

Qualification specification

T Level Technical Qualification in Education and Childcare

First teaching from September 2022

T Level Technical Qualification in Education and Childcare

Qualification specification

Education and Childcare

[603/5829/4]

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Section 1: Introduction

A T Level¹ is a composite technical study programme, aimed at preparing young people for work, higher level Apprenticeships or Higher Education (HE). It comprises 4 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 on page 14)
- employability, enrichment, and pastoral (EEP) elements
- in some cases, it may also include mandatory additional requirements (MAR), such as important licence to practice qualifications

The T Level Technical Qualification in Education and Childcare forms part of the T Level in Education and Childcare. The outline content has been produced by T Level panels based on the same standards as those used for apprenticeships. The outline content formed the basis of this qualification and has been further developed by NCFE.

The qualification has 2 components:

- core component
- occupational specialism components:
 - Early Years Educator
 - Assisting Teaching
 - Supporting and Mentoring Students in Educational Settings

The core component provides a high-level foundation of knowledge and skills that are relevant to all occupational specialisms. The core component is not biased towards any particular occupational specialism component. This is to ensure fairness for all students, and to support learning in their chosen occupational specialism component. Some of the core topics and ideas are then broken down and contextualised in more detail in the occupational specialisms, allowing the student to apply the knowledge and skills in their own specific specialism.

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

English, mathematics and digital skills have also been embedded throughout the TQ and must be taught when highlighted in the content.

¹ T Level is a registered trade mark of the Institute for Apprenticeships and Technical Education.

T Level students under the age of 17 cannot be counted in the staff:child ratios, and must not be left unsupervised, as per the Early Years Foundation Stage (EYFS) statutory framework. Placement providers must refer to the welfare requirements in the EYFS when deciding if those T Level students over 17 may be left unsupervised.

Students who have successfully achieved this programme, with the Early Years Educator occupational specialism, may be counted in the EYFS staff:child ratios.

About this 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.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of students in line with your safeguarding policy when developing or selecting delivery materials

Section 2: Summaries

Technical qualification summary

Qualification title

T Level Technical Qualification in Education and Childcare

Qualification number (QN)

603/5829/4

Aim reference

60358294

Qualification level

Level 3

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

The GLH is separated into the following sections:

- delivery
- assessment

The core content hours include the delivery of knowledge and skills for the core as a whole. This reflects the approach taken for the occupational specialism, where the hours are presented for the whole component rather than splitting delivery time between knowledge and skills. This flexibility enables providers to deliver the qualification content in a manageable way and meet the needs of their students.

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

Additional placement hours for Early Years Educator

In addition to the GLH for the TQ, there is a requirement for the Early Years Educator OS to have additional hours on placement; this is on top of the T Level programme requirements for industrial placement. 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 Early Years Educator specialism requires that students meet all of the full and relevant criteria in order to count in the staff:child ratios in a childcare setting. In this case, students must demonstrate full competence rather than threshold competence and the additional hours are to support this.

Placement hours and Covid-19

Recognising the ongoing impact of Covid-19, the Department for Education has introduced temporary flexibilities for 2020 and 2021 T Level students undertaking Education and Childcare. These flexibilities will ensure that industry placements are deliverable and aligned to current working practices. They will be withdrawn in July 2023.

For full details, please refer to: [Temporary flexibilities for Wave 1 and Wave 2 industry placements](#).

Providers must still plan to deliver placements against the core principles set out in the T Level industry placement delivery guidance. These flexibilities should be used by exception and as a last resort.

	GLH for delivery	GLH for assessment	Total GLH	TQT	Additional placement hours	T Level industry placement requirement (outside of the remit of the TQ)
Core component	344	Written exam: 4 hours Employer-set project: 12 hours	360 hours	396	0	N/A
Occupational specialism component: Early Years Educator	520	Total: 25 hours 45 minutes – 29 hours 45 minutes Consisting of: <ul style="list-style-type: none"> • Assignment 1: 4 hours • Assignment 2: 18–22 hours • Assignment 3: 3 hours 45 minutes 	545 hours and 45 minutes – 549 hours and 45 minutes	600	435	Minimum of 315 hours (45 days)
Occupational specialism component: Assisting Teaching	540	Total: 14 hours 30 min – 16 hours 30min Consisting of:	554 hours 30 min – 556 hours 30 min	610	0	Minimum of 315 hours (45 days)

		<ul style="list-style-type: none"> • Assignment 1: 2 hours 30 min • Assignment 2: 8–10 hours • Assignment 3: 4 hours 				
Occupational specialism component: Supporting and Mentoring Students in Educational Settings	540	Total 11 hours Consisting of: Assignment 1: 2 hours 30 minutes Assignment 2: 4 hours 30 minutes Assignment 3: 4 hours	551 hours	610	0	Minimum of 315 hours (45 days)

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
Assisting Teaching	315 hours
Supporting and Mentoring Students in Educational Settings	315 hours

The guided learning hours shown above only include time for the technical qualification 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 occupational specialism.

Minimum age

T Level technical qualification students must be a minimum of 16 years of age.

Qualification purpose

The purpose of the T Level Technical Qualification in Education and Childcare 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.

Objectives

The objectives of this qualification are to equip students with:

- the core knowledge and core skills relevant to Education and Childcare
- up to date occupational knowledge and skills that have continued currency amongst employers and others
- the necessary English, mathematics and digital 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

Industry placement experience

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.

Early Years Educator

As part of achieving the overall T Level programme, any student undertaking the Early Years Educator occupational specialism 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 and Supporting and Mentoring Students in Educational Settings

As part of achieving the overall T Level programme, any student undertaking either the Assisting Teaching or the Supporting and Mentoring Students in Educational Settings occupational specialisms 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 a work placement. Please see the industry placement guidance from the Institute for Apprenticeships and Technical Education.

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 www.abi.org.uk or www.hse.gