criteria. These additional hours are essential to enable the student to meet the requirements of the industry and gain sufficient occupational experience to be a competent employee in the early years sector. The EYE OS requires the students meet all of the full and relevant EYE criteria, in order to be eligible to count in the staff: child ratios within an early years setting, at the appropriate level.

## Minimum placement hours for the T Level programme

Occupational specialism	Minimum number of placement hours for the T Level programme
Early Years Educator	750 hours (315 hours + 435 industry placement)
Assisting Teaching	315 hours

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## Section 1: introduction

A T Level<sup>1</sup> is a level 3 composite technical study programme, aimed at preparing young people for work, higher-level apprenticeships or higher education. It comprises four key components:

- an approved technical qualification (TQ), which includes the opportunity to specialise in at least one occupational role
- a substantial industry placement with an external employer (further information regarding the required number of hours can be found in the 'Industry placement experience' section.)
- employability, enrichment and pastoral (EEP) elements
- in some cases, mandatory additional requirements (MAR), such as important licence to practise qualifications.

The T Level TQ in Education and Early Years forms part of the T Level in Education and Early Years.

This TQ in Education and Early Years has two components:

- core component:
  - core knowledge:
    - Element 1: Wider education sector
    - Element 2: Supporting education
    - Element 3: Safeguarding, equality and diversity and wellbeing
    - Element 4: Special educational needs and disabilities (SEND)
    - Element 5: Child development
    - Element 6: Working in partnership
    - Element 7: Professional practice
  - core skills:
    - CS1: Communicate information clearly to engage children and young people
    - CS2: Work with others to plan and provide activities to meet children and young people's needs
    - CS3: Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
    - CS4: Assess and manage risks to own and others' safety when planning activities
- occupational specialism (OS) components:
  - OS – Early Years Educator
  - OS – Assisting Teaching.

The core component covers a variety of knowledge and skills relevant to the Education and Early Years route and the Early Years Educator and Assisting Teaching OS components. Some of the core topics and ideas are broken down and contextualised in more detail within the OS components, allowing students to apply the knowledge and skills in their own specific context.

Each OS component covers the knowledge, understanding, skills and behaviours required to achieve threshold competence in a chosen specialist area. Threshold competence refers to the level of competence deemed by employers as sufficient to secure employment in roles relevant to an OS. Achievement of threshold competence signals that a student is well-placed to develop full occupational competence, with further support and development, once in work.

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<sup>1</sup> T-Levels and T Level are registered trade marks of the Department for Education.

English, mathematics and digital (EMD) skills are embedded throughout the TQ and must be taught when highlighted in the content.

T Level students (aged 17 or over) on long-term placements (minimum of 750 hours) may be included in the ratios at the level below their level of study if the setting manager and provider are satisfied that they are competent and responsible, as per the early years foundation stage (EYFS) statutory framework.

Placement providers must refer to the safeguarding and welfare requirements in the EYFS when deciding if those T Level students over 17 may be left unsupervised. Decisions on the allocation of students to count in ratio, in accordance with the EYFS stipulation, must be agreed by both the setting manager and the provider in line with safeguarding requirements.

Students who have successfully achieved this programme, with the Early Years Educator OS, may be counted in the EYFS staff: child ratios at level 3.

## Objectives

The objectives of this qualification are to equip students with:

- the core knowledge and core skills relevant to education and early years
- up-to-date occupational knowledge and skills that have continued currency amongst employers and others
- the necessary EMD skills
- threshold competence that meets employer expectations and is as close to full occupational competence as possible
- opportunities to manage and improve their own performance.

## About this Technical Qualification (TQ) Specification

To ensure that you are using the most up-to-date version of this TQ Specification, please check the version number and date in the page footer against that of the TQ Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that students are aware that their results will state the full regulated qualification title.

## Support Handbook

This TQ Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This TQ Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

## Reproduction of this document

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## Technical Qualification (TQ) Specification updates and amends

All content held within this TQ Specification is correct at the time of publication and will be subject to assessment within the respective academic session. An updated version of the TQ Specification will be published annually, ensuring that the knowledge and skills held within it reflect current subject practice and provide students with the relevant threshold competence to progress into industry.

Where essential updates are required based on significant changes within the sector, updates to the TQ Specification may be made during an academic session. Providers will be made aware of the publication of any new versions of the TQ Specification and the nature of the changes via the T Level monthly updates.

It is the responsibility of delivery staff to ensure that content being delivered to students is reflective of the sector and the most recently published version of the TQ Specification.

## Entry guidance

This qualification is designed for post-16 students.

There are no specific prior skills/knowledge a student must have for this TQ. However, students would be expected to have a level 2 qualification or equivalent.

Providers are responsible for ensuring that all students are capable of achieving the core and chosen OS and complying with the relevant literacy, numeracy, digital, and health and safety requirements.

Students registered on this TQ should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

## Registering students on T Levels

We expect students to make a decision about their T Level pathway within the first few weeks of their course, supported by good information, advice and guidance from their provider. For example, a student might know that they want to do an Education and Early Years T Level, but not be clear at the outset whether that should be Early Years Educator or Assisting Teaching. If a provider is offering both of the available pathways, there may be some co-delivery or other activity in the first few weeks that provides students with the opportunity to find out about different occupations, for example, through employer visits. A student's chosen T Level pathway and OS should be recorded on the Individualised Learner Record (ILR) or School Census in October of year 1.

To ensure there is sufficient time to cover the curriculum, decisions about OSs should be confirmed by the end of the first year, although this could be much earlier depending on a provider's curriculum model. For example, some providers start teaching the OS early on in the first year and require students to make a decision about this at the start of their course, whereas other providers may only start teaching OSs in the second year. In order to ensure that providers receive the right level of funding, a student's OS must be confirmed in the final data return of year 1 (ILR R14/Autumn Census), although changes after this date are possible.

Providers will also need to ensure that they register their students on the TQ with NCFE and enter them for assessments as relevant.

## Transferring between T Levels and occupational specialisms (OSs)

We expect some students to switch between T Levels. Providers should consider the degree of overlap between the two T Levels and the remaining time before any assessments in determining if a transfer is possible – or whether a student will need to restart their T Level. Attainment from one T Level cannot count towards another, and all students will need to take and pass the relevant assessments in order to pass their T Level.

Some students may also want to switch to a different OS within the same T Level pathway, including in the second year. It is less likely that there will be any overlap between OSs, so any decision will depend on the provider's curriculum model and the stage a student has reached in their OS learning. Any changes to a student's T Level – whether pathway or OS – should be recorded on the ILR/Census as soon as possible and should also match the registration and assessment entries submitted to the relevant awarding organisation.

Students wishing to transfer from Assisting Teaching to Early Years Educator must note the 750 placement hours. This makes it less likely for students to transfer in their second year from Assisting Teaching to Early Years Educator.

## T Level Transition Programme (TLTP)

The T Level Transition Programme (TLTP) is a one-year, 16 to 19, level 2 study programme, which provides a high-quality route on to T Levels. It is designed for those students with T Level aspirations, who would benefit from the additional study time, preparation and support the programme provides, to help them progress on to a T Level.

There is a TLTP for each T Level Technical Education route, rather than individual T Levels or OSs, to provide a broad introduction to the industry-relevant knowledge, practical, transferable and employability skills and behaviours relevant to a student's chosen T Level subject area. The programme consists of

interrelated components including English, maths and digital, technical knowledge and skills, experience of the workplace, and wider support and personal development. Together, these components complement and reinforce learning and development.

The National Technical Outcomes have been developed for each route, to set out the minimum students are expected to cover in the technical component of the programme. The National Technical Outcomes have been developed with close reference to T Level outline content and the T Level Technical Qualification Specifications so that they provide a stepping stone to T Levels, appropriate to level 2.

The TLTP is being introduced alongside T Levels. More information on the TLTP can be found on the [government's website \(GOV.UK\)](https://www.gov.uk).

## Achieving this qualification

To achieve this qualification, the student must successfully demonstrate their achievement of the core component and **one** OS component.

To achieve a grade for the core component, the student must attempt both the core examination and employer set project (ESP) sub-components. The results from these will be aggregated to form the overall core component grade (A\* to E and U). If students do not attempt one of the sub-components, an overall component grade will be withheld, pending the attempt of both. If students fail to reach the minimum standard across sub-components after attempting both, they will receive a U grade for the component.

The student is required to successfully achieve a distinction/merit/pass grade in one of the OS components. If the student fails to reach the specified level of attainment, they will receive a U grade.

Students **must not** complete more than **one** OS component.

Approved providers can select which OS component to deliver to their students.

## Technical Qualification (TQ) components

Students are required to complete the following core components:

Component	Level	Content
Core examination	3	Element 2: Supporting education Element 3: Safeguarding, equality and diversity and wellbeing Element 4: Special educational needs and disabilities (SEND) Element 5: Child development Element 6: Working in partnership
ESP	3	Element 1: Wider education sector Element 7: Professional practice CS1: Communicate information clearly to engage children and young people CS2: Work with others to plan and provide activities to meet children and young people's needs CS3: Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities

Component	Level	Content
		CS4: Assess and manage risks to own and others' safety when planning activities

**Important:** elements 1 and 7 from the core content will be assessed as part of the ESP assessment. Please note, there may be instances where content from elements 1 and/or 7 is also assessed in questions within the core examination. Therefore, providers **must** ensure that students are prepared to evidence their knowledge and understanding of these content areas when preparing for the core examination.

Students are required to complete **one** of the following OS components:

Component	Level	Content (performance outcomes (POs))
Early Years Educator	3	PO1: Support and promote children's play, development and early education PO2: Develop relationships with children to facilitate their development PO3: Plan, provide and review care, play and educational opportunities to enable children to progress PO4: Safeguard and promote the health, safety and wellbeing of children PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development
Assisting Teaching	3	PO1: Support the class teacher to enhance children's education, individually and in groups PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults PO3: Safeguard and promote the health, safety and wellbeing of children and young people PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum

## Progression

Students who achieve this TQ could progress to the following, depending on their chosen OS:

- employment:
  - early years educator
  - education technician
  - primary/secondary/tertiary teaching and support assistant
- higher education
- apprenticeship (progression to lower-level apprenticeships may also be possible in some circumstances, if the content is sufficiently different).

## Progression to higher-level studies

This TQ aims to provide students with various progression options, including higher-level studies. The skills required to progress to higher academic studies are different from those required at levels 1 and 2.

Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for oneself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements
- presenting information in written and verbal formats.

Level 3 criteria can require students to analyse, draw conclusions, interpret or justify, which are all examples of higher-level skills and support progression and further learning. For further information, please refer to the Technical Education section of the NCFE website.

## Industry placement experience

### Early Years Educator

As part of achieving the overall T Level programme, any student undertaking the Early Years Educator OS is required to complete a minimum of 750 hours industry placement.

The industry placement is used to assess students' Early Years Educator competencies. GLH are included in the industry placement to allow for this.

### Assisting Teaching

As part of achieving the overall T Level programme, any student undertaking the Assisting Teaching OS is required to complete a minimum of 315 hours industry placement.

It is the provider's responsibility to ensure the minimum number of hours is undertaken by the student.

There may be specific requirements for providers and employers to consider prior to the student commencing an industry placement. Please see [the industry placement guidance from the Department for Education \(DfE\)](#).

There are specific requirements for providers and employers relating to the insurance of students in the workplace. Further information about insurance can be found at the [Association of British Insurers \(ABI\)](#) or the [Health and Safety Executive \(HSE\)](#).

## Employer involvement

T Level panels, employers and industry stakeholders have supported the development of the TQ content, assessments and standard setting to ensure that students who achieve this TQ will meet the required level of competence to enter skilled employment.

## How the qualification is assessed

Assessment is the process of measuring a student's skill, knowledge and understanding against the standards set in a qualification.

The core component is 100% externally assessed. External assessments are set and marked by NCFE. The core examination and ESP will assess students' core knowledge, core understanding and core skills relevant to the occupations within the Education and Early Years TQ.

The OS components are also externally assessed through synoptic assignments, except for the observation element, which is internally marked by providers and externally moderated by NCFE. These synoptic assignments will assess the knowledge, understanding, skills and behaviours required to achieve threshold competence in the student's chosen OS.

Providers must not give any feedback to the student about their performance in any of the assignments, with the exception of the EYE assignment 1 part 1 competency observations, whereby an assessor may offer feedback and guidance using the feedback form provided.

The assessment consists of:

- core component:
  - core examination
  - ESP
- OS component:
  - synoptic assignments (specific to each OS).

All students taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Quality of written communication (QWC)

Quality of written communication (QWC) is assessed within targeted marks for the core examination and is embedded throughout the assessment objectives (AOs) within the ESP. No specific marks are available within the OS; however, a good command of communication and written work is anticipated for success at this level.

## Application of mathematics, significant figures and decimal places

Throughout the core examination for all pathways, students will be assessed on their understanding and application of mathematics. Some questions may require answers to be given to a number of significant figures or a given number of decimal places.

A paper may contain marks that are dependent on students giving final answers to a specified number of significant figures or decimal places. A significant figure mark may not be awarded for an answer given in surd form. In questions where the command word is 'calculate' and the final answer is required in either format, the question should be calculated to at least one additional significant figure or decimal place before giving the final answer as requested in the question.

In all cases, where an answer is required to a number of significant figures or decimal places, this will be specified in the question.

## Rationale for synoptic assessment

Synoptic assessment is an important part of a high-quality technical qualification because it shows that students have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied.

Synoptic assessment enables students to show that they can transfer knowledge and skills developed in one context to resolve problems raised in another. To support the development of a synoptic approach, the TQ encourages students to make links between elements of the course and to demonstrate how they have integrated and applied their knowledge and skills from the beginning. As students progress through the course, they use and build upon knowledge and skills developed across the chosen OS.

## Retakes

### Core component retakes

There is the opportunity for students to retake the core assessments to improve their marks. This includes:

- core examination
- ESP.

If the student wants to retake the core examination assessment, they must do so in one of the subsequent series.

Students can retake the core components in different series, meaning they could sit the ESP in one series and the core examination in the next. There is no limit to the number of retakes a student can complete. However, any retake must be completed within 1 year after the completion of the student's T Level programme.

When determining each student's overall achievement for the core component, the highest achievement in each core assessment (examination and ESP) is used.

## **Occupational specialism (OS) component retakes**

Retakes are permitted for the OS; however, the OS is offered once per year and any retakes must be completed within 1 year after the completion of the student's T Level programme.

If a retake opportunity is scheduled, the student must retake **all** synoptic assignments for the chosen OS. As the OS is offered once per year, a retake of the OS would be sat in the next academic year of study.

## Scheme of assessment for each component

Each component in the core is worth the following weighting:

Core component	Weighting of the core component
Core exam	60
ESP	40
<b>Total</b>	<b>100%</b>

### Core examination (core component)

#### Overview of assessment

#### Core paper

Core examination

Duration: 2 hours 30 minutes

Marks: 140 (128 + 12 QWC)

This paper is composed of four sections:

Section	Allocated marks per section	Tolerance marks per section	Marks per AO
A. Element 2: Supporting education and Element 6: Working in partnership	36	Element 2: 22 to 26 Element 6: 8 to 12  Tolerance range: 34 to 38	AO1: 9 to 12 AO2: 12 to 15 AO3: 10 to 13
B. Element 3: Safeguarding, equality and diversity and wellbeing	31	Tolerance range: 29 to 33	AO1: 8 to 11 AO2: 10 to 13 AO3: 8 to 11
C. Element 4: Special educational needs and disabilities (SEND)	28	Tolerance range: 26 to 30	AO1: 7 to 10 AO2: 9 to 12 AO3: 7 to 10
D. Element 5: Child development	33	Tolerance range: 31 to 35	AO1: 8 to 11 AO2: 11 to 14 AO3: 9 to 12
	<b>Total marks 128 (without QWC)</b>	<b>QWC 12 marks</b>	<b>Total marks 140</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Total marks/AO (tolerance)</b>	<b>32 to 44</b>	<b>42 to 54</b>	<b>34 to 46</b>

## Content subject to assessment

### Core paper – elements 2 to 6:

- Element 2: Supporting education
- Element 3: Safeguarding, equality and diversity and wellbeing
- Element 4: Special educational needs and disabilities (SEND)
- Element 5: Child development
- Element 6: Working in partnership.

**Important:** elements 1 and 7 from the core content will be assessed as part of the ESP assessment. Please note, there may be instances where content from elements 1 and/or 7 is also assessed in questions within the core examination. Therefore, providers **must** ensure that students are prepared to evidence their knowledge and understanding of these content areas when preparing for the core examination.

### Assessment objectives (AOs) and weightings

Guidance on assessment objectives (AOs) and marks (weightings) are detailed below. The external (core) examination will assess how students have achieved the following AOs and provide an opportunity to assess EMD skills.

AOs		Weighting
<b>AO1</b>	Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and early years	25.0 to 34.4%
<b>AO2</b>	Apply knowledge and understanding of contexts, concepts, theories and principles in education and early years to different situations and contexts	32.8 to 42.2%
<b>AO3</b>	Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs	26.6 to 35.9%

### Assessment availability

There will be two assessment opportunities per year in summer and autumn (first sitting in summer 2026). Please refer to the Key Dates Schedule on the NCFE website for further information.

### Assessment conditions

The core examination must be invigilated.

The core examination will be available as onscreen and as paper-based examination.

All students' scripts must be submitted to NCFE for marking. All assessment material must be securely stored by the approved provider.

For more information on external assessment conditions, please see the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) on the NCFE website.

## Employer set project (ESP) (core component)

### Overview of assessment

Externally set (in conjunction with employers) project.

The purpose of the ESP is to ensure that each student has the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to a specific scenario and set of tasks. The scenario and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Duration: 15 hours 45 minutes

### Core knowledge:

- Element 1: Wider education sector
- Element 7: Professional practice.

These areas of core knowledge are mapped to the individual tasks with the ESP.

### Core skills

In completing the ESP, the student will demonstrate four core skills, supported by underpinning knowledge and understanding set out in the core component. Core skills statements are indicated by 'CS'.

- CS1: Communicate information clearly to engage children and young people
- CS2: Work with others to plan and provide activities to meet children and young people's needs
- CS3: Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
- CS4: Assess and manage risks to own and others' safety when planning activities.

Core knowledge and core skills relevant to the brief will be covered in the ESP; this will change for each assessment window.

Aos		Weighting*
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

\*rounded to two decimal places

Evidence	A01	A02	A03	A04	A05	Total
<b>Task 1</b>						
Task 1 (a) (Early support plan (EYE) or Intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
<b>Task 2</b>						
Task 2 (a) is not marked Task 2 (b) is not marked Task 2 (c) (Reflection upon peer feedback)		6			3	9
<b>Task 3</b>						
Task 3 (a) is not marked Task 3 (b) (Presentation and tutor questions)	1	12	2		1	16
Digital skills				2		2
<b>Task 4</b>						
Task 4 (Reflective account)		7			5	12
<b>Total marks</b>	<b>9</b>	<b>48</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>90</b>

### Assessment windows

There will be two assessment opportunities per year in summer and autumn (first sitting in summer 2026). Please refer to the Key Dates Schedule on the NCFE website for further information.

For assessments sat in windows, the provider must book students onto the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'booking on registration', the provider will choose the assessment window at the point of registering the student.

Where there is a window for delivering an assessment, providers must make sure that all scripts are uploaded to NCFE by the end of the upload period.

On completing their work at the end of the assessment window, students must sign the assessment declaration to authenticate the work produced as their own. Providers must ensure that all assessments are submitted for marking in accordance with the assessment windows.

### Assessment conditions

All tasks must be completed under supervised conditions.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

The ESP assessment will be released and accessed by providers electronically. The submission of any assessment evidence from providers will also be digital and provided to NCFE electronically, unless otherwise specified.

For more information on external assessment conditions, please see the Regulations for the Conduct of External Assessment and QSID on the NCFE website.

## Uniform mark scale (UMS)

The core component is modular, which means that a student can take and retake the assessments in different assessment windows. Assessments may vary slightly in levels of difficulty; therefore, the mark that represented a C grade in the core examination in one assessment window may not be appropriate in the following assessment window.

To address this, we convert raw marks to uniform marks. The UMS also allows us to account for the relative weighting of the assessment to the qualification as a whole. The maximum UMS points available for each assessment, and the UMS points relating to each grade boundary, are fixed. These are shown in the following table:

Grade boundary	External examination	ESP	Overall
Max	240	160	400
A*	216	144	360
A	192	128	320
B	168	112	280
C	144	96	240
D	120	80	200
E	96	64	160
U	0	0	0

The UMS grade boundaries are set at fixed percentages of the maximum UMS for each sub-component, at 10% intervals – for example, A\* at 90%, A at 80%, B at 70% and so on.

The raw mark grade boundaries will be set after each assessment window. NCFE will set these boundaries judgementally, following both qualitative and quantitative analysis, and then convert them to UMS. For example:

- window 1 – the raw mark grade boundary for a C in the external examination sub-component has been set at 81 marks and a B at 97 marks
- window 2 – the raw mark grade boundary for a C in the external examination sub-component has been set at 82 marks and a B at 99 marks.

## Synoptic assignments (Early Years Educator)

### Overview of assessment

The occupational specialism comprises three synoptic assignments.

Duration: 21 to 26 hours

Consisting of:

- assignment 1 part 1\*: competency criteria observations (EYFS) of skills on the industry placement
- assignment 1 part 2: structured observation of skills on the industry placement
- assignment 2: planning educational activities for individual needs
- assignment 3 part 1 (a): observation of children in setting
- assignment 3 part 1 (b): reflection of observation of children in setting
- assignment 3 part 2: scenario-based questions.

Assignment	Assessment length	% weighting of component
Assignment 1 part 1	10 to 12 hours	N/A
Assignment 1 part 2	3 to 6 hours (inclusive of professional discussion, where appropriate)	50
Assignment 2	4 hours	25
Assignment 3 part 1 (a)	1 hour	25
Assignment 3 part 1 (b)	1 hour	
Assignment 3 part 2	2 hours	
<b>Total</b>	<b>21 to 26 hours</b>	<b>100</b>

\*Students are required to achieve all EYE criteria within assignment 1 part 1, in order to pass the EYE OS.

## Assessment weightings

Assignment	% weighting of the OS	Max raw mark	Scaling factor*
Assignment 1 part 1	N/A	N/A	N/A
Assignment 1 part 2	50	72	2.333
Assignment 2	25	84	1.000
Assignment 3 part 1 (a)	25	58	1.448
Assignment 3 part 1 (b)			
Assignment 3 part 2			
<b>Total</b>	<b>100</b>	<b>214</b>	

\*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to three decimal places are combined before being rounded to the nearest whole number. The same approach is used to determine overall combined grade boundaries from assignment grade boundaries.

## Content subject to assessment

All performance outcomes (POs) within a chosen OS are subject to assessment:

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

**Performance outcome (PO) weightings**

Evidence	PO1	PO2	PO3	PO4	PO5	Total
Assignment 1 part 1	N/A					
Assignment 1 part 2	24	27	6	12	3	72
Assignment 2	24	12	18	18	12	84
Assignment 3 part 1 (a)	2	1	5	1	0	9
Assignment 3 part 1 (b)	1	0	13	0	1	15
Assignment 3 part 2	11	3	19	1	0	34
<b>Total marks</b>	<b>62</b>	<b>43</b>	<b>61</b>	<b>32</b>	<b>16</b>	<b>214</b>
<b>Total % of marks per AO*</b>	<b>29</b>	<b>20</b>	<b>29</b>	<b>15</b>	<b>7</b>	<b>100%</b>

\*rounded to the nearest whole number

**Assessment marks**

Assignment	Max raw mark
Early Years Educator (EYE)	214

**Assessment windows**

There will be one assessment opportunity per year from summer 2027. Please refer to the Key Dates Schedule on the NCFE website for further information.

For assessments sat in windows, the provider must book students onto the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'booking on registration', the provider will choose the assessment window at the point of registering the student.

Where there is a window for delivering an assessment, providers must make sure that all scripts are uploaded to NCFE by the end of the upload period.

On completing their work at the end of the assessment window, students must sign the assessment declaration to authenticate the work produced as their own. Providers must ensure that all assessments are saved for marking in accordance with the assessment windows.

## **Assessment conditions**

All assignments must be completed under specified conditions. See the Tutor Guidance in the Tutor Guidance Pack for more detail.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

The OS assessments will be released and accessed by providers electronically. The submission of any assessment evidence from providers will also be digital and provided to NCFE electronically, unless otherwise specified.

For more information on external assessment conditions, please see the Regulations for the Conduct of External Assessment and QSID on the NCFE website.

## Synoptic assignments (Assisting Teaching)

### Overview of assessment

The occupational specialism comprises of three synoptic assignments.

Duration: 9 hours 30 minutes to 12 hours 30 minutes

Consisting of:

- assignment 1: structured observation of skills on the industry placement
- assignment 2: planning activity
- assignment 3: analysis and evaluation of case studies.

Assignment	Assessment length	% weighting of component
Assignment 1	3 to 6 hours	50
Assignment 2	2 hours 30 minutes	25
Assignment 3	4 hours	25
<b>Total</b>	<b>9 hours 30 minutes to 12 hours 30 minutes</b>	<b>100</b>

### Assessment weightings

Assignment	% weighting of the OS	Max raw mark	Scaling factor*
Assignment 1	50	87	1.379
Assignment 2	25	32	1.875
Assignment 3	25	60	1.000
<b>Total</b>	<b>100</b>	<b>179</b>	

\*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to three decimal places are combined before being rounded to the nearest whole number. The same approach is used to determine overall combined grade boundaries from assignment grade boundaries.

### Content subject to assessment

All POs within a chosen OS are subject to assessment:

- PO1: Support the class teacher to enhance children's education, individually and in groups
- PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults
- PO3: Safeguard and promote the health, safety and wellbeing of children and young people
- PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum

**PO weightings**

Evidence	PO1	PO2	PO3	PO4	Total
Assignment 1	21	27	21	18	87
Assignment 2	12	12	0	8	32
Assignment 3	3	15	21	21	60
<b>Total marks</b>	<b>36</b>	<b>54</b>	<b>42</b>	<b>47</b>	<b>179</b>
<b>Total % of marks per AO*</b>	<b>20</b>	<b>30</b>	<b>24</b>	<b>26</b>	<b>100%</b>

\*rounded to the nearest whole number

**Assessment marks**

Assignment	Max raw mark
Assisting Teaching (AT)	179

**Assessment windows**

There will be one assessment opportunity per year from summer 2027. Please refer to the Key Dates Schedule on the NCFE website for further information.

For assessments sat in windows, the provider must book students onto the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'booking on registration', the provider will choose the assessment window at the point of registering the student.

Where there is a window for delivering an assessment, providers must make sure that all scripts are uploaded to NCFE by the end of the upload period.

On completing their work at the end of the assessment window, students must sign the assessment declaration to authenticate the work produced as their own. Providers must ensure that all assessments are saved for marking in accordance with the assessment windows.

## Assessment conditions

All assignments must be completed under specified conditions. See the Tutor Guidance in the Tutor Guidance Pack for more detail.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

The OS assessments will be released and accessed by providers electronically. The submission of any assessment evidence from providers will also be digital and provided to NCFE electronically, unless otherwise specified.

For more information on external assessment conditions, please see the Regulations for the Conduct of External Assessment and QSID on the NCFE website.

## Provider-appointed assessors and the moderation process

Providers will mark the observation element (assignment 1 part 2 for EYE, assignment 1 for AT) of the synoptic assignments in the OS components, with NCFE externally moderating.

To ensure provider-appointed assessor marking achieves valid and reliable outcomes, NCFE will:

- issue assessment criteria for provider staff, with guidance/mark schemes, and guidance and training on applying these
- deliver TQ continuing professional development (CPD) that includes:
  - training materials to provide ongoing guidance on marking, which will increase understanding of the process and enable providers to make enquiries after results
  - a guide, which will evolve into grade exemplification materials (including authentic student work), linked to the assessment and showing what a distinction, merit and pass look like
- moderate work in order to secure standards and guard against grade inflation.

To maintain independence and prevent malpractice:

- providers must have suitable procedures in place to manage the delivery of the assessments, ensuring instructions are followed and 'teaching to the test' is avoided
- templates and other scaffolding techniques must not be provided to students prior to assessment, except where this is required by the assessment, in which case it will be made clear in the Tutor Guidance.

Students must sign the Declaration of Authenticity to confirm that the work they have submitted is their own. Providers must ensure that all assessments are submitted for marking in accordance with the assessment windows.

## How moderation will be conducted

Internally marked observation evidence must be moderated by the NCFE moderation team to maintain high standards through:

- visiting all providers to witness observations in practice and sampling all assessments
- desk-based moderation of evidence submitted
- adjustment of marks, when necessary, to assure the standard.

## **Specimen assessment materials (SAMs)**

Specimen assessment materials (SAMs) can be found on the qualification page on the NCFE website.

## **Results**

Results for each component will be released in accordance with the assessment windows. Please refer to the Key Dates Schedule on the NCFE website for further information.

## **Enquiries about results**

All enquiries relating to students' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

## Grading

### Core component

The core component is graded A\* to E and U.

### Core component grade descriptors

Grade	Demonstration of attainment
A	Consistently demonstrate relevant and accurate use of occupationally relevant terminology
	Consistently demonstrate skills appropriate to situation
	Consistently demonstrate a comprehensive understanding of ideas, processes and procedures and apply them appropriately to familiar and unfamiliar contexts
	Accurately select and use a range of appropriate mathematical skills relevant to the sector
	Critically analyse most information and data, supported with relevant examples and analysis
	Construct and justify a reasoned argument, make substantiated judgements and reach valid conclusions using relevant knowledge and skills
	Effectively organise and present information clearly supported with relevant occupationally relevant examples and analysis
	Reflect and comment effectively on strengths and limitations and identify improvements
	Consistently demonstrate insight in linking together principles and concepts appropriate to the sector
E	Demonstrate some use of terminology but not consistently relevant or accurate
	Demonstrate some skills appropriately though some may not be appropriate to the situation
	Demonstrate basic understanding of ideas, processes, and procedures. May not be applied appropriately to some familiar and unfamiliar contexts
	Use some simple and appropriate mathematical skills relevant to the sector
	Limited analysis of information, ideas and research and little relevance or application
	Construct a simplistic argument, make limited judgements and reach questionable conclusions using minimal knowledge and skills
	Organise and present information supported with rudimentary examples and some acceptable analysis, may not be occupationally relevant
	Reflect and comment on strengths and limitations
	Make simplistic links between some principles and concepts to further understanding

## Occupational specialism (OS) components

The OS components are graded distinction, merit, pass and ungraded.

### Occupational specialism (OS) grade descriptors\*

Grade	Demonstration of attainment
Distinction	The evidence is precise, logical and provides a detailed and informative response to the demands of the brief
	The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches associated with early years education
	The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods
	The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions
	The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real-life situations in an early years education role
	The student demonstrates extensive knowledge of relevant concepts and techniques reflected in an early years education role, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems
	The student can thoroughly examine data/information in context and apply appropriate analysis in confirming or refuting conclusions and carrying out further work to justify strategies for solving problems, giving concise explanations for their reasoning
Pass	The evidence is logical but displays baseline knowledge in response to the demands of the brief
	The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches associated with early years education
	The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding
	The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions
	The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations
	The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in an early years educator role and generally applies across different contexts

Grade	Demonstration of attainment
	The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning
	Early Years Educator (EYE) only – demonstrates achievement of all EYE criteria

\* 'Threshold competence' refers to a level of competence that:

- signifies that a student is well-placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a classroom-based setting (for example, in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved the level for a pass in relation to the relevant OS component.

## U grades

If a student is not successful in reaching the minimum threshold for the core and/or OS component, they will be issued with a U grade.

## Awarding the final grade for each component of the technical qualification (TQ)

Each core sub-component's uniform marks will be combined to form the overall grade for the core component.

The marks from the OS assignment will form the OS grade.

These grades will be submitted to the appropriate authority, who will issue an overall grade for the T Level TQ.

## Calculating the final grade for the T Level programme

To be awarded an overall T Level grade, a student must successfully pass both components of their TQ, complete an industry placement, and meet any other requirements set by the appropriate authority.

The overall grade for the T Level programme is based on a student's performance in the TQ and would reflect:

- the comparative size of the core component and the OS
- the grades achieved for the core component (A\* to E) and the OS (distinction/merit/pass).

This grading approach also makes it possible to recognise exceptional achievement, through the award of an overall distinction\* grade for students who achieve an A\* for the core component and a distinction in their OS.

The following table shows how the core component and OS grades are aggregated to produce an overall result for this T Level programme.

The comparative sizes of this TQ’s components are:

Core component = 40%

OS = 60%

		Occupational specialism (OS)		
		Distinction	Merit	Pass
Core component	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Merit	Pass
	E	Merit	Pass	Pass

Overall T Level grade

This matrix shows the overall grade when both TQ components are combined. For example, if a student achieved a B grade in the core component assessment (indicated by the vertical column on the left) and a merit grade in the OS assessment (indicated by the horizontal top row), they would achieve a merit grade for the overall T Level programme:

		Occupational specialism (OS)		
		Distinction	Merit	Pass
Core component	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Merit	Pass
	E	Merit	Pass	Pass

Merit

## Section 2: frameworks

### General competency framework

Technical qualifications (TQs) must contain sufficient and appropriate English, mathematics and digital (EMD) content to help students reach threshold competence in their chosen occupational specialism (OS). A framework of competencies has been developed, which awarding organisations are required to use and embed in all TQs (where appropriate).

General English competencies (GEC)	General mathematics competencies (GMC)	General digital competencies (GDC)
GEC1. Convey technical information to different audiences GEC2. Present information and ideas GEC3. Create texts for different purposes and audiences GEC4. Summarise information/ideas GEC5. Synthesise information GEC6. Take part in/lead discussions	GMC1. Measuring with precision GMC2. Estimating, calculating and error spotting GMC3. Working with proportion GMC4. Using rules and formulae GMC5. Processing data GMC6. Understanding data and risk GMC7. Interpreting and representing with mathematical diagrams GMC8. Communicating using mathematics GMC9. Costing a project GMC10. Optimising work processes	GDC1. Use digital technology and media effectively GDC2. Design, create and edit documents and digital media GDC3. Communicate and collaborate GDC4. Process and analyse numerical data GDC5. Be safe and responsible online GDC6. Controlling digital functions

The following table identifies the EMD competencies that NCFE has embedded in the skills throughout this TQ. The tutor may also teach competencies that are not listed here, where they naturally occur, but these will not be subject to assessment. Core skills statements are indicated by 'CS'.

## English, mathematics and digital (EMD) competencies relevant to Education and Early Years

General competencies	Core skills	Early Years Educator	Assisting Teaching
<b>English</b>			
GEC1	CS1, CS2, CS3, CS4	S1.7, S1.10, S3.4, S4.2, S4.4, S4.8, S5.1, S5.6	S1.3, S1.4, S2.1, S2.2, S2.3, S2.6, S2.8, S2.9, S2.11, S2.12, S3.2, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6, S4.13, S4.14, S4.15
GEC2	CS2, CS3, CS4	S1.9, S1.10, S2.4, S3.7, S5.2, S5.3, S5.5	S1.2, S1.3, S2.2, S2.8, S3.10
GEC3	CS2, CS3, CS4	S1.6, S1.7, S4.3, S4.4, S4.11	S1.4, S3.2, S3.4, S3.7, S3.10, S4.5, S4.13
GEC4	CS1, CS2, CS3, CS4	S1.1, S1.13, S2.10, S3.1, S3.7, S4.4, S4.9, S5.2, S5.5	S1.2, S1.3, S2.3, S2.4, S2.5, S2.6, S3.1, S3.2, S3.4, S3.6, S3.8, S3.16
GEC5	CS3	S1.1, S1.5, S1.13, S3.4, S3.5, S5.3, S5.6	S2.4, S4.1, S4.2, S4.4, S4.6
GEC6	CS1, CS2, CS3	S1.2, S1.4, S1.6, S1.7, S1.10, S1.12, S1.16, S2.1, S2.4, S3.7, S4.9, S5.3, S5.4, S5.6	S1.1, S2.1, S2.2, S2.3, S2.4, S2.5, S2.6, S2.8, S2.11, S2.12, S3.6, S3.9, S3.10, S3.15, S4.4, S4.6, S4.7, S4.9, S4.13, S4.14
<b>Mathematics</b>			
GMC1	CS4	S4.9	S3.6
GMC2	CS2, CS4	S3.6	
GMC3		S1.15, S4.2	S1.8
GMC4	CS4	S4.2	
GMC5	CS2, CS3, CS4	S3.1, S3.4, S3.6	S2.2, S2.3, S3.1, S4.1, S4.2
GMC6	CS3, CS4	S1.15	S1.8, S3.1, S3.9
GMC7	CS3, CS4	S3.6	S1.6
GMC8		S1.8, S1.12	S1.6, S2.9
GMC9	CS2	S1.15	S1.8
GMC10	CS4	S1.15	S1.8, S3.9
<b>Digital</b>			
GDC1	CS1, CS2, CS3, CS4	S1.9, S1.10, S3.4	S1.6, S1.7, S2.4, S2.8, S2.12, S3.1, S3.4, S3.5, S4.1, S4.3, S4.5
GDC2	CS1	S1.6	S1.7, S2.2
GDC3	CS1, CS2, CS3	S1.7, S3.4, S4.3, S4.4, S5.4	S2.12, S3.2, S4.1
GDC4	CS2, CS3, CS4	S3.1, S3.4	S1.6, S2.2, S2.3, S4.1, S4.2
GDC5		S2.1	S3.5
GDC6			S1.7, S3.5

## Section 3: technical qualification (TQ) content

### Qualification structure

The T Level Technical Qualification in Education and Early Years has two components:

- core component, comprising core knowledge and core skills
- occupational specialism (OS) components:
  - Early Years Educator
  - Assisting Teaching.

This core component content indicates the knowledge and skills relevant to all occupations within Education and Early Years. The knowledge and skills are all externally assessed through one core examination and an employer set project (ESP).

The OS components are divided into performance outcomes (POs), each of which indicates the knowledge and skills required to enable students to achieve threshold competence in the chosen OS. These POs are all externally set and assessed through synoptic assignments, in which the student will be expected to demonstrate required knowledge and skills. The observation-based assignments (and competence criteria within the Early Years Educator OS) are externally set, internally marked and externally moderated by NCFE. All other assignments are externally marked by NCFE.

### Delivery of content

The content does not have to be taught in a linear fashion. However, providers must pay attention to when the assessments are due to take place to ensure that all the mandatory content (all elements and POs) has been taught to students prior to sitting the assessments.

### What you need to teach

All content within the Technical Qualification (TQ) Specification is mandatory teaching content. The content provided in some cases may not be exhaustive, and providers may wish to teach beyond what is included in the TQ Specification to support the student's knowledge and understanding. The term 'for example' is used to indicate an opportunity for tutors to add additional context to their delivery. The main concepts, rather than the specific examples, are the focus of the assessment in these cases.

English, mathematics and digital (EMD) competencies have been integrated and contextualised within the skills, throughout the qualification content. The tutor may also teach competencies that are not listed in this TQ Specification, but these will not be subject to assessment.

## **Core knowledge**

The numbering is sequential throughout each element of the core component.

### **Mandatory content**

Element 1: Wider education sector

Element 2: Supporting education

Element 3: Safeguarding, equality and diversity and wellbeing

Element 4: Special educational needs and disabilities (SEND)

Element 5: Child development

Element 6: Working in partnership

Element 7: Professional practice

### **Core glossary**

#### **Child or young person**

The individual in the setting.

#### **Practitioner**

The qualified individual with whom the student will work in the setting.

#### **Student**

The person studying the TQ ('The student must ...').

## Element 1: Wider education sector

The student must understand:

### 1.1 Types of early years and education provision available, and the settings within them

- early years provision:
  - home-based care (for example, childminders and nannies)
  - nurseries
  - preschools
- maintained school provision:
  - community schools
  - voluntary controlled schools
  - voluntary aided schools (for example, church or faith schools)
  - foundation schools
  - trust schools
  - special schools
- non-maintained school provision:
  - academies
  - free schools
  - private (independent) schools/special schools
  - alternative provision (for example, home schooling).

### 1.2 Roles and responsibilities of general, specialist and supportive roles within the early years and education sector

- general roles:
  - early years practitioner
  - early years educator
  - room leader
  - teaching assistant
  - teacher
  - headteacher
- specialist roles:
  - special educational needs and disabilities co-ordinator (SENDCo)
  - designated safeguarding lead (DSL)
  - physical activity and nutrition co-ordinator (PANCo)
  - mental health first aider (MHFA)
- supporting roles:
  - speech and language therapist
  - health visitor
  - social worker
  - general practitioner (GP)
  - local authority designated officer (LADO)
  - educational psychologist.

## **Element 2: Supporting education**

The student must understand:

### **2.1 The roles and functions of regulators within the education landscape**

- Department for Education (DfE)
- Office for Standards in Education, Children's Services and Skills (Ofsted)
- Office of Qualifications and Examinations Regulation (Ofqual).

### **2.2 How key factors influence priorities and debates in education**

- governmental policy
- advancements in technology
- economics and funding
- welfare of practitioners, and children and young people, in education.

### **2.3 The scope and purpose of the early years foundation stage (EYFS) and the national curriculum from key stage 1 to key stage 4**

- EYFS: 0 to 5 years:
  - Development Matters
- key stages 1 and 2: primary education, 5 to 11 years
- key stages 3 and 4: secondary education, 11 to 16 years.

### **2.4 Skills and attributes that inform professional behaviour, and why they are important to effectively support children and young people's education**

Skills:

- involving children and young people in planning their own learning
- communicating clearly, using positive and appropriate language for the child or young person's age and stage of development
- giving effective feedback and facilitating self-reflection in children and young people
- managing own and others' time
- providing nurturing experiences and opportunities to support children and young people to be able to express feelings, and how this promotes positive behaviour
- observing and assessing children and young people, providing tailored interventions through early identification
- engaging children and young people by involving them in their own learning and assessment.

Attributes:

- approachability
- confidence
- empathy
- knowledge
- passion
- patience
- positivity

- reflection
- resourcefulness
- respect for others.

## 2.5 Theoretical and pedagogical approaches and their application within education

### Behaviourism

Theory:

- antecedents:
  - stimuli that signal expected behaviours/responses
- consequences:
  - stimuli that encourage or reduce the occurrence of the behaviour
- positive and negative reinforcement:
  - can modify behaviour and learning (operant conditioning)
- continuity:
  - central to long-term associations
  - habit/response forming
- association of experience with behavioural response.

Pedagogical approach and how it is applied:

- questioning:
  - teacher asks question (antecedent)
  - student responds (behaviour)
  - teacher offers feedback/rewards (consequence)
- direct instruction:
  - teacher led
  - the student and teacher practise the new skill together
  - the teacher checks understanding and provides feedback.

### Cognitive constructivism

Theory:

- assimilation:
  - learning builds on what students already know and can do
- accommodation:
  - knowledge is actively constructed through a process of discovery
- sequential/schematic:
  - learning follows a sequence of stages.

Pedagogical approach and how it is applied:

- HighScope:
  - active learning experiences that children plan and carry out themselves
- project-based learning:
  - students engage in real-life problems, such as designing a product, and are responsible for their choices, decisions and solutions.

## Social constructivism

Theory:

- active:
  - learning is a social process between teachers and peers
- interactions:
  - students' understanding and knowledge of the world is based on the quality of interactions with others
- environment:
  - the learning environment, home environment, culture and society can influence the quality of interactions.

Pedagogical approach and how it is applied:

- enquiry-based learning:
  - the teacher plans activities to provoke curiosity and interaction between peers
- modelling:
  - the teacher models how to complete a task and the student observes, before practising the task for themselves
- flipped learning:
  - the teacher provides material that students can access independently (for example, through a virtual learning environment)
  - the teacher observes and scaffolds activities during group learning
  - the teacher differentiates content to make it accessible for all
  - formative assessments inform future teaching and learning
- commentary:
  - to develop students' vocabulary, the teacher talks through what they are doing
- sustained shared thinking:
  - the teacher and student share a genuine interest in an activity, conversation or discovery
  - can occur between individuals or in a group setting
- reflection:
  - the teacher talks about what went well and encourages the student to develop their own thinking.

## Connectivism

Theory:

- technology:
  - students have greater access to artificial intelligence (AI), online information, ideas and communities of learning
- nodes:
  - nodes are objects (a person, a book, a webpage) that can be connected as part of a learning network
- links:
  - learning occurs when students make links between nodes, and they continue to make and maintain connections to form knowledge
  - 'know how' and 'know what' is replaced by 'know where to find knowledge'
- currency:
  - knowledge is quickly obsolete, and learning is a continual process

- informal:
  - self-directed holistic learning.

Pedagogical approach and how it is applied:

- massive open online courses (MOOCs):
  - online courses that can feature a mix of traditional course materials, user forums and communities of practice
- social networking:
  - facilitates the informal exchange of information
  - interactions can take place between students at any time
- gamification:
  - turns tasks and assignments into competitive, interactive games
- immersive learning:
  - students are immersed in a task, working together to find, assess and make connections between information located in the digital world and the natural environment.

## Humanism

Theory:

- holistic learning:
  - individuals construct knowledge in the context of their own unique feelings, values and experiences
  - feelings are as important as knowledge in the learning process
- student centred:
  - the teacher's role is to facilitate rather than deliver learning
  - learning should be personalised to each individual student
  - the teacher differentiates content to make it accessible for all
  - formative assessments inform future teaching and learning
- self-actualisation:
  - a student's potential can only be fulfilled when their physical and affective needs have been met
- agency:
  - humans are intentional and seek meaning, value and creativity.

Pedagogical approach and how it is applied:

- student-initiated learning:
  - the student is given freedom to select learning materials and manage their own progress
  - learning decisions rest with the student, not the teacher
- holistic:
  - the teacher considers the student's whole being, including home environment and other factors that could impact on learning
  - the teacher acts as a coach, helping students to achieve their goals
- safe and nurturing environment:
  - the teacher creates an environment in which students feel physically and emotionally safe and can focus on learning.

## 2.6 Theoretical perspectives and their influence on education

- social learning theory:
  - Bandura – learning occurs through role modelling and the influence of others
- schematic and cognitive development:
  - Piaget – children develop their understanding of language through mental ‘schemas’ and develop logical thinking through distinct stages:
    - sensorimotor stage
    - preoperational stage
    - concrete operational stage
    - formal operational stage
- behavioural conditioning:
  - Pavlov – conditioned stimulus triggers a conditioned response
  - Watson – emotional reactions can be classically conditioned in people
  - Skinner – behaviour modification through positive and negative reinforcement
- discovery learning:
  - Bruner – learning through participation and direct experience:
    - modes of representation
    - scaffolding
    - spiral curriculum
- language acquisition:
  - Chomsky – people are biologically born with a language acquisition device
- environmental influence:
  - Vygotsky – learning can be developed through social interactions and is best achieved when within the zone of proximal development.

## 2.7 The importance of using up-to-date and appropriate technology to support children and young people’s education

- enables accurate monitoring of children and young people’s progress
- facilitates sharing of information
- introduces ability to deliver learning using a variety of media
- supports planning, designing and delivery of suitable learning materials and assessments
- makes learning accessible for children and young people with special educational needs and disabilities (SEND)
- enables safe communication and collaboration with children and young people online
- prepares children and young people for future learning and career opportunities
- develops overall digital literacy.

## 2.8 The role of metacognition in supporting children and young people’s education

- supporting preparation and planning of learning:
  - identifying barriers to their own learning and actively minimising them

- monitoring own understanding:
  - identifying the strengths and areas for development in their own learning
  - adapting their learning strategies as appropriate to the task
- supporting with a reflective approach to tasks:
  - learning from mistakes in order to avoid them in the future
  - building up a set of transferable learning skills that can be applied to new subjects and situations.

## **2.9 The characteristics of the five stages of acquiring an additional language**

- pre-production
- early production
- speech emergence
- intermediate fluency
- continued language development/advanced fluency.

## **2.10 How a child's or young person's home language affects their education and development**

- impacts understanding of language overall
- affects development of support network
- impacts self-concept and identity
- affects social interactions and relationships.

## **2.11 The potential communication, social and emotional needs of children and young people being taught English as an additional language (EAL)**

- support for written English rather than spoken English
- support understanding the curriculum
- support for accessing resources in English
- support and time for responding to questions in English
- incorporation of a wider understanding of their culture, language, ethnicity and religion amongst educators and peers
- support from peers and family network.

## **2.12 The types and application of strategies that practitioners may use to support children and young people with English as an additional language (EAL)**

- EAL specialist support
- encouraging peer and group support
- making the verbal curriculum more visual
- providing opportunities to talk before writing
- using drama and role play
- scaffolding learning
- creating language-rich environments
- providing bilingual resources.

## Element 3: Safeguarding, equality and diversity and wellbeing

The student must understand:

### 3.1 The purpose of current legislation and the influence of statutory guidance on policies and procedures in educational settings

#### Health and safety

- legislation:
  - Health and Safety at Work etc. Act 1974:
    - purpose: defines employers' responsibilities to protect the health, safety and welfare at work of employees and members of the public, and defines employees' duties to protect themselves and each other
- statutory guidance:
  - health and safety: responsibilities and duties for schools 2022
  - EYFS safeguarding and welfare requirements.

#### Security and confidentiality

- legislation:
  - Counter-Terrorism and Security Act 2015:
    - purpose: places a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism
  - Data Protection Act 2018:
    - purpose: defines responsibilities for using personal data fairly, lawfully and transparently
- statutory guidance:
  - Prevent duty guidance: England and Wales 2023
  - UK General Data Protection Regulation (UK GDPR):
    - recording, sharing and storing information.

#### Safeguarding

- legislation:
  - Children Act 2004:
    - purpose: introduced measures to support multi-agency working to keep children safe
  - Safeguarding Vulnerable Groups Act 2006:
    - purpose: places a statutory duty on organisations to undertake suitability checks on all individuals working with children and vulnerable adults
  - Children and Families Act (Part 3: Children and young people in England with special educational needs or disabilities) 2014:
    - purpose: introduced new provisions to ensure the welfare of children and young people with special educational needs (SEN), including education, health and care plans (EHCPs)
  - Female Genital Mutilation Act 2003:
    - purpose: provides legal protection and safeguarding for victims of, or those at risk of, female genital mutilation (FGM)
- statutory guidance:
  - Supporting pupils at school with medical conditions 2015
  - Working together to safeguard children 2026
  - Multi-agency statutory guidance on female genital mutilation 2020
  - Keeping children safe in education 2025.

## Equality and diversity

- legislation:
  - Equality Act 2010:
    - purpose: provides legal protection for individuals from discrimination within society
- statutory guidance:
  - Special educational needs and disability code of practice: 0 to 25 years:
    - SEND: guide for early years settings
    - SEND: guide for schools and alternative provision settings
- treaty:
  - United Nations Convention on the Rights of the Child 1989.

### 3.2 The importance of following policies and procedures within an education and early years setting

- first aid:
  - preserves life
  - prevents the condition worsening
  - promotes recovery
  - standardises appropriate actions to take
  - complies with legislation
  - enables accurate reporting and recording
- health and safety:
  - protects the wellbeing of children and staff
  - clarifies the requirements and boundaries of own role
  - standardises the appropriate actions to take
  - clarifies who to report to and lines of responsibility
  - complies with legislation
  - enables accurate reporting and recording.

### 3.3 The steps required to manage and report risk to support safeguarding and wellbeing

- identifying hazards
- determining who is at risk
- evaluating the risks and selecting mitigations
- recording findings and implementing mitigations
- monitoring and reviewing risk management.

### **3.4 When a child is at risk or in need, and how the key principles of safeguarding underpin practice within an education and early years setting**

Child at risk:

- at risk of harm, is in immediate danger, or has been harmed.

Child in need:

- is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.

Principles of safeguarding:

- empowerment
- protection
- prevention
- proportionality
- partnerships
- accountability.

### **3.5 Types of abuse and the associated signs**

- physical abuse – when a child or young person is physically hurt or harmed:
  - signs:
    - repeated illnesses and/or medical investigations
    - bruising, bites and/or burns
    - non-accidental injury
    - fractures or broken bones
    - reluctance to remove clothes
    - flinching and cowering
- emotional abuse – when a child or young person is continually emotionally mistreated:
  - signs:
    - withdrawal
    - changes in behaviour (for example, comfort seeking)
    - toileting problems
    - developmental regression
    - poor concentration
    - difficulty making friends
    - indiscriminately affectionate
- sexual abuse – when sexual activity is forced upon a child or young person:
  - signs:
    - sexualised behaviour or language
    - sexually transmitted diseases (STDs), infections, swelling, soreness and/or discharge

- neglect – when a child’s or young person’s basic needs are persistently not met:
  - signs:
    - failure to thrive
    - health problems
    - hungry/thirsty
    - failure to attend setting
    - housing issues
- domestic abuse (Domestic Abuse Act 2021) – when a child or young person sees, hears, or experiences the effects of the abuse:
  - signs:
    - aggression
    - antisocial behaviour
    - depression or anxiety.

### **3.6 How people in a position of trust can manipulate and influence children and young people**

Manipulation and influence:

- by interfamilial abuse (such as a close family member or friend)
- through the use of inappropriate games
- through online materials and communication
- through observing sexual behaviour of others
- through threats of harm to the individual or family.

### **3.7 The potential outcomes and signs of grooming and exploitation**

Outcomes:

- taking advantage of an individual
- gaining unauthorised access to private or sensitive information for their own or others’ advantage
- manipulation of an individual
- using a position of trust to bully, humiliate or undermine
- threatening punishment for non-compliance with unreasonable demands.

Signs of grooming or exploitation:

- demonstrating changes in typical behaviour
- becoming withdrawn or isolated from peers and adults
- inability to concentrate during activities or learning experiences
- sexualised behaviour, language or an understanding of sex that is not appropriate for age.

### **3.8 Indicators that an adult in the setting may have inappropriate relationships with children and young people**

- being overly affectionate, giving gifts or showing favouritism with a child or young person
- spending time alone with a child or young person
- making friends with a child or young person's parents or carers and/or visiting them at home
- using private texts or social media to communicate with a child or young person.

### **3.9 How practitioners manage suspected abuse, or when a child is at risk or in need, in line with the educational setting's code of practice**

- observing and recording as appropriate
- following organisational policies and procedures for child protection
- following procedures set out by the local safeguarding partnerships
- following accurate lines of reporting in a timely manner
- maintaining professional boundaries
- contacting the police if a child or young person is in immediate danger.

### **3.10 How abuse, neglect, bullying, persecution and violence may impact on children and young people's development and behaviour**

- educational attainment
- attachments and relationships
- physical health
- mental health
- behaviour (for example, substance misuse).

### **3.11 The importance of promoting equality, diversity and inclusion**

- complying with legal responsibilities
- preventing discrimination
- ensuring equality of opportunity
- meeting individual needs and ensuring equity for all
- appreciating and celebrating differences and valuing diversity
- recognising and valuing different family circumstances and cultures
- ensuring dignity and respect for all
- fulfilling professional responsibilities and protecting the reputation of the setting.

### **3.12 The importance of having appropriate expectations and not labelling children and young people**

- ensures that individuals do not feel stigmatised
- encourages independence
- increases motivation and confidence
- improves academic outcomes
- creates a culture of achievement, regardless of ability
- removes a burden of guilt or blame on the individual, parents or carers.

### **3.13 Potential barriers that may affect children and young people's education and the strategies used to encourage participation**

Barriers:

- physical accessibility
- mental health issues
- attitudes and expectations
- curriculum
- family background
- socio-economic.

Strategies:

- training to understand inclusion
- partnership working, including supporting children and young people's psychological wellbeing
- adaptations to the physical environment
- providing accessible curriculum/assessment
- reviewing equality, diversity and inclusion policies
- providing appropriate information about available financial support
- supporting children and young people through transitions.

## **Element 4: Special educational needs and disabilities (SEND)**

The student must understand:

### **4.1 The purpose of policies and processes that are available to support with educational provision for children and young people with special educational needs and disabilities (SEND)**

Policies:

- SEND policy
- equality policy
- accessibility policy
- alternative provision policy.

Processes:

- Early Help Assessment (EHA):
  - provides a means of putting in place early support in partnership with relevant professionals and can be used from early years through school years
- EHCP:
  - intended to support children and young people with complex needs that fall outside of SEND provision provided by early years provision, schools or colleges.

### **4.2 The role of a multi-agency team in providing integrated support for children and young people with special educational needs and disabilities (SEND)**

- sharing information
- allocating tasks and responsibilities to support requirements
- allows assessments from multiple perspectives
- ensures affective approach to diverse needs or requirements
- supports early preventions and interventions.

### **4.3 The principles of integration, equity and inclusion, and the differences between them**

Integration:

- children and young people with special educational needs or disabilities require separate support and extra resources to access the existing curriculum
- children and young people's success depends on their ability to adapt to the learning environment
- extra adaptations and support within the learning environment should benefit only those with special educational needs.

Equity:

- the educator should understand their own culture, personal values and biases
- partnerships with parents should be strong, with shared aspirations for children and young people
- the curriculum is fair, and children's holistic development needs are well planned for (including health, and social and emotional development)
- social cohesion is promoted and children learn to connect with each other.

Inclusion:

- a curriculum should offer all students equal rights, access and choices
- the learning environment should change to support each child or young person's success
- extra adaptations and support within the learning environment should benefit everyone.

#### **4.4 The importance of using appropriate terminology when discussing the needs of children and young people with special educational needs and disabilities (SEND)**

- ensures compliance with organisational policies, informed by local and national guidance
- avoids stereotyping/labelling
- demonstrates value and respect to individuals
- maintains professionalism.

#### **4.5 The potential effects that a primary disability may have on children and young people's social, emotional and physical development**

Social and emotional development:

- impulse control
- language development
- mood and emotion.

Physical development:

- attention and concentration
- memory
- sensory processing
- motor control.

#### **4.6 The cognitive skills necessary for effective educational development**

- attention
- memory, short- and long-term
- perception
- logic and reasoning
- auditory processing
- visual processing.

#### **4.7 The influence of disabilities and cognitive impairments on language, communication, function and emotional development**

- comprehension of reading, writing and mathematics
- vocabulary and communication skills
- attention span
- co-ordination skills
- logical reasoning
- memory and building on prior knowledge
- levels of perception
- motor skills/mobility.

#### **4.8 The impact that chronic conditions may have on children and young people**

- emotional state
- education access and attainment
- behavioural changes
- quality of life
- mental health
- social development.

#### **4.9 The difference between medical and social models of disability, and how barriers are removed to empower and value children and young people**

Social:

- an individual is disabled by environment rather than an impairment.

Medical:

- an individual is disabled by their impairment or differences.

Removal of barriers:

- creating an accessible and secure environment
- promoting value and respect
- involving the individual in planning their own learning and health care needs
- providing context and relevance to learning
- using enabling language
- working with the family and other professionals
- implementing the setting's policies and procedures.

#### **4.10 The types and application of augmentative and alternative communication (AAC) to supplement or replace speech**

- no-tech communication:
  - body language, pointing, objects of reference, vocalisations, signing, communication partner
- low-tech communication systems:
  - pen and paper, communication through pictures, photographs, symbols
- high-tech communication systems:
  - mobile devices, laptops, tablets, speech synthesis, eye-tracking devices.

## Element 5: Child development

The student must understand:

### 5.1 How characteristics of cognitive, physical, social and emotional learning typically develop from birth to 19 years

- cognitive:
  - information processing
  - memory
  - problem solving
  - sensory perception
- physical:
  - gross motor skills:
    - involving large movements that involve the whole body
  - fine motor skills:
    - involving smaller, more skilful movements to control the body more precisely
  - physical changes as a result of puberty
- social and emotional:
  - bonding and attachments
  - expressing feelings
  - following instructions
  - co-operation
  - self-control/self-regulation
  - self-concept
  - establishing friendships/peer groups.

### 5.2 The key concepts of attachment theory and how these support the development of friendships and relationships

- Bowlby – key concepts:
  - innate attachment to one figure
  - maternal deprivation
  - forming of bonds and relationships with primary caregivers and the influence of this on later relationships
- Ainsworth – key concepts:
  - the Strange Situation
  - attachment styles:
    - secure
    - insecure avoidant
    - insecure ambivalent
    - disorganised-disoriented (identified later)
- Schaffer and Emerson – key concepts:
  - babies are more likely to form attachments with carers who are responsive and sensitive, rather than those with whom they spend the most time
  - four stages of developmental progress:
    - asocial stage (0 to 6 weeks): babies show no bias towards a particular individual but prefer human-like stimuli, such as dolls
    - indiscriminate attachments (6 weeks to 6 months): babies are more sociable and can tell individuals apart but do not form strong attachments; they do not demonstrate a fear of strangers

- specific (7 months+): babies show signs of separation anxiety when their primary attachment figure leaves; they begin to demonstrate a fear of strangers
- multiple (10/11 months+): infants form multiple attachments, such as grandparents, friends, childminders/nursery practitioners.

### **5.3 How friendships and relationships can positively impact factors of wellbeing**

- mental health
- resilience
- social skills
- self-esteem/confidence
- self-concept.

### **5.4 The differences between receptive and expressive language, and the factors that might affect language acquisition**

Receptive language:

- the ability to comprehend or understand what is being said.

Expressive language:

- the ability to use vocabulary and form sentences to express meaning.

Factors:

- age and development stage
- personality
- cognition
- bilingualism
- cultural background
- special educational needs or disabilities
- the learning environment
- available support.

### **5.5 How personal, environmental and educational factors can influence children and young people's behaviour**

Personal factors:

- age and stage of development
- self-esteem
- SEND
- personal, social and emotional development.

Environmental factors:

- culture and religious beliefs
- care history
- family and societal influences.

Educational factors:

- bullying and discrimination
- peer relationships
- relationships between children and young people and practitioners
- levels of expectations.

### **5.6 How self-concept is developed, and the factors that influence children and young people's behaviour, cognition and social development**

Development of self-concept:

- self-image – how you see yourself
- self-esteem – how you value yourself
- ideal self – how you wish you could be.

Influence:

- experiences
- interactions
- environment
- reflection
- feedback.

### **5.7 The importance of children and young people adapting behaviour to meet social contexts**

- focusing on learning in educational settings
- developing impulse control
- conforming to social norms
- making friends and maintaining relationships.

### **5.8 The importance of setting and following policies and procedures for managing behaviour, and the strategies used to set and encourage behaviour expectations**

Importance:

- clarifies the expected standard of behaviour for:
  - staff
  - children and young people
  - parents/carers
- gives children and young people a chance to have input and ownership
- sets realistic expectations for behaviour, based on age and stage of development
- ensures fairness in how strategies within the behaviour management policies are applied
- ensures safety for all children and young people
- establishes a consistent approach to behaviour management
- allows opportunities to celebrate and reflect on individuals' success
- reinforces motivation for attainment and achievement.

### Strategies:

- establishing a structured approach
- setting age- and stage-appropriate boundaries and ground rules
- modelling appropriate behaviour
- positive reinforcement
- providing formative feedback
- encouraging children and young people to self-reflect
- approaching mistakes as opportunities to learn
- encouraging co-regulation or self-regulation
- building positive relationships and maintaining effective communication
- clarifying expectations on an ongoing basis
- providing opportunities and activities to test and stretch children and young people's skills and abilities.

### **5.9 How practitioners can use information about a child or young person's home, family and care circumstances to manage behaviour**

- working with parents/carers to help them find support and advice
- sharing information with relevant colleagues to support multi-agency work and early interventions
- supporting individuals through planned and unplanned transitions
- informing a behaviour management plan
- setting and monitoring individual behaviour targets.

### **5.10 The importance of considering verbal and non-verbal communication factors when working with children and young people**

- tone
- proximity
- gesture
- body language.

### **5.11 The approaches to developing children and young people's self-regulation and resilience, and how these can be applied within an educational setting**

- playing games/interactive sessions that encourage turn-taking and impulse control
- sharing stories that encourage reflection on own and others' emotions
- modelling coping skills
- encouraging physical exercise
- encouraging problem solving
- providing opportunities to support socialisation
- supporting children and young people to reframe challenges in a positive light
- encouraging mindfulness
- creating opportunities for children and young people to take supported risks.

### **5.12 How practitioners assess risks to their own and others' safety when dealing with behaviour that challenges**

- being aware of individuals' prior history
- recognising triggers and early warning signs

- assessing the likelihood of harm to self and others
- removing hazards and reducing risk
- following the setting's policies and procedures.

## **Element 6: Working in partnership**

The student must understand:

### **6.1 The advantages of working with parents, carers and wider families to support children and young people**

- creating a shared level of expectations
- making transitions smoother
- supporting learning and development at home
- inviting contributions from families (for example, volunteering time, talking about jobs or hobbies, helping to organise events)
- sharing information
- supporting the child's or young person's wellbeing
- making decisions and advocating different courses of action.

### **6.2 Different dynamics in which children are raised, and the importance of being mindful of these when working with children and young people**

Dynamics:

- nuclear: two parents raising a child/children
- single parent: a lone parent raising a child/children
- extended: multiple members of the same family living in the same home and possibly co-raising a child/children
- foster/adoptive: having at least one child who has been fostered or adopted
- blended/step: a combination of two separate families, with one or both parents having children from previous relationships.

Importance of being mindful:

- valuing and respecting families
- contributing to inclusion in planning and provision
- informing understanding of behavioural context
- informing understanding of developmental delay
- informing strategies used to support behaviour and development
- ensuring fair and inclusive practice.

### **6.3 Potential barriers to working with parents, carers and wider families and strategies to overcome these**

Potential barriers:

- time constraints
- work commitments
- limited resources
- EAL
- special educational needs or disabilities
- family members' own negative educational experiences.

Strategies to overcome potential barriers:

- building a relationship with parents/carers
- offering an open-door policy to hear parents'/carers' questions or concerns
- encouraging two-way communications
- organising open days/evenings
- using translators or child advocates
- offering home visits
- making use of secure technology to establish and maintain communication with parents/carers (for example, forums and apps).

#### **6.4 How agencies and services support children, parents, carers and wider families**

- charities:
  - Family Action
  - Family Rights Group
  - Action for Children
  - Save the Children
- public services:
  - NHS
  - Children and Young People's Mental Health Services (CYPMHS)
  - social services/children's services
  - Citizens Advice
- local education authorities:
  - schools, colleges and careers services
  - area SENDCos and inclusion team
  - Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS).

#### **6.5 The importance of establishing and maintaining collaborative ways of working with families, agencies and professionals to support children and young people**

- ensures that policies and procedures are adhered to
- maintains professional boundaries
- maintains confidentiality and protects sensitive data
- maintains the safeguarding and welfare of children and young people
- ensures the correct levels of consent are effectively obtained
- ensures efficiency in referrals and escalations
- sets clear expectations/ownership in line with own role and responsibilities
- sets clear expectations for the sharing of information (for example, use of social media).

## **Element 7: Professional practice**

The student must understand:

### **7.1 The use of national assessment and benchmark outcomes to inform effective pedagogy**

- informs planning and structure of delivery of the curriculum in line with statutory requirements
- supports the identification of children and young people's needs and requirements
- enables children and young people's progress and achievement to be monitored effectively
- gives a comparative educational standard to check consistency and confidence of delivery approach.

### **7.2 The application of diagnostic, formative and summative assessment to inform professional practice**

- diagnostic assessment: allows practitioners to determine levels of knowledge or skills a child or young person may have prior to introducing a subject
- formative assessment: frequent, often informal, assessment that is designed to elicit ongoing evidence of children and young people's developmental progress and educational attainment
- summative assessment: a final assessment, usually occurring at the end of a period of study, to review children and young people's current, overall level of attainment and to provide data for stakeholders (for example, management teams, parents and carers, Ofsted).

### **7.3 The application of observation and reporting on children and young people's participation, conceptual understanding and progress to support child development**

- identifies developmental progress
- informs feedback
- informs planning for children and young people's next steps
- adheres to policies and procedures relevant to recording information
- maintains the validity and reliability of information
- enables interventions
- informs relevant colleagues, the family and other agencies.

### **7.4 The role of the practitioner within assessment processes**

- observes, records and reviews children and young people's progress against specific requirements
- monitors children and young people's understanding and general progress
- provides support and targeted feedback to enable children and young people to improve
- plans and prepares for statutory/national assessment.

### **7.5 Key concepts of models of reflection and how they can be applied in practice**

- Kolb's Experiential Learning Cycle:
  - four stages of reflecting on experience:
    1. Concrete experience
    2. Reflective observation
    3. Abstract conceptualisation
    4. Active experimentation

- Gibbs' Reflective Cycle:
  - six stages of reflecting on experience:
    1. Description
    2. Feelings
    3. Evaluation
    4. Analysis
    5. Conclusion
    6. Action plan
- Boud, Keogh and Walker's model:
  - three stages of reflecting on practice:
    1. Experience
    2. Reflective process
    3. Outcomes.

## **7.6 The importance of continuing professional development (CPD) and receiving developmental feedback to inform practice**

CPD:

- maintains up-to-date knowledge and skills
- improves provision and outcomes for children and young people
- adheres to regulatory requirements
- keeps up to date with legislative changes
- ensures understanding of current priorities, debates and approaches in education
- makes meaningful contributions to a team
- improves opportunities for progression and promotion in own role.

Developmental feedback:

- improves performance
- increases motivation
- enhances both personal and professional growth
- provides constructive criticism
- supports reflective practice to identify developmental needs.

## **7.7 How practitioners can meet their own developmental needs**

- self-directed learning, reading and research
- shadowing and visits to other settings
- external training, workshops and conferences
- appraisal, peer observation and feedback
- setting and reviewing professional goals.

## Core skills

Students must be able to demonstrate the mandatory core skills, while applying and contextualising core knowledge.

Core skills statements are indicated by 'CS'.

References to general EMD competencies appear in brackets throughout this document – for example, (GEC6), (GMC3) – to indicate where these competencies have been embedded in the content.

## Mandatory content

CS1: Communicate information clearly to engage children and young people

CS2: Work with others to plan and provide activities to meet children and young people's needs

CS3: Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities

CS4: Assess and manage risks to own and others' safety when planning activities

The student must be able to:

### CS1: Communicate information clearly to engage children and young people

- ensuring that communication is age-appropriate:
  - using simple descriptive language, with an emphasis on rhymes, songs and repetition for younger children
  - using jokes and illustrative stories or examples that encourage children and young people to test their own values and critical thinking skills
  - explaining technical information to a non-technical audience using appropriate terminology
  - using verbal and non-verbal cues
  - using appropriate mediums to support delivery (for example, verbal, visual aids, digital resources)
  - asking and responding to questions to check for understanding
- encouraging and modelling interaction to support delivery and understanding of communication:
  - asking questions, actively listening and valuing all answers
  - inviting children and young people to express their own ideas through discussion, interactive activities or creative tasks
  - encouraging a dialogue through oral and written formative feedback
  - encouraging children and young people to teach each other
  - providing active and constructive contributions
  - actively listening to the contributions of others
- using positive language:
  - helping children and young people to focus on strengths
  - using praise and constructive feedback to build confidence as well as competence
  - modelling language that supports diversity and inclusion
  - adapting contributions to meet the needs of the children and young people.

(GEC1, GEC4, GEC6, GDC1, GDC2, GDC3)

The student must be able to:

### **CS2: Work with others to plan and provide activities to meet children and young people's needs**

- communicating openly and effectively with other professionals, speaking clearly and confidently:
    - establishing professional relationships with relevant colleagues and parents/carers
    - determining a child or young person's specific needs
    - sharing information that could impact on other teams/professionals
    - sharing ideas and best practice
  - planning collaboratively:
    - liaising with colleagues to plan appropriate activities for children and young people
    - discussing how to best support children and young people in meeting objectives, taking into account their individual needs, using appropriate terminology
    - contributing to long-, medium- and short-term planning
    - sharing resources
    - using simple calculations as part of the planning for, or costing of, activities
    - presenting information in an organised and logical way
  - supporting educational activities in the setting:
    - using encouragement to create a positive learning environment and high expectations
    - managing behaviour effectively and in line with the setting's policies and procedures
    - monitoring education activities through observation and assessment
    - contributing to effective record keeping, using precise terminology and correct spelling, punctuation and grammar.
- (GEC1, GEC2, GEC3, GEC4, GEC6, GMC2, GMC5, GMC9, GDC1, GDC3, GDC4)

The student must be able to:

**CS3: Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities**

- establishing learning goals/effective planning and provision for/with the child or young person, observing the child or young person and recording data on their progress, as appropriate
- using questions and answers or formal tasks to check the child or young person's understanding
- analysing assessment data to determine the next steps in supporting the child or young person to meet their goals
- using appropriate verbal or written language to feed back to the child or young person or staff, in an appropriate format
- recording information in an appropriate format.  
(GEC1, GEC2, GEC3, GEC4, GEC5, GEC6, GMC5, GMC6, GMC7, GDC1, GDC3, GDC4)

The student must be able to:

**CS4: Assess and manage risks to own and others' safety when planning activities**

- identifying the hazards
- deciding who might be harmed and how
- evaluating the risks and deciding on precautions:
  - developing appropriate precautions to minimise risk and recording the information in an appropriate format
- recording findings:
  - populating a risk assessment document, presenting information clearly, concisely and in the appropriate style
- developing and implementing mitigations to minimise risk
- reviewing assessment and updating if necessary.  
(GEC1, GEC2, GEC3, GEC4, GMC1, GMC2, GMC4, GMC5, GMC6, GMC7, GMC10, GDC1, GDC4)

## Occupational specialism (OS) – Early Years Educator

The numbering is sequential throughout each knowledge and skills section. Knowledge and skills statements are indicated by 'K' and 'S'.

References to general EMD skills appear in brackets throughout this document – for example, (GEC6), (GMC3), (GDC1) – to indicate where these competencies have been embedded in the content.

### Mandatory content

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

### Glossary

#### Child or young person

The individual in the setting.

#### Practitioner

The qualified individual with whom the student will work in the setting.

#### Student

The person studying the technical qualification (TQ) ('The student must ...').

## **PO1: Support and promote children’s play, development and early education**

### **Mandatory knowledge**

The student must understand:

#### **K1.1 The expected patterns of children’s development from birth to 7 years**

- cognitive, neurological and brain development:
  - 0 to 12 months:
    - ability to focus on close objects
    - becoming aware of physical sensations such as hunger and thirst
    - increasing interest in the environment and plays with objects
  - 1 to 2 years:
    - understands and responds to simple instructions from others
    - can identify familiar objects in books
    - able to remember and repeat past events
  - 2 to 3 years:
    - can categorise objects
    - can name familiar objects in books
    - ability to sort blocks from the smallest to largest
  - 3 to 5 years:
    - ability to organise objects by size, shape and colour
    - increasingly curious and asks questions to gather information
    - understands the concept of past and present
  - 5 to 7 years:
    - understands the concepts of space, time and dimensions
    - can carry out simple addition and subtraction
    - beginning to reason and debate with others
- speech, language and communication development:
  - 0 to 12 months:
    - demonstrates needs through different cries
    - turns towards sounds
    - beginning to smile and coo in response to stimulus
    - babbles and vocalises to communicate with others
  - 1 to 2 years:
    - babble begins to resemble words
    - first words are spoken
    - understands between 200 and 500 words
  - 2 to 3 years:
    - can understand simple ‘who’, ‘what’ and ‘where’ questions
    - starting to use action words as well as nouns
    - can put four or five words together to form short sentences
  - 3 to 5 years:
    - can take turns in longer conversations
    - understands words that describe sequences including ‘first, next, last’
    - more interested in the meaning of words
  - 5 to 7 years:
    - uses knowledge and skills to read, write and spell
    - understands that the same word can mean two different things
    - can use language for a range of purposes, in a range of social situations

- physical development:
  - 0 to 12 months:
    - reflex grasp
    - rolls over
    - uses first finger to point at objects
  - 1 to 2 years:
    - can build a tower using three bricks
    - can run and stop without knocking into objects in the environment
    - walks down steps one step at a time
  - 2 to 3 years:
    - draws circles and horizontal and vertical lines
    - walks up and down steps and can jump from the lowest steps
    - can stand and walk on tiptoe
  - 3 to 5 years:
    - can use scissors to cut across a line
    - can balance on one foot
    - uses alternate feet when walking up and down steps
  - 5 to 7 years:
    - can colour within the lines of a picture
    - can walk backwards quickly
    - uses co-ordinated movements (for example, for climbing, swimming, and riding a bike)
- personal, social and emotional development:
  - 0 to 12 months:
    - starts to focus on familiar faces and smile
    - begins to cry when play ceases
    - may self-soothe by sucking fingers or rocking
  - 1 to 2 years:
    - beginning to empathise with another person's distress by showing own distress
    - shows affection to familiar family members and friends
    - starting to experience anxiety when separate from primary carers
  - 2 to 3 years:
    - engages in parallel play
    - shows kindness and compassion spontaneously towards others
    - shows increasing independence
  - 3 to 5 years:
    - starting to verbalise a range of feelings
    - separates from primary carers more easily
    - expresses likes and dislikes
  - 5 to 7 years:
    - beginning to feel self-conscious and embarrassed
    - can co-operate in deciding rules to games
    - ability to communicate with others freely and without prompts from adults.

## **K1.2 How practitioners, parents, carers and other professionals can promote language development at different ages**

- for 0 to 2 years' development:
  - share nursery rhymes
  - use repetitive language
  - give simple instructions
  - maintain appropriate eye contact
  - use visual aids (for example, toys and picture books)
  - listen and tune in to children's communication
  - enjoy turn-taking in conversation when interacting with babies
- for 2 to 4 years' development:
  - share books (for example, story sacks and props)
  - engage in child-initiated conversation
  - provide a range of role play activities
  - listen and tune in to children's communication
- for 4 to 7 years' development:
  - model correct use of language, tone and expression
  - engage in paired reading activity
  - encourage descriptive language
  - plan literacy activities and word games
  - listen and tune in to children's communication.

## **K1.3 Factors that may impact on children's engagement, learning and development in reading, literacy and mathematics**

- personal factors:
  - physical and mental health
  - special educational needs and disabilities (SEND)
  - stage of development from birth to 7 years
  - level of cognitive and language development
  - socio-economic circumstances
  - bilingualism (English as an additional language (EAL))
  - previous experiences or support
- environmental factors:
  - exposure to a stimulating, language-rich environment
  - access to resources and the outdoor environment
  - opportunities to practise and apply knowledge
  - support and involvement from parents or carers, peers and other professionals
  - care status
  - interpersonal relationships
  - early attachment
- educational factors:
  - the quality of teaching and support at varying stages of development
  - age- and stage-appropriate materials
  - use of aids and adaptations
  - use of synthetic phonics (reading and literacy).

### **K1.4 How areas of children's development can impact on holistic development within play and early education**

- speech, language and communication:
  - enables children to form bonds and build relationships with others
  - enables children to express their needs and interests and have them met
  - verbal communication supports children's early writing skills
- personal, social and emotional development:
  - supports children to regulate own emotions and behaviour to effectively adapt to settings' rules and routines
  - supports children's confidence and self-esteem to co-operate and play with others
  - social and emotional skills impact on children's school readiness
- physical development:
  - physical abilities can impact on increased motivation in children's play, learning and development
  - the development of fine and gross motor skills impacts on children's ability to access the environment and activities and supports natural curiosity
  - self-efficacy in dressing and feeding supports children's confidence and self-esteem through personal achievement
- cognitive development:
  - cognitive abilities can impact on mastery and competence in speech, language and communication
  - problem-solving skills support children in developing physical self-care skills
  - understanding concepts enables children to establish and maintain emotional intelligence.

### **K1.5 The features of speech and language and how they are developed**

Speech:

- accurately forming and saying sounds
- putting the correct sounds in the correct place within a word
- speaking with expression using clear pitch, tone and intonation.

Language:

- communicating meaning through words
- joining words together in the correct order to build sentences and have conversations
- understanding how words are made and changed to convey plurals/past tenses.

How children develop speech:

- leading conversations and taking part in group conversations
- speaking confidently, appreciating the significance of oracy
- participating in role play with others
- speaking about ideas and feelings.

How children develop language:

- listening to and understanding instructions
- asking 'how' and 'why' questions
- using joining words when writing and telling stories
- using pronouns appropriately.

### **K1.6 The expected stages of language acquisition between 0 and 3 years, and factors that may affect the speed of acquisition**

Stages:

- pre-linguistic stage – babies experimenting with sound, known as babbling
- holophrastic stage – infants using one-word sentences to make their needs known
- two-word stage – infants connecting two words together
- telegraphic stage – sentences containing enough words and structure to make sense.

Factors that may affect the speed of acquisition:

- biological factors:
  - hearing/speech or language impairment
  - age and stage of development
  - cognitive abilities and difficulties
  - the child's temperament and personality
  - ear, nose and throat infections
- environmental factors:
  - use of dummies
  - parental influence/role modelling
  - language-rich environment/stimulation
  - home life and support
  - early stimulation and engagement in talking
  - bonding/attachment and relationships with others
  - older siblings speaking for the child
  - bilingualism.

### **K1.7 How daily exposure to stories and rhymes supports communication and vocabulary**

- introduces sounds and words
- allows opportunities for recall
- expands vocabulary.

### **K1.8 The importance of practitioners recognising atypical development, and potential impacts on a child's holistic development if this is not identified**

The importance of recognising atypical development:

- to support the best outcomes for children
- to support a child's individual needs
- to provide early intervention
- to ensure tailored planning

- to ensure differentiation
- to involve relevant external agencies.

Potential impacts:

- cognitive development:
  - difficulty in following instructions and participation in group tasks
  - lack of ability to group and categorise objects required for reading and writing
- speech, language and communication development:
  - levels of attention, listening and understanding
  - feelings and expressions of frustration
- personal, social and emotional development:
  - self-regulation and the ability to engage in educational activities
  - lack of social co-operation required for engagement in play opportunities
- physical development:
  - mobility difficulties hindering ability to access educational opportunities
  - slower or faster rate of physical development affecting self-confidence and self-image.

### **K1.9 The current statutory requirements for the early years foundation stage (EYFS)**

- the guiding principles
- the learning and development requirements:
  - the seven areas of learning and development that must be incorporated into a setting's educational provision
  - the characteristics of effective teaching and learning:
    - playing and exploring
    - active learning
    - creating and thinking critically
  - the early learning goals
- the assessment requirements:
  - the progress check at age 2
  - EYFS profile
- the legal requirements for safeguarding and welfare:
  - child protection
  - suitable people
  - staff qualifications, training, support and skills
  - key person
  - staff: child ratios
  - health
  - supporting and understanding children's behaviour
  - safety and suitability of premises, environment and equipment
  - special educational needs
  - information and record keeping.

### **K1.10 The statutory requirements for the current key stage 1 national curriculum**

- statutory requirements:
  - subjects
  - standards
- tests and assessments:
  - teacher assessments
  - year 1 phonics screening check
  - assessment at the end of the key stage.

### **K1.11 The links between the early years foundation stage (EYFS) and key stage 1 national curriculum**

- play-based learning continues into key stage 1
- the areas of learning and development feed into the subjects taught in key stage 1
- the characteristics of learning link to the creative curriculum in key stage 1
- information is shared with key stage 1 teachers:
  - the EYFS profile
  - children's individual development needs and ways of learning.

### **K1.12 Pedagogical strategies and how they are applied to support children's development of early literacy**

- systematic synthetic phonics
- story writing
- guided reading
- role play and quiet areas with books and writing resources
- songs and nursery rhymes
- parents/carers should be encouraged to nurture a love of books at home.

### **K1.13 Strategies to support children's development of early writing skills and how they are applied**

- providing equipment and opportunities to encourage early mark making (for example, chalks, sand and finger paints)
- using activities and equipment to develop fine motor skills
- involving parents/carers in activities
- modelling and demonstrating writing
- planning opportunities for shared writing
- valuing children's personal/spontaneous attempts at early writing.

### **K1.14 How daily routines, games and stories can be used to support children's development of mathematical understanding**

Daily routines can support children to explore concepts of:

- time – when routine events take place
- sequencing – the order that routines take
- sorting – matching and grouping objects
- prediction – what routine comes next.

Games can support children to explore concepts of:

- numbers and counting
- shape, size and pattern
- positional language
- weight, volume and capacity
- matching and sorting.

Stories and rhymes can support children to explore concepts of:

- mathematical language
- counting and numerical order
- subtraction
- size
- spatial awareness
- capacity.

#### **K1.15 How strategies to promote mathematical thinking and early reasoning are applied**

- using real-world examples and incidental learning to highlight mathematical concepts
- having a language-rich environment that includes mathematical vocabulary
- involving parents and carers in mathematical learning
- providing appropriate resources and equipment
- using a scaffolded approach for mathematical learning.

#### **K1.16 How number sense enables children to develop mathematical skills**

- counting confidently
- developing a deep understanding of the numbers to 10
- verbally counting beyond 20, recognising the pattern of the counting system
- relationships and patterns between numbers.

#### **K1.17 Key aspects of different theoretical and philosophical approaches that relate to play provision**

- Elinor Goldschmied – heuristic play
- Tina Bruce – features of free-flow play
- Maria Montessori – self-directed play
- Forest Schools – risk and challenge
- Rachel and Margaret McMillan – outdoor play for health and wellbeing
- Rudolf Steiner – creativity and expression
- Reggio Emilia – child-centred.

### **K1.18 The characteristics of the different stages of play**

- unoccupied play (0 to 12 months):
  - random movements and gestures
  - remains in one place
  - foundation for future play
- solitary play (0 to 2 years):
  - playing alone
  - entertaining themselves during play
  - exploring the environment
- onlooker play (18 months to 2.5 years):
  - interested in other children's play
  - observing other children in play
  - playing closely to other children but not joining in
- parallel play (2 to 3 years):
  - choosing similar toys or activities to other children
  - playing alongside other children
  - watching and listening to other children's play
- associative play (3 to 4 years):
  - playing with other children in pairs or groups
  - choosing the same toys or activities as other children
  - beginning to engage with others
- co-operative play (4 to 5 years+):
  - playing with other children in groups
  - defining rules of play
  - beginning to work together and have shared goals.

### **K1.19 How different types of play activities promote children's areas of development and sense of agency**

- physical play promotes:
  - social and emotional development – by building confidence and improving social skills, allowing for independence and decision making
  - physical development – by developing gross motor skills, helping to develop co-ordination
- creative play promotes:
  - cognitive development – by encouraging children to use their imagination as well as promoting memory and concentration skills
  - social and emotional development – by giving children choices, helping them identify their areas of interest and independently explore
  - speech and language – by supporting the use of communication and expressive vocabulary
- imaginative play promotes:
  - social and emotional development – by allowing children to experiment with social roles and test boundaries, developing empathy for others and nurturing the imagination
  - cognitive development – by encouraging problem-solving skills and nurturing the imagination
- sensory play promotes:
  - cognitive development – by stimulating the senses
  - physical development – by supporting the development of fine motor skills such as scooping, moulding and shaping
  - cognitive development – by encouraging children's exploration and investigation

- heuristic play promotes:
  - cognitive development – by stimulating the senses through sound, touch, smell, colour and shape, promoting early mathematical learning such as size, shape and weight
  - physical development – by supporting co-ordination and motor skills.

### **K1.20 The use of activities and resources associated with different types of play in promoting children’s development and sense of agency**

- physical:
  - hopscotch
  - ball games
  - throwing and catching games
  - bead threading
  - large and small block play
- creative:
  - sewing
  - collage
  - painting and drawing
- imaginative:
  - role play
  - puppet play
  - small-world play
- sensory:
  - slime or foam messy play
  - dough play
  - sand and water play
- heuristic:
  - household objects
  - natural objects
  - general purpose or recycled objects.

### **K1.21 Considerations when planning and selecting resources and equipment to support children’s play and education, both indoors and outdoors**

- age- and stage-appropriate
- health and safety/risk assessments
- manufacturer’s instructions
- weather conditions
- opportunities for both indoor and outdoor play
- condition of resources – safe and clean
- diversity and equality
- needs and interests of individual children
- type of play being planned.

### **K1.22 The difference between adult-led and child-initiated play, and how to offer an appropriate balance of both**

Difference:

- child-initiated play – play in which children are able to make their own decisions about what and how to play and who to play with
- adult-led play – play opportunities and activities that are planned and provided by the adult.

Appropriate balance:

- ensuring that both adult-led activities and child-initiated play are planned for within the learning environment
- ensuring that children have access to resources and equipment that provoke their interest in child-initiated play
- offering the appropriate level of support for children to apply their knowledge and skills to different situations.

### **K1.23 The methods used by adults to lead and promote play, and how they are applied**

- creating a safe and stimulating environment that stimulates imagination
- providing play prompts and cues
- intervening in play when necessary
- providing time, space and resources for play
- encouraging children's engagement in play.

### **K1.24 The benefits of adult-led and child-initiated play**

Adult-led play:

- targets specific areas of children's development
- introduces new concepts
- prompts conversations
- creates a stimulating and engaging learning environment
- responds to children's cues, questions, interests and ideas
- engages in sustained shared thinking to extend children's knowledge and skills
- extends children's learning through scaffolding.

Child-initiated play:

- promotes choice and agency
- allows children to develop and explore own interests
- promotes control and time management
- allows children to practise new skills and develop new understanding.

### **K1.25 How learning outside of the setting, including outdoor education, enhances children's education and development**

- physical exercise – contributes to overall physical and mental wellbeing
- scientific development – contributes to respect for the environment and the natural world, and increases knowledge of animals, plants and lifecycles
- life skills – contributes to awareness of safety, hazards, risks and challenges, and develops a child's cognitive, social and emotional skills
- independence – opportunities to develop independence, self-confidence and perseverance by overcoming challenges and fears.

### **K1.26 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments**

- greater opportunity for risk and challenge
- space
- animals, plants and lifecycles
- changing seasons
- changing weather
- positive impact on child's wellbeing.

## **Mandatory skills**

The student must be able to:

### **S1.1 Apply pedagogical strategies to plan educational activities, which include play, in line with the development areas of the early education curriculum requirements**

- collating information to incorporate children's likes and interests into planning and provision
- providing group activities to support learning through peer support
- facilitating role play opportunities to motivate children and embed learning
- flexibility in structured activities in order to harness spontaneous education
- providing a balance of adult-led and child-initiated play and learning
- reflecting on practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities.

(GEC4, GEC5)

### **S1.2 Apply pedagogical strategies to lead/facilitate educational activities**

- demonstrating skills as required
- building on children's previous knowledge to consolidate learning
- incorporating peer support and collaborative learning
- allowing children time to complete tasks
- incorporating children's thoughts and ideas into the flow of the activity
- demonstrating a positive attitude towards learning
- supporting metacognitive strategies to promote educational achievement
- giving ongoing encouragement and praise.

(GEC6)

### **S1.3 Support the development of personal, social and emotional skills within the areas of learning and development**

- using activities and resources that encourage independence and self-reliance
- providing support and recognising when to allow the child to take the lead
- providing opportunities for stretch and challenge to develop resilience
- including children's interests to support enhanced curiosity and perseverance.

### **S1.4 Apply strategies to develop and extend children's education and thinking**

- creating opportunities for sustained shared thinking
- incorporating scaffolding
- ensuring differentiation
- using open-ended questioning
- encouraging group discussion
- creating opportunities for collaborative problem solving.

(GEC6)

### **S1.5 Select appropriate resources and equipment to support children’s holistic development**

- relating to children’s individual needs and interests
- relevant to age and stage of development
- enhancing experiences and opportunities to widen children’s cultural capital.

(GEC5)

### **S1.6 Support and promote children’s speech, language and communication**

- creating or using visual supports and signs in the environment
- using bilingual resources where appropriate
- modelling language
- using appropriate questioning techniques for age and stage of development
- instigating high-quality, adult–child verbal interactions
- using songs, rhymes and storytelling
- following children’s leads and giving children time to respond
- using an interpreter where appropriate
- providing one-to-one support.

(GEC3, GEC6, GDC2)

### **S1.7 Promote equality of opportunity and anti-discriminatory practice**

- ensuring individual needs and interests are considered in planning and provision
- celebrating diversity of culture and family backgrounds within the setting
- partnership working and communicating with parents/carers and other professionals
- modelling appropriate behaviour
- providing appropriate resources and adapting as necessary.

(GEC1, GEC3, GEC6, GDC3)

### **S1.8 Promote children’s enjoyment of literature and mathematics**

Literature:

- incorporating story time
- giving opportunities to read and write
- promoting engagement with reading and books.

Mathematics:

- making mathematics accessible and engaging
- using gamification/puzzles/problems
- sharing familiar rhymes and songs.

(GMC8)

### **S1.9 Present stories, rhymes and books in ways that are engaging for young children**

- using props or technology when presenting stories, books and rhymes
- selecting books appropriate to age, stage and interests
- sharing familiar rhymes and songs
- using expressive language and/or actions
- giving children choice
- contributing to an enabling environment.

(GEC2, GDC1)

### **S1.10 Implement pedagogical strategies to support children's early literacy skills**

- using story writing activities to introduce new words into the vocabulary and comprehension skills within a creative context
- using guided reading to scaffold new words, practise existing words, break down words and sound them out, and recognising tone
- devising role play themes, and selecting appropriate resources to engage children in literacy development during play
- providing home reading journals and following up to check the reading has taken place
- using systematic synthetic phonics to encourage sound recognition and link sounds with letters
- leading on songs and nursery rhymes to expose children to new words and rhyme to consolidate the use of words.

(GEC1, GEC2, GEC6, GDC1)

### **S1.11 Identify and use unplanned opportunities to develop mathematical understanding**

- making links to previous learning
- consolidating understanding
- developing and extending knowledge.

### **S1.12 Use observational assessments to identify children's mathematical skills, and foster these skills through play and structured opportunities**

- explaining and emphasising the correct use of mathematical vocabulary
- supporting children to understand and follow instructions
- questioning and prompting children
- supporting children to select and use appropriate mathematical resources
- consolidating children's learning by providing extension tasks
- using differentiation and personalised learning.

(GEC6, GMC8)

### **S1.13 Use theoretical and philosophical approaches of play provision to inform own practice**

- analysing approaches to determine appropriate action to support specific needs
- evaluating outcomes to inform future actions.

(GEC4, GEC5)

### **S1.14 Provide prompts and cues to stimulate play and extend children’s learning experiences**

- using directed questioning
- intervening when appropriate
- inviting other children into the play
- providing suggestions and ideas to move the play along.

### **S1.15 Facilitate care, education and play outside of the setting**

- providing learning and play opportunities in line with the learning and development requirements of the early years curriculum
- providing supervision in line with the setting’s policies and procedures
- monitoring and assessing risk as required
- ensuring children have appropriate clothing and resources
- selecting appropriate resources and equipment.

(GMC3, GMC6, GMC9, GMC10)

### **S1.16 Support children to explore the natural environment**

- incorporating the natural environment into planning
- using natural resources in activities
- ensuring frequent access to the natural environment
- encouraging discussion on the natural environment.

(GEC6)

## **PO2: Develop relationships with children to facilitate their development**

### **Mandatory knowledge**

The student must understand:

#### **K2.1 The different forms of attachment**

- primary attachments – the close individuals with whom the child develops a strong emotional bond, which is usually the child's main carers
- significant attachments – the wider individuals with whom the child develops a strong bond, which is usually the key person in the setting, siblings, grandparents or family friends.

#### **K2.2 The features of secure attachment and the impact on development and behaviour in children**

Features:

- ability to settle
- expresses anxiety when away from primary caregiver
- returns to primary caregiver for comfort and safety
- ability to show and receive affection
- has trust in others.

Impact:

- forming and maintaining future relationships
- developing empathy for others
- developing the ability to self-regulate
- ensuring social and emotional development and security
- promoting short- and long-term mental health
- ability to take risks
- ability to learn and develop more effectively.

#### **K2.3 The types and possible impacts of transitions and significant events that children may experience**

Transitions and significant events:

- transition from home to early years provision
- moving between settings and carers (for example, military children, looked-after children)
- starting and moving through day care
- moving to school
- birth of a sibling
- moving home
- living outside of the home
- change to family structure
- loss of significant people/bereavement
- illness
- micro-transitions (for example, moving indoor to outdoor, changing activity).

Possible impacts:

- anxious or insecure behaviour
- changes in motivation or confidence
- regression and demonstration of behaviour that is atypical against the age and stage of development
- changes in engagement in education or activities.

#### **K2.4 How practitioners use a range of strategies to prepare and support children and young people through transitions**

- providing accurate and current information to the child
- giving opportunities to discuss feelings and ask questions
- involving individuals in their own transition planning
- using school-readiness strategies
- following settling-in policies and procedures
- implementing support through a buddy system, counsellor, mentor or learning support assistant
- liaising with parents/carers and other professionals
- referring individuals for specialist support as appropriate.

#### **K2.5 Typical behaviours for age and stage of development, to inform practice when developing relationships with children**

- 0 to 1-year-olds:
  - inquisitive and starting to explore their environment
  - developing bonds and trusting relationships with those around them
  - prone to clinginess with primary carers, particularly when tired or unwell
- 1- to 2-year-olds:
  - becoming more self-aware
  - becoming more independent from primary carers
  - exploring the wider environment, including new objects or people
  - beginning to show resistant behaviour, particularly when encouraged to do something that they do not want to do
  - imitating the behaviour of others around them
  - can be soothed when unhappy or upset
- 2- to 3-year-olds:
  - pushing more boundaries to explore their autonomy and independence
  - ability to self-soothe when unhappy or upset
  - beginning to control own feelings and impulses
  - more prone to a range of mood changes as they explore feelings
  - often frustrated when unable to achieve desired goals
  - struggling to self-regulate
- 3- to 5-year-olds:
  - growing in independence
  - growing in ability to recognise own feelings and emotions
  - better able to regulate/control own feelings and emotions
  - asking questions to learn more about their environment
  - showing affection and forming bonds with individuals outside of the family
- 5- to 7-year-olds:
  - ability to express their thoughts, feelings and desires clearly and with meaning (for example, foods that they like, activities that they do not like)

- developing wider social networks during school and outside activities
- increasing in independence from family members
- enjoying forming friendships and being accepted by others
- increasingly able to understand own emotions and aware of the feelings of others around them
- enjoying achievements and the sense of pride that they bring
- sometimes prone to being self-critical, particularly if they get something wrong or lose in a group activity.

## **K2.6 The behavioural signs that a child may display and possible implications**

Signs:

- regression
- withdrawal
- seeking attention
- antisocial behaviour
- self-damaging behaviour
- distress
- acting out of character
- depression and anxiety.

Possible implications:

- safeguarding issues
- difficulty forming relationships
- impact on educational progress
- risk of injury to self or others
- suspension/exclusion.

## **K2.7 The stages of self-regulation in babies and children**

- babies:
  - may suck a dummy or their fingers to self-soothe
- toddlers:
  - are beginning to understand that they may have to wait to have certain needs met
- pre-school:
  - begin to recognise what behaviour is required in certain situations (for example, whispering in a library)
- school-aged children:
  - are growing in ability to control their own wants and understand the needs that others may have.

## **K2.8 How self-regulation supports children's holistic development**

- behaviour:
  - apply reasoning
  - respond to reasoning
  - regulate own feelings through a sense of self-worth and increasing confidence
  - appreciate rules and boundaries and how these apply to games and activities
- relationships with others:
  - work well in small or large group activities
  - co-operate effectively with others
- education:
  - transition successfully to the early years setting
  - concentrate well during learning experiences and tasks
  - block out or ignore distractions
  - retain information in order to carry out instructions and complete a task.

## **K2.9 Factors that may affect children's behaviour**

- tiredness
- hunger
- stress
- changes to routine
- attachment and emotional security
- planned or unplanned transition
- safeguarding needs.

## **K2.10 How children's effective and ineffective communication skills may impact on relationships with others**

A child who can communicate effectively can:

- express own needs, interests and opinions
- feel heard and understood by others
- develop a rapport with peers and adults
- know what is expected of them and co-operate with others.

A child who has ineffective communication skills may:

- feel unheard or misunderstood
- experience frustration with self and others
- have difficulty bonding with peers and adults
- display behaviour that could be interpreted as inappropriate.

### **K2.11 How biological and environmental factors can affect the development of communication and speech**

Biological factors:

- health – illness
- personality traits – motivation
- SEND.

Environmental factors:

- physical – stimulation, language-rich environment, parental engagement
- cognitive ability – development of early speech
- bilingualism – dual language.

### **K2.12 How factors may affect children’s self-concept**

- age – how we see ourselves change through different life stages
- gender – stereotyping and gender roles
- education – quality and encouragement within education
- adults – the expectations, reactions and support from adults
- abuse – the impact of low self-esteem and mental health
- media – constructs and representations of the ideal self
- culture – how individuals inherit their beliefs and values and discrimination
- socio-economic background – poverty and life chances.

### **K2.13 How to develop self-efficacy in children in order to promote their independence, skills and wellbeing**

- providing opportunities for choice
- providing opportunities for exploration
- encouraging perseverance
- setting realistic and attainable goals
- praising effort regardless of outcome.

## **Mandatory skills**

The student must be able to:

### **S2.1 Develop professional relationships with children**

- communicating with children in a positive and appropriate way
- maintaining professional boundaries to foster fairness, trust and respect
- following the setting's policies and procedures:
  - maintaining confidentiality
  - ensuring inclusion and diversity
  - maintaining health, safety and wellbeing
  - using technology online and offline.

(GEC6, GDC5)

### **S2.2 Promote secure attachments with children**

- providing consistent care
- considering the attachment styles children display
- being responsive and sensitive to the child's likes, dislikes, interests and needs
- considering the age and stage of development related to attachment
- meeting individual needs through care routines
- sharing information appropriately with parents/carers.

### **S2.3 Support children's group learning and socialisation**

- providing educational and play opportunities that facilitate paired and group socialisation, as appropriate to the child's stage of development
- modelling positive social skills
- incorporating the individual needs and backgrounds of children in planning.

### **S2.4 Apply strategies to prepare and support children during transitions and significant life events**

- providing information and giving opportunities to ask questions
- using school-readiness strategies
- following settling-in policies and procedures
- using targeted activities and resources
- implementing a buddy system
- liaising with parents/carers and other professionals.

(GEC2, GEC6)

### **S2.5 Apply strategies to alleviate separation anxiety**

- responding to children's feelings and offering appropriate support
- helping the child familiarise themselves with new surroundings
- using distraction and play activities
- contributing to consistency of care for children during the settling-in process
- working with parents/carers to support children and families during the settling-in process
- contributing during activities that help support the attachment between a key person and a child.

## **S2.6 Apply strategies to support children to develop self-regulation**

- providing a calm, soothing space
- encouraging self-reflection
- using appropriate resources
- using games (for example, sharing and turn-taking)
- modelling positive behaviour
- clearly defining boundaries
- negotiating
- using praise.

## **S2.7 Encourage children’s participation by ensuring a balance of adult-led and child-initiated activities**

- ensuring that both adult-led activities and child-initiated play are planned for within the learning environment
- providing children with easy access to resources and equipment to provoke their interest in child-initiated play
- offering the appropriate level of support for children to apply their knowledge and skills to different situations.

## **S2.8 Encourage children’s positive behaviours, independence and confidence**

- setting reasonable expectations for age and stage of development
- praising perseverance
- encouraging children to try new things
- giving children freedom to make their own choices.

## **S2.9 Model and promote positive behaviours expected of children**

- modelling respect and courtesy
- actively listening
- encouraging turn-taking
- following plans and routines for the day, including free play
- planning the environment and available resources.

## **S2.10 Support children to manage their own behaviour in relation to others**

- supporting children to deal with conflict effectively and taking time to understand how others may feel
- actively listening and asking questions to help the child verbalise feelings
- helping children to find strategies to manage their emotions and behaviour
- reassuring children that you are there to support them to manage their own behaviour when needed
- giving children opportunities to practise sharing and turn-taking
- interacting with children in a way that makes them feel valued and capable.

(GEC4)

## **S2.11 Support children’s development of a positive self-concept**

- maintaining realistic expectations of children
- reacting to children fairly and consistently
- reacting to children in supportive and encouraging ways
- celebrating the diversity and individuality of all children
- implementing praise and reward strategies in the setting
- acknowledging the child’s age, stage of development and ability to express themselves and communicate own needs and feelings.

### **PO3: Plan, provide and review care, play and educational opportunities to enable children to progress**

#### **Mandatory knowledge**

The student must understand:

#### **K3.1 The importance of well-considered planning and provision to support children’s educational and developmental progress**

- meeting the individual needs and circumstances of children
- targeting specific support that children require
- increasing participation through incorporating children’s interests
- ongoing assessment to support the learning and development process, including opportunities for stretch and challenge
- adapting activities to ensure differentiation.

#### **K3.2 The use of different approaches towards assessment and planning for children’s education and development**

Assessment:

- observations
- question and answer
- group activities
- partnerships with parents, carers and other professionals
- standardised testing.

Planning:

- the planning cycle – plan, do, review process
- short-term – daily/weekly planning, used to review the effectiveness of the planned experiences/opportunities and feeds into the medium-term plans; these may need to be adjusted to incorporate ‘in-the-moment’ opportunities
- medium-term – termly planning, taking into consideration the daily/weekly observations, children’s needs/wants
- long-term – planning for the year ensures coverage of the full curriculum is incorporated into the plans; long-term plans are often reviewed and developed over the year and may include strategies to be used throughout the year
- in-the-moment planning/child-led planning – planning in the moment allows practitioners to capture children’s current interests at a particular point in time and build on what the child is already doing to help move their learning on.

### **K3.3 The developmental indicators that may suggest a child is in need of additional support**

- cognitive development:
  - not meeting developmental milestones
  - limited understanding
  - short attention span
- speech, language and communication development:
  - delayed speech and language
- physical development:
  - failure to thrive
  - ongoing health problems
- personal, social and emotional development:
  - lacking in confidence
  - withdrawing or isolating themselves
  - increased dependence on adults.

## **Mandatory skills**

The student must be able to:

### **S3.1 Identify the needs, interests and stages of development of individual children**

- using observation of babies and children
- using feedback from parents
- collaborating with the child's key person and external practitioners
- using records and progress trackers
- communicating directly with children, individually and in group settings.

(GEC4, GMC5, GDC4)

### **S3.2 Plan educational opportunities to enable children to progress**

- supporting the seven areas of learning and development within the current early education curriculum:
  - communication and language (for example, extending vocabulary, language structure and dialogue)
  - physical development
  - personal, social and emotional development
  - literacy
  - mathematics
  - understanding the world
  - expressive arts and design
- preparing children for the next stage of development
- fully reflecting the stage of development, individual needs and circumstances of children, including those with additional needs.

### **S3.3 Provide and lead care, educational experiences and purposeful play opportunities**

- appropriate to the age, stage and needs of individual, and groups of, children
- meeting additional needs, working in partnership with parents and/or carers and other professionals where appropriate
- incorporating flexibility to make best use of spontaneous learning opportunities
- including children's ideas and interests
- enhancing learning through meaningful questioning or modelling
- including enough time for children to complete tasks
- creating an inclusive environment.

### **S3.4 Recognise indicators that may suggest there are causes for concern regarding a child's development and take appropriate action**

- collecting and assessing evidence to support concerns
- using information from formal and informal observations and assessments to compare children's progress to developmental milestones
- sharing the information with colleagues, parents/carers and special educational needs and disabilities co-ordinator (SENDCo)
- following the setting's policies and procedures
- recording and reporting appropriate information

- implementing appropriate interventions:
    - following a specific SEND support plan
    - adapting planning and provision to meet individual needs
    - partnership working with relevant external agencies.
- (GEC1, GEC5, GMC5, GDC1, GDC3, GDC4)

### **S3.5 Utilise planned and unplanned observation and monitoring techniques to carry out assessment within the current early education curriculum framework**

- using appropriate observation techniques:
    - narrative, running/written records
    - time sample
    - child tracker
    - checklist
    - jottings/sticky notes
  - monitoring and recording the observation
  - utilising observations shared by parents and/or carers where appropriate
  - recording and drawing conclusions from observational assessments.
- (GEC5)

### **S3.6 Assess babies' and young children's development**

- comparing babies' and young children's development against expected milestone data:
    - physical development
    - language development
    - emotional and social development
    - cognition, including the acquisition of concepts
  - reviewing and recording appropriate data and information.
- (GMC2, GMC5, GMC7)

### **S3.7 Reflect on the effectiveness of the planned educational experiences/activities and play opportunities**

- reviewing activity plans
  - considering children's participation
  - discussing own practice with colleagues
  - identifying areas for improvement
  - evaluating own and others' practice.
- (GEC2, GEC4, GEC6)

### **S3.8 Engage in activities that contribute to continuing professional development (CPD)**

- updating knowledge of any changes within the sector
- ensuring practice is up to date
- improving skills in line with setting and/or sector requirements.

## **PO4: Safeguard and promote the health, safety and wellbeing of children**

### **Mandatory knowledge**

The student must understand:

#### **K4.1 How different factors can contribute to a child or young person becoming physically or psychologically at risk**

- family/parental risk factors:
  - family breakdown
  - victim or perpetrator of abuse
  - mental health and wellbeing issues
  - involvement in criminality
  - substance addiction
  - hereditary conditions
- environmental risk factors:
  - unsuitable housing
  - employment issues
  - low income
  - care status
- individual risk factors:
  - physical or developmental disability (for example, SEND)
  - health and wellbeing issues
- societal risk factors:
  - social isolation
  - exposure to inappropriate media/materials
  - relocation due to violence/displacement.

#### **K4.2 The importance of health and wellbeing in supporting babies' and children's development**

- enhances resilience
- supports holistic development:
  - physical health
  - mental health
- increases potential access to play opportunities and learning experiences.

#### **K4.3 The factors that can contribute to children's wellbeing**

- sleep and rest
- physical activity
- health and nutrition
- stability and safe environments
- adult care
- secure attachments
- opportunities for indoor/outdoor play
- friendships.

#### **K4.4 The signs that may indicate a child needs support**

- lack of personal hygiene
- recurring health problems
- indications of malnutrition
- not meeting developmental milestones
- isolated from friendship groups.

#### **K4.5 How meeting basic care needs impacts on children's self-actualisation, in accordance with Maslow's hierarchy of needs**

- routine provision of physical care for babies and children by practitioners that is appropriate to the age and stage of development:
  - nutrition
  - hydration
  - rest/sleep
  - nappy changing/toileting
  - personal hygiene, including oral health
  - physical activity, including access to the outdoors
  - suitable clothing for activities
  - safety needs
  - consideration for medical conditions.

#### **K4.6 The strategies used to support children to develop self-care skills**

- promoting hygiene – including toileting, handwashing, bathing and hair care
- giving children opportunities and time to complete self-care tasks
- encouraging self-dressing
- providing healthy food options and promoting choice
- encouraging care of belongings and facilities
- encouraging self-feeding
- scaffolding tasks to support children's progression
- practising self-serving food and drinks
- providing size-appropriate facilities.

#### **K4.7 How self-care skills impact on children's health, safety and wellbeing**

- privacy and dignity
- independence and self-efficacy
- confidence and resilience
- personal hygiene and prevention of infection.

#### **K4.8 How sleep and rest enhance babies' and children's holistic development**

- brain function and mental health
- levels of concentration
- the ability to retain information and learn new things
- energy levels
- bodily growth and repair
- mood levels.

#### **K4.9 The current NHS guidance regarding sleep requirements for babies and children**

- newborn
- 3 to 6 months
- 6 to 12 months
- 12 months+
- 2 years
- 3 to 4 years.

#### **K4.10 Safe sleeping procedures for babies to reduce the risk of sudden infant death syndrome (SIDS)**

- sleeping positions
- room temperature
- safe cot
- safety mattress.

#### **K4.11 The requirements of a balanced diet for babies and children, and the potential impacts of not maintaining a balanced diet**

Requirements:

- macronutrients
- micronutrients
- hydration
- appropriate salt and sugar intake.

Short-term potential impacts:

- lack of concentration and energy
- anxiety
- behavioural problems
- headache
- tiredness
- problems sleeping
- stomach pains
- mood and tantrums.

Long-term potential impacts:

- dental health problems
- obesity
- chronic diseases
- high blood pressure
- diabetes
- bone growth
- negatively impacts on cognitive development.

#### **K4.12 The dietary requirements that children may have, and the potential consequences of not meeting dietary needs**

Dietary requirements:

- intolerances (for example, dairy free)
- allergies (for example, nuts)
- religious or cultural (for example, halal)
- lifestyle choices (for example, vegetarian or vegan).

Potential consequences:

- illness or fatality
- conflict with parents/carers
- legal implications.

#### **K4.13 How oral health can be promoted in the setting**

- incorporating oral health into planned activities and care routines
- communicating on oral health promotion in the setting
- inviting dental practitioners to talk to children and demonstrate effective dental care
- providing information to parents and carers about good oral health.

#### **K4.14 The signs of common illnesses and infections and the associated symptoms**

- chickenpox signs and symptoms:
  - rash (spots or blisters)
  - fever
- measles signs and symptoms:
  - cold-like symptoms
  - cough
  - sore watery eyes
  - fever
  - rash (raised spots)
- mumps signs and symptoms:
  - fever
  - pain and swelling under the chin
  - discomfort when chewing
- slapped cheek syndrome signs and symptoms:
  - fever
  - nasal discharge
  - bright red rash on cheeks/body
- rubella signs and symptoms:
  - mild cold
  - rash (flat spots)
  - swollen glands

- whooping cough signs and symptoms:
  - similar to cough and cold, gradually getting worse
  - coughing fits
  - difficulty in breathing
  - possible choking and vomiting
  - may experience a whooping noise when breathing in
- cold signs and symptoms:
  - runny nose
  - cough
  - raised temperature
  - sore throat
- conjunctivitis signs and symptoms:
  - red, sticky eyes
  - yellow discharge
- ear infection signs and symptoms:
  - ear pain
  - difficulty hearing
- viral infection signs and symptoms:
  - diarrhoea
  - constipation
  - stomach pain
  - sickness
  - loss of appetite
- head lice signs and symptoms:
  - itchy scalp
  - eggs on hair shaft
  - lice
- hand, foot and mouth disease signs and symptoms:
  - sore throat
  - high temperature
  - lack of appetite
  - mouth ulcers
  - blisters and rash on hands and feet
- meningitis signs and symptoms:
  - fever
  - dislike of bright lights
  - rash
  - pale blotchy skin
  - stiff neck
  - cold hands and feet
  - confusion
  - muscle pain
  - severe headache.

#### **K4.15 How illnesses and infections are spread, and effective practice to prevent and control infection**

Spread of infection:

- close contact with individuals who have an illness or infection
- no, or incomplete, vaccinations
- lack of hygiene processes and procedures, or processes not being followed.

Effective practice:

- modelling and encouraging effective hygiene practice to children
- promoting immunisation – according to the immunisation schedule
- isolating unwell children or staff members, adhering to the exclusion policy
- following hygiene processes and procedures
- referring on where medical intervention is necessary
- reporting notifiable diseases to the local authority.

#### **K4.16 Effective practice to prevent accidents occurring**

- observations and supervision of children – including staff: child ratios
- health and safety procedures
- knowing when and how to carry out risk assessments
- removing hazards and reporting these to a supervisor
- using age- and stage-appropriate equipment
- carrying out safety checks on equipment and using the equipment in accordance with the manufacturer's instructions.

#### **K4.17 The responsibilities and limitations of their role when responding to accidents and emergencies**

- following the setting's policies and procedures
- reporting the accident/emergency to the appropriate person (for example, designated fire warden, safeguarding lead, first aider)
- remaining calm and professional
- maintaining accurate and coherent records and reports
- maintaining confidentiality, only sharing information when required.

#### **K4.18 Types of fire safety precautions**

- fire safety officer/warden within the setting
- fire exit signs
- fire extinguishers
- fire doors closed at all times
- smoke detectors
- evacuation procedure displays
- clear assembly points.

## **Mandatory skills**

The student must be able to:

### **S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities**

- following the setting's policies and procedures:
  - child protection and safeguarding policy
  - health and safety policy
  - risk assessment policy
  - administering medicine policy
  - whistleblowing policy
  - UK General Data Protection Regulation (UK GDPR) policy
  - acceptable use policy
- following accurate lines of reporting.

### **S4.2 Contribute to the effective supervision of babies and children to keep them safe**

- maintaining accurate registers
- knowing the abilities of the children
- establishing safety ground rules with the children
- continuously scanning the environment for potential hazards
- standing in a position that enables clear view of children within the environment
- reminding children of the safety rules
- explaining why certain behaviours may be hazardous
- explaining the safe use of equipment
- responding quickly to alerts regarding children's safety
- maintaining appropriate staff: child ratios.

(GEC1, GMC3, GMC4)

### **S4.3 Maintain accurate and coherent records to ensure the needs of all children are met**

- ensuring legibility
- using appropriate format (for example, accident report forms, medication records, daily registers)
- complying with data protection of information when sharing, storing and recording.

(GEC3, GDC3)

### **S4.4 Recognise and respond to causes for concern in children**

- noting any changes in physical appearance or behaviour of the child (for example, withdrawal)
  - responding to disclosures
  - recording all appropriate information
  - following the setting's policies and procedures
  - reporting concerns to the appropriate person (for example, designated safeguarding lead (DSL)).
- (GEC1, GEC3, GEC4, GDC3)

#### **S4.5 Apply strategies to support children to make and maintain friendships**

- role modelling co-operation and collaboration
- practising sharing
- using encouragement and praise when they recognise good behaviour towards other children
- giving time and space to allow opportunities for interaction and negotiation:
  - small-world play and role play opportunities
  - paired or group activities or projects
  - team sports.

#### **S4.6 Plan a range of daily care routines**

- ensuring that they are appropriate to the age/stage of development
- taking into account the child's individual needs
- considering timings for the care routines
- following health and safety requirements/infection control/latest government guidelines/policies and procedures of the setting.

#### **S4.7 Carry out a range of care routines**

- maintaining children's dignity and privacy (for example, during nappy changing, toileting)
- promoting development by talking through the care routine and reasons for doing it
- promoting choices for the child (for example, giving children a choice at mealtimes, snacks).

#### **S4.8 Promote healthy lifestyles**

- providing healthy snacks and drinks
- role modelling healthy behaviour
- providing information and advice to parents
- encouraging healthy lifestyle activities (for example, physical activities, cooking, growing food, role play)
- using books to help educate children and parents/carers.

(GEC1)

#### **S4.9 Respond appropriately to a child showing signs of a common illness**

- following the setting's policies and procedures
- reporting to the appropriate people (for example, first aider to assess the child, parents/carers)
- monitoring and reassuring the child:
  - isolating, if appropriate
- keeping the child hydrated, if appropriate
- referring to the child's medical records
- administering medicines accurately, if parental consent has been given
- recording the details and management of the illness
- escalating concerns.

(GEC4, GEC6, GMC1)

#### **S4.10 Undertake tasks, ensuring the prevention and control of infection**

- applying handwashing techniques
- ensuring personal hygiene, such as tying back long hair, washing uniform
- following food hygiene guidance
- clearing up waste/spillages and disposing of them safely
- using correct equipment (for example, personal protective equipment (PPE))
- sterilising and disinfecting equipment.

#### **S4.11 Respond appropriately to emergencies, including fire**

- raising the alarm
- following evacuation or emergency procedures
- ensuring safety of self and others
- communicating emergency to relevant people
- accurately recording relevant information.

(GEC3)

## **PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development**

### **Mandatory knowledge**

The student must understand:

#### **K5.1 The legal rights of parents and carers**

- receive information from the setting about their child
- participate in statutory activities (for example, voting in elections for parent governors in maintained nurseries)
- be asked to give consent (for example, school trips)
- be informed about meetings involving the child (for example, parents' evenings and educational reviews).

#### **K5.2 The responsibilities of parents and carers**

- providing a home for the child and meeting their emotional needs
- protecting and maintaining the child
- disciplining the child
- choosing and providing for the child's education
- agreeing to the child's medical treatment
- looking after the child's property.

#### **K5.3 Types of family contexts and the potential impact on parenting**

- family structure:
  - number of parents may affect time available to engage with children
- parenting style – types of boundaries and interactions parents have with children:
  - authoritarian – emphasis on obedience and control, with no explanation for why children and young people should follow rules
  - permissive – high levels of parental responsiveness, with few rules or expectations
  - authoritative – parents have high standards and set clear boundaries, encouraging their children to be independent
  - uninvolved – characterised by a lack of responsiveness and, sometimes, neglect
- income:
  - may positively or negatively impact on opportunities for children
- education:
  - parental expectations and engagement with their children's education
- culture:
  - parental values, norms and traditions
- health and wellbeing:
  - family interactions inside and outside of the home.

#### **K5.4 The roles and responsibilities of external agencies that may work in partnership with early years settings**

- children's services:
  - child protection agencies if abuse or harm is suspected
  - family hubs offer co-ordinated support for families within the local area
  - Team Around the Child (TAC)/Team Around the Family (TAF) brings together a team of specialised practitioners to meet identified needs of the child and family
- healthcare services:
  - speech and language therapists work closely with other health and education professionals to support children with speech, language and communication issues
  - physiotherapists/occupational therapists work with children who have a physical disability or require special support or treatment
  - counselling and therapeutic agencies offer support where trauma or transition is experienced
  - child psychologists provide support or assessment for children with social or emotional issues and possible learning difficulties
  - nurse specialists/school nurses monitor children's health, carry out health assessments and immunisations, support families where children have specific health needs, and advise families on making lifestyle choices
  - health visitors support and educate on preventative services such as immunisation, behavioural issues, nutritional needs and developmental milestones.

#### **K5.5 The benefits of working with other professionals to support children's development**

- access to a range of professionals and services
- early identification and intervention
- targeted support to meet specific needs of parents/carers and children
- improved support and outcomes for children and families
- improved communication between professionals and services to safeguard individuals.

#### **K5.6 Circumstances in which working with other professionals would be appropriate**

- abuse is suspected, such as neglect
- a child is at risk from harm
- a child has special educational needs
- the child requires an education, health and care plan (EHCP)
- the progress of the child requires discussion in order to plan next stages in their education
- the child is looked after
- trauma is experienced.

## **Mandatory skills**

The student must be able to:

### **S5.1 Contribute to developing and maintaining professional relationships with parents and carers**

- using appropriate language
- maintaining appropriate professional boundaries
- maintaining confidentiality, only sharing information when required
- communicating in a positive way
- monitoring impact of own values and behaviour on others
- fulfilling obligations and commitments.

(GEC1)

### **S5.2 Work in partnership with parents/carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, education and development**

- providing up-to-date information on their child's progress
- sharing outcomes from observations
- involving them in assessments
- providing support to help them extend their child's development at home.

(GEC2, GEC4)

### **S5.3 Encourage parents and carers to take an active role in their child's play, learning and development**

- providing opportunities for two-way communication with parents and carers
- providing information and ideas for extending learning and play activities
- encouraging parents to volunteer for activities
- including parents in decisions about their child's learning and development
- consulting parents regarding the child's needs and interests
- signposting to resources and sources of support.

(GEC2, GEC5, GEC6)

### **S5.4 Work collaboratively with other professionals to meet the needs of children and enable them to progress**

- maintaining effective and ongoing communication to discuss child's progress
- sharing knowledge, expertise and experience
- fulfilling own professional responsibilities
- maintaining and updating any relevant records or documentation.

(GEC6, GDC3)

**S5.5 Discuss children’s progress and plan next stages in their education with the key person, colleagues, parents and carers**

- summarising key information and developments
- using appropriate terminology
- presenting information clearly and concisely
- maintaining confidentiality, only sharing information when required.

(GEC2, GEC4)

**S5.6 Deliver education, health and care plans (EHCPs) and strategies in consultation with the children’s parents/carers, colleagues and external services**

- discussing the expected impact on development, progress or behaviour
- working towards the desired outcomes for the child
- delivering agreed adjustments and interventions
- providing feedback to parents/carers and other professionals where appropriate.

(GEC1, GEC5, GEC6)

## Occupational specialism (OS) – Assisting Teaching

The numbering is sequential throughout each knowledge and skills section. Knowledge and skills statements are indicated by 'K' and 'S'.

References to general EMD skills appear in brackets throughout this document – for example, (GEC6), (GMC3), (GDC1) – to indicate where these competencies have been embedded in the content.

### Mandatory content

- PO1: Support the class teacher to enhance children's education, individually and in groups
- PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults
- PO3: Safeguard and promote the health, safety and wellbeing of children and young people
- PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum

### Glossary

#### Pupil

The individual in the setting.

#### Teacher

The qualified individual with whom the student will work in the setting.

#### Student

The person studying the technical qualification (TQ) ('The student must ...').

## **PO1: Support the class teacher to enhance children’s education, individually and in groups**

### **Mandatory knowledge**

The student must understand:

#### **K1.1 The intent, implementation and intended impact of each key stage of the school curriculum**

- key stages 1 and 2:
  - compulsory national curriculum subjects
  - provision of religious education (RE)
  - relationships and sex education (RSE) and health education
  - other subjects that may be taught
- assessments:
  - year 1 phonics screening check
  - key stage 1 tests and what they cover
  - end of key stage 2 tests and what they cover
- key stages 3 and 4:
  - compulsory national curriculum subjects
  - core and foundation subjects
  - English Baccalaureate (EBacc)
  - provision of RE and RSE
  - assessment, to include national qualifications (for example, GCSEs).

#### **K1.2 How teacher- and student-led pedagogical strategies are used to deliver learning activities and interventions**

Teacher-led strategies:

- lecture/presentation
- rote learning
- call-and-response questioning
- open questioning
- scaffolding
- the learning, assessment and feedback cycle
- technology to support learning
- modelling.

Student-led strategies:

- collaborative learning
- enquiry-based learning
- discussions/debates
- practical tasks
- self-assessment
- peer assessment
- sustained shared thinking
- digital learning communities
- massive open online courses (MOOCs)

- virtual reality aids
- discussion forums
- social networks
- video sharing websites.

### **K1.3 The benefits of individual and group work, and the strategies that support this**

Individual work benefits:

- easier to concentrate
- learning can be tailored and adapted
- empowers pupils to take control of their own learning
- easier to assess individual work.

Group work benefits:

- sharing knowledge
- develops social and communication skills
- sharing diverse perspectives
- peer support.

Strategies:

- lecture/presentation
- rote learning
- call-and-response questioning
- scaffolded differentiation
- collaborative learning
- enquiry-based learning
- discussions/debates.

### **K1.4 How to provide effective feedback, and how this supports and facilitates independent learning**

Effective feedback:

- timely to support clarity, motivation and retention of information
- clear and detailed: pupils can identify precisely what they need to improve
- relevant to criteria: pupils can understand how they have achieved the outcomes and where they still need to develop
- action-oriented: pupils have specific goals for the future and know what they should continue to do
- ongoing: pupils can revisit and re-evaluate learning as part of a continuous process
- interactive: ensures clarity through a dialogue between the teacher/pupil/peers.

How effective feedback supports independent learning:

- encourages self-reflection
- gives pupils appropriate information to improve
- clarifies achievement of learning aims and objectives.

### **K1.5 Factors that influence the selection of resources used to help identify and address weaknesses, consolidate strengths and develop individualised expectations**

- pupils' age, and emotional and social development
- the range of available resources
- pupils' individual ability levels
- stretch and challenge
- curriculum needs
- adaptability for a variety of pupils, including those with English as an additional language (EAL) or SEND
- diversity in terms of race, culture, gender, identity and disability
- pupils' interests.

### **K1.6 How enrichment activities impact on children's education and development**

- physical exercise – contributes to overall physical and mental wellbeing
- scientific development – contributes to respect for the environment and the natural world and increasing knowledge of animals, plants and lifecycles
- life skills – contributes to awareness of safety, hazards, risk and challenge, and development of a pupil's cognitive, social and emotional skills
- independence – opportunities to develop independence, self-confidence and perseverance by overcoming challenges and fears.

### **K1.7 The key aspects of different theoretical and philosophical approaches that relate to outdoor education**

- Forest Schools – risk and challenge
- Rachel and Margaret McMillan – outdoor play for health and wellbeing.

### **K1.8 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments**

- greater opportunity for risk and challenge
- space
- animals, plants and lifecycles
- changing seasons
- changing weather
- positive impact on pupils' wellbeing.

## **Mandatory skills**

The student must be able to:

### **S1.1 Work closely with teachers to ensure own contribution aligns with the teaching**

- clarifying own role within lessons and the teacher's expectations
- reviewing the lesson plan and the learning objectives
- identifying the individuals or groups to support
- applying general and specific behaviour management strategies
- supporting the specific needs of pupils (for example, arrangements for an education, health and care plan (EHCP) and targeted interventions).

(GEC6)

### **S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons**

- working within boundaries of own role
- adapting approach to support individual needs
- providing feedback on pupil responses
- sharing ideas to plan next steps.

(GEC2, GEC4)

### **S1.3 Provide clear and accurate explanations of instructions, processes and concepts**

- drawing on pupils' prior knowledge
- clarifying purpose and expectations
- breaking down and rewording complex ideas
- demonstrating processes and concepts as appropriate.

(GEC1, GEC2, GEC4)

### **S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding**

- introducing and using the correct terminology for the subject area or topic
- using appropriate strategies to check understanding
- contextualising information as appropriate
- using prompts to encourage development.

(GEC1, GEC3)

### **S1.5 Embed strategies for effectively managing behaviour in line with the school's policy**

- setting ground rules and boundaries for behaviour
- supporting children to learn that their actions have consequences
- ensuring fairness and consistency
- reinforcing good behaviour
- recognising children's trigger points and managing them effectively
- using appropriate tone, register and choice of words.

### **S1.6 Use appropriate school computer systems and software**

- recording and reporting on attendance, retention and achievement data
- recording outcomes of intervention programmes
- supporting teaching and learning.

(GMC7, GMC8, GDC1, GDC4)

### **S1.7 Use technology to support educational development**

- supporting increased accessibility for pupils
- enhancing interactivity and engagement
- using functions to enhance learning.

(GDC1, GDC2, GDC6)

### **S1.8 Facilitate learning outside of the classroom**

- providing a rich learning environment
- providing appropriate challenge
- checking for, and making pupils aware of, health and safety
- monitoring and assessing risk as required
- taking into account practical considerations
- incorporating the needs of all pupils
- selecting appropriate resources and equipment.

(GMC3, GMC6, GMC9, GMC10)

## **PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults**

### **Mandatory knowledge**

The student must understand:

#### **K2.1 Approaches to planning for learning and how they are used in practice**

- the planning cycle – plan, do, review process
- short-term – daily/weekly planning, lesson plan
- medium-term – half termly, termly planning
- long-term – annually to incorporate full curriculum intent for the setting, reviewed and developed over the year, scheme of learning
- planning according to the needs of the pupils:
  - class, group, individual, setting.

#### **K2.2 Methods of formative assessment used in the classroom, and the strengths and weaknesses of each**

- observation
- question and answer
- group tasks
- practical problem solving
- tests
- written exam.

#### **K2.3 Factors that may impact on children's engagement, learning and development in reading, literacy and mathematics**

- personal factors:
  - physical and mental health
  - SEND
  - stage of development from 5 to 19 years
  - level of cognitive and language development
  - socio-economic circumstances
  - bilingualism (EAL)
  - previous experiences or support
- environmental factors:
  - physical environment (for example, temperature, light)
  - social, cultural and emotional environment (for example, a welcoming environment)
  - access to resources and the outdoor environment
  - support and involvement from parents or carers, peers and other professionals
  - care status
  - interpersonal relationships and attachments
- educational factors:
  - the quality of teaching and support at varying stages of development
  - age- and stage-appropriate materials
  - use of aids and adaptations.

## **K2.4 The pastoral and academic behaviours pupils may display, and factors that may indicate additional support is required**

Behaviours:

- refusal
- withdrawal
- demotivation
- disengagement
- anxiety
- disruptiveness.

Indicators of potential need of additional support:

- delayed speech and language skills
- medical needs (for example, as identified in a medical management plan)
- not meeting academic milestones or finding work more challenging than others
- social, emotional and mental health factors (for example, lack of confidence, difficulty self-regulating or staying focused)
- sensory and/or physical factors (for example, hearing loss or visual impairment).

## **K2.5 The strategies used to promote mathematical thinking, and how they are applied**

- real-world examples and incidental learning to highlight mathematical concepts
- practical everyday tasks to reinforce concepts
- a language-rich environment that includes mathematical vocabulary
- appropriate resources and equipment
- scaffolding mathematical learning
- repetition to reinforce concepts
- questioning and prompting pupils to check learning
- praise and feedback to promote pupils' self-esteem in relation to mathematical skills.

## **K2.6 The strategies used to promote literacy and language development, and how they are applied**

- the use of systematic synthetic phonics
- model correct use of language, tone and expression
- encourage descriptive language
- encourage reading for enjoyment
- provide specific feedback on the accurate use of spelling, punctuation and grammar
- extend and model professional vocabulary
- listen and tune in to children's communication
- provide opportunities for creative writing
- facilitate individual and group presentations/discussions.

## **Mandatory skills**

The student must be able to:

### **S2.1 Deliver appropriate interventions to support progress for identified pupils**

- following training received, which may be specialist-based or teacher-given
- using a flexible approach
- delivering to whole groups/small groups/one-to-one as appropriate.

(GEC1, GEC6)

### **S2.2 Apply pedagogical understanding to deliver/lead small-group teaching within clearly defined/planned parameters**

- following the lesson plan
- planning and preparing resources as directed by the teacher
- ensuring the learning objectives are understood
- using a mixture of individual and group teaching where appropriate
- ensuring pupils' motivation and interest is maintained
- supporting and challenging pupils while understanding their needs
- observing and recording pupils' progress and achievements
- ensuring all pupils are included
- managing the behaviour of the group, in line with setting's policy.

(GEC1, GEC2, GEC6, GMC5, GDC2, GDC4)

### **S2.3 Contribute to the assessment process and use information effectively**

- monitoring and recording pupils' responses to learning activities
- reviewing the scheme of work in order to make judgements on pupils' progress
- providing feedback to others on pupils' achievements/progress
- updating pupil records as appropriate.

(GEC1, GEC4, GEC6, GMC5, GDC4)

### **S2.4 Apply relevant subject knowledge to support accurate assessment**

- researching the topic or content prior to lesson to ensure subject knowledge is sufficient
- engaging and maintaining pupils' interest
- addressing misunderstandings and answering questions
- using questioning skills to clarify pupils' understanding.

(GEC4, GEC5, GEC6, GDC1)

### **S2.5 Apply strategies to enable pupils to progress and plan next steps**

- providing individual support as pupils are working
- ensuring there are opportunities for peer assessment
- encouraging pupils to reflect on their work
- providing specific feedback.

(GEC4, GEC6)

### **S2.6 Apply appropriate strategies to enable pupils to access and engage in learning**

- scaffolding pupils' learning
- using open questioning skills, supportive language and modelling
- prompting pupils to stay on task
- translating or explaining words or phrases
- providing clear and accurate instructions
- reinforcing instructions and checking understanding
- helping students to use practical equipment or resources
- using an appropriate level of language and varied vocabulary.

(GEC1, GEC4, GEC6)

### **S2.7 Support pupils in developing ownership of their learning and education through student-led approaches**

- supporting pupils to independently set targets and action plans
- giving pupils choices
- using enquiry-based learning.

### **S2.8 Apply appropriate strategies to support the development of literacy**

- using systematic synthetic phonics:
  - teaching letter sounds before pupils are introduced to books
- developing reading for meaning:
  - reviewing key vocabulary and preview text before reading
  - asking pupils to make predictions about what they are reading
  - asking pupils to summarise the text in their own words
  - asking questions to check understanding
- encouraging reading for enjoyment:
  - involving parents and carers in reading at home
- providing specific feedback on the accurate use of spelling, punctuation and grammar:
  - helping pupils to select and use appropriate resources
- widening pupils' vocabulary:
  - maintaining a language-rich environment
- improving pupils' confidence in reading and writing:
  - using praise and feedback
  - encouraging pupils to rehearse through talking about what they are going to write.

(GEC1, GEC2, GEC6, GDC1)

### **S2.9 Apply strategies and approaches to develop procedural fluency and conceptual understanding of mathematics**

- reinforcing teaching points
- explaining and emphasising the correct use of mathematical vocabulary
- supporting pupils to understand and follow instructions
- questioning and prompting pupils
- supporting pupils to select and use appropriate mathematical resources
- using appropriate rewards to encourage pupils to stay on task
- consolidating pupils' learning by providing follow-on tasks
- providing effective feedback to pupils
- using differentiation and personalised learning.

(GEC1, GMC8)

### **S2.10 Identify and use unplanned opportunities to develop mathematical understanding**

- making links to previous learning
- consolidating understanding
- developing and extending knowledge.

### **S2.11 Build professional relationships with colleagues, stakeholders, parents and carers, and pupils**

- using appropriate language
- maintaining appropriate professional boundaries
- maintaining confidentiality, only sharing information when required
- communicating in a positive way
- monitoring impact of own behaviour on others
- being consistent and fair
- keeping promises and commitments.

(GEC1, GEC6)

### **S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach**

- using appropriate language and terminology
- preparing the environment as appropriate
- performing tasks in line with own job role
- maintaining confidentiality, only sharing information when required
- following the setting's policies and procedures
- using technology as appropriate.

(GEC1, GEC6, GDC1, GDC3)

## **PO3: Safeguard and promote the health, safety and wellbeing of children and young people**

### **Mandatory knowledge**

The student must understand:

#### **K3.1 How different factors can contribute to a pupil becoming physically or psychologically at risk**

- family/parental risk factors:
  - family breakdown
  - victim or perpetrator of abuse
  - mental health and wellbeing issues
  - involvement in criminality
  - substance addiction
  - hereditary conditions
- environmental risk factors:
  - unsuitable housing
  - employment issues
  - low income
  - care status
- individual risk factors:
  - physical or developmental disability (for example, SEND)
  - young carer responsibilities
  - health and wellbeing issues
  - mental health issues
- societal risk factors:
  - social isolation
  - peer pressure
  - antisocial behaviour
  - exposure to inappropriate media/materials
  - relocation due to violence/displacement.

#### **K3.2 The purpose of Prevent guidance and procedure, and how they are applied within the setting**

- prevent
- pursue
- protect
- prepare.

#### **K3.3 The importance of sharing relevant information in a timely and appropriate manner with the safeguarding lead**

- ensures that pupils are kept safe and free from harm
- ensures effective identification and appropriate provision is put in place
- complies with policies, procedures and legislation.

### **K3.4 How to promote the safe use of technology and the web**

- discuss appropriate online behaviour
- report concerns
- identify trustworthy sources
- explain online security, such as privacy settings, software and secure URLs
- share appropriate search techniques
- explain copyright infringement
- recognise techniques used for persuasion, such as phishing, and how online apps encourage users to stay on longer
- discuss online risks when sharing personal information.

### **K3.5 The four areas of risk pupils may encounter when online**

- content: being exposed to illegal, inappropriate or harmful material (for example, pornography, fake news, racist or radical and extremist views)
- contact: being subjected to harmful online interaction with other users (for example, commercial advertising, as well as adults posing as children or young adults)
- conduct: personal online behaviour that increases the likelihood of, or causes, harm (for example, making, sending and receiving explicit images, or online bullying)
- commerce: risk of harm from online activities (for example, advertising, phishing, and online gambling).

### **K3.6 The difference between cyberbullying and cyber-grooming, and possible signs a pupil may display**

- cyberbullying – when someone bullies others using electronic means (for example, publicly posting personal information about other people, threats and intimidation)
- cyber-grooming – when someone builds a relationship with a pupil online to abuse or exploit them.

Signs:

- changes in frequency of time spent online
- acting out of character
- having lots of new phone numbers, texts or email addresses on their devices
- having unexplained gifts, possessions or wealth
- being secretive about what they are doing online and who they are talking to
- seeming distant, angry or upset after being online.

### **K3.7 Signs of common illnesses and infections and the associated symptoms**

- chickenpox signs and symptoms:
  - rash (spots or blisters)
  - fever
- measles signs and symptoms:
  - cold-like symptoms
  - cough
  - sore watery eyes
  - fever
  - rash (raised spots)

- mumps signs and symptoms:
  - fever
  - pain and swelling under the chin
  - discomfort when chewing
- slapped cheek syndrome signs and symptoms:
  - fever
  - nasal discharge
  - bright red rash on cheeks/body
- rubella signs and symptoms:
  - mild cold
  - rash (flat spots)
  - swollen glands
- whooping cough signs and symptoms:
  - similar to cough and cold, gradually getting worse
  - coughing fits
  - difficulty in breathing
  - possible choking and vomiting
  - may experience a whooping noise when breathing in
- colds signs and symptoms:
  - runny nose
  - cough
  - raised temperature
  - sore throat
- conjunctivitis signs and symptoms:
  - red, sticky eyes
  - yellow discharge
- ear infection signs and symptoms:
  - ear pain
  - difficulty hearing
- viral infection signs and symptoms:
  - diarrhoea
  - constipation
  - stomach pain
  - sickness
  - loss of appetite
- head lice signs and symptoms:
  - itchy scalp
  - eggs on hair shaft
  - lice
- hand, foot and mouth disease signs and symptoms:
  - sore throat
  - high temperature
  - lack of appetite
  - mouth ulcers
  - blisters and rash on hands and feet
- meningitis signs and symptoms:
  - fever
  - dislike of bright lights
  - rash
  - pale blotchy skin
  - stiff neck

- cold hands and feet
- confusion
- muscle pain
- severe headache.

### **K3.8 How illnesses and infections are spread, and effective practice to prevent and control infection**

Spread of infection:

- close contact with individuals who have an illness or infection
- no, or incomplete, vaccinations
- lack of hygiene processes and procedures, or processes not being followed.

Effective practice:

- modelling and encouraging effective hygiene practice to pupils
- promoting immunisation
- isolating unwell children or staff members, adhering to the exclusion policy
- following hygiene processes and procedures
- reporting notifiable diseases to the local authority.

### **K3.9 The responsibilities and limitations of their role when responding to accidents and emergencies**

- following the setting's policies and procedures
- reporting the accident/emergency to the appropriate person (for example, designated fire warden, safeguarding lead, first aider)
- remaining calm and professional
- maintaining accurate and coherent records and reports.

### **K3.10 How a range of factors can contribute to pupils' wellbeing**

- physical wellbeing:
  - sleep and rest
  - physical activity
  - health and nutrition
- emotional wellbeing:
  - stable and safe environments
  - adult care
  - secure attachments
  - interpersonal relationships.

### **K3.11 The signs that may indicate a pupil needs support**

- lack of personal hygiene
- recurring health problems
- indications of malnutrition
- not meeting developmental milestones
- negative self-concept
- changes in behaviour
- inappropriate behaviour (for example, in need of attention or stealing).

### **K3.12 The types and possible impacts of transitions and significant events on a pupil's development and wellbeing**

Transitions and significant events:

- transition between schools
- moving setting due to family circumstances (for example, military children, looked-after children)
- moving between key stages
- adolescent transition and body changes
- gender transition
- undertaking significant tests or assessments
- birth of a sibling
- moving home
- living outside of the home
- change to family structure
- loss of significant people/bereavement
- illness
- micro-transitions (for example, moving indoor to outdoor, changing activity).

Possible impacts:

- changes in motivation or confidence
- levels of resilience and self-reliance
- development of independence and maturity
- levels of anxiety
- changes in engagement in education or activities
- increase or decrease in concentration levels
- changes to eating or sleeping patterns
- levels of self-care.

### **K3.13 How practitioners use a range of strategies and services to prepare and support pupils through transitions**

- providing accurate and current information to the child or young person
- giving opportunities to discuss feelings and ask questions
- involving individuals in their own transition planning
- using school-readiness strategies
- following settling-in policies and procedures
- implementing support through a buddy system, counsellor, mentor or learning support assistant

- liaising with parents/carers and other professionals
- referring individuals for specialist support or services to support mental health and pastoral needs:
  - Children and Young People's Mental Health Services (CYPMHS)
  - Child and Adolescent Mental Health Services (CAMHS)
  - youth support workers
  - playworkers
  - play therapists
  - careers advisors.

### **K3.14 Types of family context and the potential impact on parenting**

- family structure:
  - number of parents may affect time available to engage with children
- parenting style – types of boundaries and interactions parents have with children:
  - authoritarian – emphasis on obedience and control, with no explanation for why children and young people should follow rules
  - permissive – high levels of parental responsiveness, with few rules or expectations
  - authoritative – parents have high standards and set clear boundaries, encouraging their children to be independent
  - uninvolved – characterised by a lack of responsiveness and, sometimes, neglect
- income:
  - may positively or negatively impact on opportunities for children
- education:
  - parental expectations and engagement with their children's education
- culture:
  - parental values, norms and traditions
- health and wellbeing:
  - family interactions inside and outside of the home.

### **K3.15 How meeting physical care needs impacts pupils' health and development, in accordance with Maslow's hierarchy of needs**

- promotion and/or provision of physical care for pupils appropriate to the age and stage of development:
  - nutrition
  - hydration
  - rest/sleep
  - personal hygiene, including oral health
  - physical activity, including access to the outdoors
  - suitable clothing for activities
  - safety needs
  - consideration for medical conditions.

### **K3.16 The strategies used to develop self-care and the impact this may have on pupils**

Strategies:

- promoting good hygiene routines (for example, handwashing, encouraging bathing and hair care)
- encouraging self-care and independence
- promoting healthy food choices
- encouraging care of belongings
- understanding how to keep themselves safe.

Impacts:

- increased understanding of privacy and dignity
- improved levels of independence and self-efficacy
- increased confidence and resilience
- improved understanding of personal hygiene and prevention of infection.

### **K3.17 How a pupil's ability to relate to others may positively impact their own emotional wellbeing and resilience**

- improved ability to resolve problems
- development of empathy for self and others
- improved communication skills
- development of a support network
- increased understanding of the difference between right and wrong
- improved ability to listen to feedback and advice.

### **K3.18 The behavioural signs that a pupil may display and possible implications**

Signs:

- regression
- withdrawal
- seeking attention
- antisocial behaviour
- self-damaging behaviour
- distress
- acting out of character
- depression and anxiety.

Possible implications:

- safeguarding issues
- difficulty forming relationships
- impact on educational progress
- risk of injury to self or others
- suspension/exclusion.

### **K3.19 Factors that may affect pupils' behaviour**

- tiredness
- hunger
- stress
- changes to routine
- attachment and emotional security
- planned or unplanned transition
- safeguarding needs.

### **K3.20 The strategies used to help pupils understand, express and manage their feelings**

- create an enabling environment
- teach pupils strategies to manage their feelings
- model appropriate behaviours
- provide a safe place for pupils to talk
- develop an awareness of the language to express feelings
- use targeted activities and resources.

### **K3.21 The benefits of pupils being able to understand, express and manage their feelings**

- helps to prepare them for adult life
- reduced behavioural issues
- development of positive and stable relationships
- increased positive self-concept
- improved mental health and wellbeing
- increased ability to contextualise experiences.

### **K3.22 The importance of pupils challenging and testing their own abilities to enhance self-esteem**

- increases motivation and interest
- enables effective progress
- develops emotional resilience
- enhances ability to learn from mistakes
- increases confidence.

### **K3.23 How factors can influence a pupil's self-concept**

- the expectations and reactions of adults and peers
- age
- media
- culture
- abuse
- relationships
- identity
- socio-economic background
- environment.

### **K3.24 How opportunities support a pupil's development of self-efficacy**

Opportunities:

- mastery experiences
- vicarious experiences
- modelling experiences
- emotional and physical experiences.

### **K3.25 The importance of giving pupils independence and control**

- increases pupils' self-esteem
- prepares pupils to manage failure and disappointment
- gives pupils freedom to make informed choices
- encourages pupils to take responsibility for their own learning
- provides opportunities for challenge
- improves academic performance
- engages pupils' curiosity in learning
- develops new skills
- develops ability to assess risks
- develops a sense of achievement
- increases motivation and confidence
- increases pupils' understanding of own strengths and limitations.

### **K3.26 The importance of recognising and rewarding positive behaviour**

- builds confidence
- improves motivation
- encourages repetition
- promotes identity formation
- communicates expectations and values.

### **K3.27 Methods of recognising and rewarding positive behaviour, and how they are applied in an educational setting**

- verbal praise
- reward charts
- merit certificates
- house/class points
- additional enrichment activities
- feedback to pupils/parents/carers.

### **K3.28 The expected levels of self-reliance and social behaviour at different ages and developmental stages**

- 5 to 7 years:
  - starts to understand what it means to be embarrassed
  - has preferred friends
  - takes turns and shares
  - understands the purpose of rules
  - seeks approval from adults
  - responds well to being given responsibilities
- 7 to 12 years:
  - more settled and predictable
  - has a wider circle of friends
  - forms close friendships with same-sex peers
  - has greater empathy
- 12 to 16 years:
  - experiences a range of emotional changes with puberty
  - enjoys the feeling of maturity
  - still requires adult support and guidance
  - values friends' and others' opinions more
- 16 to 19 years:
  - still requires guidance as they develop in emotional maturity.

## **Mandatory skills**

The student must be able to:

### **S3.1 Comply with policies and procedures for sharing confidential information**

- following internal and third-party policies
- recognising any potential data breaches if they occur, and reporting to the appropriate person/department
- recognising when to seek further advice or guidance.

(GEC4, GMC5, GMC6, GDC1)

### **S3.2 Recognise and respond to causes of concern regarding a pupil's wellbeing**

- noting any changes in physical appearance or behaviour of the child (for example, withdrawal)
- acting on the concern immediately
- reporting concerns with the safeguarding lead in a timely manner, and in accordance with the setting's policies and procedures.

(GEC1, GEC3, GEC4, GDC3)

### **S3.3 Implement the requirements of, and comply with, legal obligations within scope of practice**

- comply with requirements of legislation:
  - Keeping children safe in education: part one
  - safeguarding policies
  - Prevent duty
- working within scope of own roles and responsibilities.

### **S3.4 Maintain accurate and coherent records and reports that conform to data protection requirements**

- recording all the information as soon as possible
- ensuring records are legible, factual, accurate and up to date
- storing records in line with setting's policy.

(GEC3, GEC4, GDC1)

### **S3.5 Support pupils to use technology safely**

- training students to use equipment correctly, in accordance with setting's policy
- only using school devices, as they will have appropriate filters applied
- monitoring and limiting pupils' screen time
- informing pupils of potential risks to raise awareness
- monitoring pupils' online activity
- using according to manufacturer's instructions
- ensuring use is in line with digital safety and cyberbullying initiatives.

(GDC1, GDC5, GDC6)

### **S3.6 Respond appropriately to a pupil showing signs of a common illness**

- following the setting's policies and procedures
- reporting to the appropriate people (for example, first aider to assess the child, parents/carers)
- monitoring and reassuring the pupil:
  - isolating, if appropriate
- keeping the pupil hydrated, if appropriate
- referring to the pupil's medical records
- administering medicines accurately, if parental consent has been given
- recording the details and management of the illness
- escalating concerns.

(GEC4, GEC6, GMC1)

### **S3.7 Respond appropriately to emergencies, including fire**

- raising the alarm
- following evacuation or emergency procedures
- ensuring safety of self and others
- communicating the emergency to relevant people
- accurately recording relevant information.

(GEC3)

### **S3.8 Recognise and respond to pastoral and academic issues in order to appropriately support pupils**

- escalating to the relevant person
- signposting to supportive resources
- accurately recording information
- complying with the setting's policies and procedures.

(GEC4)

### **S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences**

- supporting learning and development to take place according to the needs of the pupils
- addressing behavioural issues immediately and fairly
- encouraging positive behaviour
- providing quiet areas for pupils to use
- carrying out risk assessments as appropriate
- giving praise and encouragement
- giving pupils opportunities to be independent and take ownership of their learning
- actively listening to pupils
- promoting an inclusive environment.

(GEC6, GMC6, GMC10)

### **S3.10 Use appropriate strategies to prepare and support pupils during transitions and significant life events**

- providing information and giving opportunities to ask questions
- supporting moving-up days or visits to new settings
- using targeted activities and resources
- implementing a buddy system
- liaising with parents/carers
- referring pupils to appropriate support.

(GEC2, GEC3, GEC6)

### **S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved**

- developing an environment where pupils are not afraid to fail
- praising pupils' best efforts
- using examples to show how to deal appropriately with disappointment
- knowing when not to intervene and allow the pupils to fail
- supporting pupils to learn from their experience.

### **S3.12 Assist pupils to create goals and targets to support their development**

- making the goals specific
- ensuring the goals can be measured to show progress
- making the goals challenging but achievable
- ensuring the goals are realistic, based on age or stage of development
- adding a time frame to allow focus.

### **S3.13 Support the development of personal, social and emotional skills within the areas of learning and development**

- using activities and resources that encourage independence and self-reliance
- providing support and recognising when to allow the child to take the lead
- providing opportunities for stretch and challenge to develop resilience
- including children's interests to support enhanced curiosity and perseverance.

### **S3.14 Encourage pupils to make decisions and informed choices**

- providing opportunities to make choices and decisions
- supporting pupils to consider all the information available
- providing opportunities for pupils to take on additional responsibilities.

### **S3.15 Support pupils to develop strategies to manage their own behaviour**

- supporting pupils to deal with conflict effectively and to take time to understand how others may feel
- actively listening and asking questions to help pupils verbalise feelings
- reassuring pupils that support is available if required
- providing pupils with opportunities to practise socialisation skills
- supporting pupils to respond to challenges appropriately.

(GEC6)

### **S3.16 Recognise and respond to patterns and triggers of inappropriate behaviours to pre-empt problems**

- observing the pupil to identify early warning signs
- identifying what is going on around the pupil when the behaviour begins
- working with parents/carers and other professionals to identify potential triggers
- updating pupil records regarding triggers for behaviour that challenges
- following the setting's policies and procedures for managing inappropriate behaviours
- planning activities and learning opportunities that take into account individual pupils' needs and peer relationships
- responding appropriately to warning signs.

(GEC4)

## **PO4: Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum**

### **Mandatory knowledge**

The student must understand:

#### **K4.1 How biological and environmental factors can affect the development of communication and speech**

Biological factors:

- long-term medical conditions
- SEND
- communication and language delays and disorders.

Environmental factors:

- physical – stimulation, language-rich environment, parental engagement
- bilingualism – dual language.

#### **K4.2 Common types of cognitive difficulties and how they may impact on language development, communication, behaviour and education**

Cognitive difficulties:

- dyslexia – difficulty in learning to read or interpret words, letters and other symbols
- dyscalculia – difficulty in learning and understanding mathematics
- dysgraphia – difficulty with basic writing skills like handwriting, typing and spelling
- dyspraxia – condition affecting physical co-ordination
- attention deficit hyperactivity disorder (ADHD) – behavioural disorder that includes symptoms that may include inattentiveness, hyperactivity and impulsiveness.

Impacts:

- difficulties communicating
- difficulties accessing the curriculum
- low self-esteem
- difficulties interacting with peers
- poor organisational skills
- behavioural problems
- withdrawal
- anxiety
- reduced academic performance.

### **K4.3 The impact of self-esteem on a pupil's self-management and educational development**

- low self-esteem:
  - reduced feelings of self-worth
  - lower levels of organisation in their approach to learning
  - reluctance to ask for help or guidance
  - low motivation and confidence
  - impaired communication
- high self-esteem:
  - increased sense of self-efficacy and self-worth
  - high levels of organisation in their approach to learning
  - increased levels of motivation and confidence
  - increased ability to solve problems.

### **K4.4 How support services work with pupils who have been abused, bullied or persecuted, or who are at risk of harm or danger, or becoming involved in offending behaviour**

- charities (for example, NSPCC, Barnardo's, Child Exploitation Online Protection (CEOP) Centre) – work with children and young people to ensure they are not put at risk of harm
- healthcare professionals – may be involved in discussions about a pupil's physical and emotional wellbeing
- Local Safeguarding Partnerships (LSPs) – ensure that organisations work together to protect children or young people
- Children and Young People's Mental Health Services (CYPMHS) – work with pupils who may be suffering from mental health issues or learning difficulties
- children's services – intervene when concerns have been raised about a pupil's welfare
- youth offending team – works with pupils who have offended or are at risk of offending/re-offending.

### **K4.5 The responsibilities of parents and carers**

- providing a home for the child or young person and meeting their emotional needs
- protecting and maintaining the child or young person
- disciplining the child or young person
- choosing and providing for the child's or young person's education
- agreeing to the child's or young person's medical treatment
- looking after the child's or young person's property.

### **K4.6 The legal rights of parents and carers in relation to the education system**

- receive information from the school about their child (for example, pupil reports)
- participate in statutory activities (for example, voting in elections for parent governors)
- be asked to give consent (for example, school trips)
- be informed about meetings involving the child (for example, parents' evenings and educational reviews).

#### **K4.7 The possible practical and emotional impacts that having a child with a disability or special educational need may have on a family**

Practical:

- practicalities of the disability or special educational need itself (for example, toileting needs, managing hospital appointments and taking medication on time)
- coping with everyday challenges (attitudes of others, decision making)
- increased demands on time
- cost of equipment, training, specific foods or medicines.

Emotional:

- impact on other children in the family (less time/money for them, possible influences on behaviour)
- impact on parents and carers (tiredness, stress, relationship difficulties, emotional concerns about child).

#### **K4.8 The potential barriers pupils may face in the learning environment**

- environment:
  - accessibility
  - suitability
  - lack of resource, equipment or technology
- teaching and learning:
  - teaching quality
  - lack of support
  - poorly planned and unorganised teaching
  - limited or no differentiation
- the pupil:
  - learning or behavioural difficulties
  - peer pressure
  - low ability.

#### **K4.9 How to support pupils to overcome potential barriers to access the curriculum**

- environment:
  - ensure that lighting and noise levels are appropriate
  - make adjustments to the physical space to accommodate disabilities
  - ensure availability of appropriate resources
- teaching and learning:
  - clarify learning objectives for pupils
  - adapt learning activities to pupils' individual needs
  - use specific technology, materials, equipment and resources including communication systems such as augmentative and alternative communication (AAC) and hearing loops
  - provide bilingual resources to pupils with EAL
  - ensure resources are prepared in advance
  - provide appropriate feedback to support progression
  - provide inclusive activities
  - use targeted interventions

- the pupil:
  - intervene to manage disruptive behaviour
  - keep pupils focused on tasks
  - encourage pupils to participate
  - break down learning into smaller steps as needed
  - follow a pupil's EHCP where appropriate
  - refer any concerns to appropriate colleagues or professionals.

## **Mandatory skills**

The student must be able to:

### **S4.1 Recognise and respond to causes for concern regarding a pupil's development**

- collecting and assessing evidence to support concerns
- using information from formal and informal observations and assessments
- sharing the information with teachers, parents/carers and special educational needs and disabilities co-ordinator (SENDCo)
- following the setting's policies and procedures
- recording and reporting appropriate information.

(GEC1, GEC5, GMC5, GDC1, GDC3, GDC4)

### **S4.2 Plan and provide activities to meet pupils' additional needs**

- using all available information about a pupil to plan the activities
- working in partnership with parents and/or carers and other professionals, where appropriate.

(GEC1, GEC5, GMC5, GDC4)

### **S4.3 Differentiate work provided by the teacher to support pupils' needs**

- providing resources as needed to meet the individual learning needs of the pupil
- allowing a differentiated amount of time to complete activities
- using appropriate technology
- modifying or simplifying tasks
- ensuring pupils' understanding by clearly explaining the activity.

(GEC1, GDC1)

### **S4.4 Support in the delivery of education, health and care plans (EHCPs)**

- discussing the expected impact on development, progress or behaviour with parents/carers or other professionals
- working in partnership towards the desired outcomes for the pupil
- providing and feeding back on agreed adjustments, interventions and support
- developing further actions with the teacher, parents/carers and other professionals where appropriate.

(GEC1, GEC5, GEC6)

### **S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum**

- using appropriate communication methods when working with pupils with SEND (for example, visual supports, sign language, and AAC)
- using appropriate methods of communication when working with pupils with different needs (for example, visual prompts and cues, communication through pictures)
- adapting approach in order to respond and adapt to pupils' needs and the situation.

(GEC1, GEC3, GDC1)

#### **S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions**

- using praise
- giving effective feedback
- identifying pupils' strengths and weaknesses
- setting meaningful goals
- providing optimal challenges
- setting participation targets with the pupils, consistent with their developmental, physical and medical needs
- adapting tasks to meet pupils' needs and abilities
- identifying and providing additional support as required.

(GEC1, GEC5, GEC6)

#### **S4.7 Support pupils' social inclusion**

- identifying the individual needs of pupils
- delivering intervention sessions that focus on addressing areas for development (for example, turn-taking, communication skills, proximity and wider friendship skills)
- supporting lesson activities with the wider class to encourage the active participation of all pupils
- contributing to school initiatives that focus on social inclusion (for example, anti-bullying campaigns)
- encouraging understanding and interactions from peers.

(GEC6)

#### **S4.8 Provide opportunities that allow pupils to experience a sense of achievement and encourage independence**

- working with pupils to create SMART targets
- recognising and rewarding achievements
- adapting the school curriculum, as appropriate
- supporting the development of social skills.

#### **S4.9 Support pupils with special educational needs or disabilities**

- listening to pupils and communicating with them when needed
- providing support and any medical care
- enabling the support of other pupils
- providing encouragement on a day-to-day basis
- adapting activities to meet pupils' specific needs.

(GEC6)

#### **S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning**

- using positive language to reframe how pupils see themselves
- listening to pupils and giving them a voice
- providing praise and encouragement when pupils are making an effort
- supporting pupils in organising their learning and talking through their approach
- encouraging a level of challenge that gives pupils opportunities to succeed
- working with experienced staff to support pupils.

#### **S4.11 Support the development of pupils' positive self-concept**

- establishing a welcoming environment
- facilitating self-praise
- promoting individual responsibility and accountability for choices
- supporting pupils to set realistic goals
- praising positive attitudes and behaviours
- supporting pupils to reframe negative thinking.

#### **S4.12 Provide social and physical support to pupils as required**

- working one-to-one in a wider classroom environment to support pupils with their social skills
- providing appropriate interventions for pupils' individual needs
- working within scope of own role when providing support.

#### **S4.13 Promote equality of opportunity and anti-discriminatory practice**

- challenging discrimination
- celebrating diversity of culture and family background within the setting
- partnership working and communicating with parents/carers and other professionals
- ensuring individual needs and interests are considered in planning and provision
- providing appropriate resources and adapting as necessary.

(GEC1, GEC3, GEC6)

#### **S4.14 Provide support to bilingual pupils, or those with English as an additional language (EAL), to ensure they are able to access the full curriculum**

- using pictures and photographs to support pupils to make sense of new information
- using tables or grids to support pupils to organise their thinking
- adapting activities and resources to account for the language demands of the curriculum
- providing opportunities to talk before writing and using techniques to help pupils memorise new language
- supporting language development through key phrases and structures, rather than key words.

(GEC1, GEC6)

#### **S4.15 Support approaches that value a pupil's home language and support them to acquire English**

- incorporating a variety of languages into the classroom environment
- involving parents and carers in school activities
- using bilingual resources (for example, audio text in the first language and books)
- using culturally relevant resources.

(GEC1)

## Section 4: explanation of terms

### Technical Qualification (TQ) Specification glossary

#### Student

The person studying the TQ ('The student must ...').

#### Tutor

The individual delivering the TQ.

#### Provider

The centre delivering the TQ.

#### Series

The window or year that the assessments take place.

### Command verbs and amplification statements

#### Assessment command verbs

NCFE's T Level TQs use command verbs to support the level of detail to be covered in assessment.

The following guidance has been produced based on the most common command verbs used by NCFE in the formation of the T Levels.

Command verb	Use
Assess	Evaluate or estimate the quality of a given topic to make an informed judgement. This may include advantages and disadvantages.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Calculate	Work out the value of something, showing relevant working.
Choose	Select from a range of alternatives (multiple-choice question (MCQ)).
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Define	Give a definition or specify meaning of an idea or concept.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Explain how	Give a detailed account of a process or way of doing something.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.

Command verb	Use
Label	Add names, indicating their correct position to an image or diagram.
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out the main characteristics or features.
Show	Provide structured evidence to reach a conclusion.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Use or using (Figure 1, Table 2, the information above/in the scenario, your own knowledge and understanding)	Answer must be based on information given in the question. In some cases, students may be asked to use their own knowledge and understanding.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

### Amplification of knowledge statements

The following amplification phrases provide more detail about the breadth and depth required in students' understanding of the knowledge elements in the TQ Specification.

Causes and effects	Definitions
Effects of...	Changes that are the result or consequence of an action.
Consequences/impact of...	The effect or influence of one factor acting on another.
How X affects Y...	The direct impact of one factor on another.
Potential barriers to...	Factors that would stop or inhibit progression of...
Influences of...	The capacity to directly or indirectly affect...
Benefits/value of...	The positive impact of one factor on another/others.
How...	The specifics of how one factor can impact/influence/affect others.
(Potential) implications of...	The possible future effects of a chosen course of action.
Risks of...	The possible negative outcomes of a chosen course of action.

Characteristics and comparisons	Definitions
Functions of...	The action or role performed by...
Principles of...	Underlying theory, rule or practice of...
Properties of...	The constituent parts or make-up of...
Purpose of...	The underpinning reason for the existence of...
Importance of...	The significance or value of...
Characteristics/features of...	Distinguishing features or qualities of...
Origin of...	The source or event from which something develops.
The evolution of...	The changing nature or development of something over time.
Definition of...	The meaning of...
A range of...	A set of related things.
The diversity of...	The differences between a set of related things.
Links/connections between...	Relationship between two or more things.
Strengths of...	The advantages of...
Limitations of...	The restricting factors of...
Criticisms of...	The identified faults of...
Differences between...	The opposing characteristics existing between two or more things.

Functions and processes	Definitions
Stages of...	Point or period in a sequential process.
Steps to take when...	Specific actions carried out within a sequential process.
Order/sequence of...	The order of steps or stages within a wider process.
Key interdependencies	The interlinking dependent tasks.
Strategy/strategies	Plan of action to achieve a desired outcome.
Methods of...	Ways of doing...
The application of...	The use of...
When to apply...	The selection criteria for the use of...
How to...	The steps or actions required to...
Structure of...	The organisation/form of...
Function of...	The role/purpose of...
Best practice for...	Optimal approach for...
Considerations when making decisions	Factors to be taken into account.
Applications of principles	Acting on fundamental/underpinning theory.
Different ways of...	A variety of approaches to...

Regulations and responsibilities	Definitions
Regulations (decide on level of required detail – overview of legislation versus full understanding)	Rules set by an external authority/regulator.
Roles of... (for example, employees/employers)	The position or purpose of someone or something.
Responsibilities of... (for example, employees/employers)	Required actions and considerations.
Scope of practice	The limits of an individual's competence or responsibilities.
Legal requirements in relation to...	Underlying legal obligations in relation to...
Minimum requirements	The lowest threshold.
Potential impacts of not adhering to regulations/legislation/ codes of practice	The consequences of not meeting minimum requirements.
Controls that should be in place	Processes and procedures designed to ensure compliance.
Acceptable tolerances	The prescribed margin of error or acceptable risk.

## Section 5: additional information and support

### Annual monitoring visits

Our Quality Assurance team will monitor all approved technical qualification (TQ) providers on an ongoing basis. All providers delivering the TQ will be quality assured at least once a year to ensure that they are delivering in line with required standards. Annual monitoring reviews will be carried out either face to face or remotely by quality assurers appointed, trained and monitored by us. Providers will be allocated a quality assurer upon approval. Our quality assurers will complete a report following each annual review to record and share their findings.

### Recognition of prior learning (RPL)

Recognition of prior learning (RPL) may be applied to the core component only.

Providers may, at their discretion, recognise prior learning if they are satisfied that the evidence provided meets the qualification's requirements.

For more information, please refer to the Recognition of Prior Learning (RPL) Credit Accumulation and Transfer (CAT) Policy on the NCFE website.

### Qualification dates

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our providers. We will also take all reasonable steps to protect students' interests. An operational end date will only show on the regulator's qualification database and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept student registrations.

This qualification has external assessments, which can only be taken up to the last assessment date set by us. No external assessments must be permitted after this date, so students must be entered in sufficient time. Please visit the NCFE website for more information.

### Staffing requirements

#### Core component staffing requirements

Staff involved in the delivery of the core component must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence in education and early years at the same level or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

## Occupational specialism (OS) staffing requirements

Staff involved in the delivery of the occupational specialism (OS) content must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence in the relevant OS area, at the same level or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

## Resource requirements

Providers must ensure that the student has access to the necessary materials, resources and workspaces. The following list is not exhaustive (please refer to the qualification content for a more detailed indication of the required resources):

- computer
- internet access
- audio/visual recording equipment.

## Training and support for providers

Our Provider Development team's primary purpose is to support providers and teaching teams in the delivery of this TQ. There are a number of ways in which we can do this, which include:

- providing bespoke one-to-one support with the delivery staff
- delivering face-to-face events at numerous locations throughout the country
- facilitating delivery and CPD webinars
- signposting you to teaching and learning resources
- providing you with delivery updates on the TQ.

The variety of support available includes:

- content structure
- teaching strategies
- special educational needs (SEN) guidance
- quality assurance
- assessment preparation and blended learning.

Should you wish to discuss your teaching and delivery requirements, please email:

[provider.development@ncfe.org.uk](mailto:provider.development@ncfe.org.uk)

## Useful websites and sources of information

### Core component

[Development Matters: Non-statutory curriculum guidance for the early years foundation stage \(Department for Education\)](#)

[Improving Behaviour in Schools \(Education Endowment Foundation\)](#)

[Lighting up young brains: How parents, carers and nurseries support children's brain development in the first five years \(Save the Children\).](#)

[Prevent duty guidance: England and Wales 2023 \(Home Office\)](#)

Rosenthal, R. and Jacobson, L. (1968) *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York: Holt, Rinehart and Winston, Inc.

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism*. (5th Edition). Bristol: Multilingual Matters.

### Early Years Educator

[Early years foundation stage statutory framework](#)

[Keeping children safe in education 2025: Statutory guidance for schools and colleges \(Department for Education\)](#)

[The national curriculum: Key stage 1 and 2 \(Department for Education\)](#)

[Training and resources in safeguarding and child protection \(NSPCC\)](#)

[Reduce the risk of sudden infant death syndrome \(SIDS\) \(NHS\)](#)

[The Eatwell Guide \(GOV.UK\)](#)

[Healthy Eating \(Safefood\)](#)

[Health matters: child dental health \(Public Health England\)](#)

[Children's Teeth \(NHS\)](#)

Sharma, A. and Cockerill, H., Sanctuary, L. (2021) *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress*. London: Routledge.

Tassoni, P. (2014) *NCFE CACHE Level 3 Early Years Educator for the Work-Based Learner*. London: Hodder Education.

Meggitt, C. (2014) *CACHE Level 3 Early Years Educator for the Classroom-Based Learner*. London: Hodder Education.

Meggitt, C., Bruce, T. and Manning-Morton, J. (2016) *Childcare and Education*. (6th Edition). London: Hodder Education.

Harding, J. (2013) *Child Development: An Illustrated Handbook*. London: Hodder Education.

Lindon, J. (2009) *Guiding the Behaviour of Children and Young People: Linking Theory and Practice 0–18 Years*. London: Hodder Education.

Lindon, J. (2012) *Understanding Children's Behaviour: 0–11 Years*. London: Hodder Education.

Tassoni, P. (2018) *Understanding Children's Behaviour*. London: Bloomsbury Publishing.

Mortimer, H. (2017) *Understanding Behaviour in Early Years Settings: Supporting Personal, Social and Emotional Development from 0–5*. London: Routledge.

Williams, L. (2016) *Positive Behaviour Management in Early Years Settings: An Essential Guide*. London: Jessica Kingsley Publishers.

Bruce, T. (2015) *Early Childhood Education*. (5th Edition). London: Hodder Education.

## Assisting Teaching

[Keeping children safe in education 2025: Statutory guidance for schools and colleges \(Department for Education\)](#)

[Notifiable diseases and how to report them \(GOV.UK\)](#)

[Criminal exploitation and gangs \(NSPCC\)](#)

[UK Council for Child Internet Safety \(UKCCIS\) \(GOV.UK\)](#)

[Children and young people \(Mental Health Foundation\)](#)

[Guide to CAMHS \(YoungMinds\)](#)

[First aid in schools, early years and further education \(Department for Education\)](#)

[Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England \(Department for Education\)](#)

[Interventions for Literacy \(The Dyslexia-SpLD Trust\)](#)

[Tes](#)

[National Literacy Trust](#)

[Speech and Language UK](#)

[National Association for Language Development in the Curriculum \(NALDIC\)](#)

Bosanquet, P., Radford, J. and Webster, R. (2015) *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice*. Oxon: Routledge.

## Learning resources

Please check the qualifications page on the NCFE website for more information on the resources available for this qualification.

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## Change history record (CHR)

Version	Description of change	Approval	Date of issue
1.0	First published version	9 May 2025	6 June 2025
1.1	GLH and TQT updated in line with industry placement hours for Early Years Educator OS		10 June 2025
2.0	<p><b>The following amendments have been made to this Qualification Specification following annual review.</b></p> <p>General changes:</p> <ul style="list-style-type: none"> <li>• Front cover has been amended to reflect updated guidelines from the Department for Education (DfE).</li> <li>• References to the Institute for Apprenticeships and Technical Education (IfATE) have been updated to reflect updated guidelines from the Department for Education (DfE).</li> <li>• Abbreviations and spelling, punctuation and grammar (SPaG) updates.</li> <li>• Website hyperlinks have been updated or replaced where required.</li> <li>• References to 'Keeping children safe in education 2024' have been updated to the 2025 version.</li> </ul> <p>Amendments made to the Qualification summary section:</p> <ul style="list-style-type: none"> <li>• Reference to 'the Education and Skills Funding Agency (ESFA)' has been updated to 'the Department for Education (DfE)'.</li> </ul> <p>Amendments made to Section 1: introduction:</p> <ul style="list-style-type: none"> <li>• The 'retakes' section has been updated to reflect new retake policies from the DfE. Students will now need to complete all retakes within 1 year of completing their programme of study.</li> </ul> <p>Amendments made to the Core knowledge section:</p> <ul style="list-style-type: none"> <li>• In element 2, 2.6, reference to 'modes of development' has been amended to 'modes of representation'.</li> <li>• In element 3, 3.1, reference to 'Working together to safeguard children 2023' has been updated to the 2026 version.</li> </ul> <p>Amendments made to the Document information section:</p> <ul style="list-style-type: none"> <li>• Copyright information has been updated.</li> </ul>	26 March 2026	30 April 2026

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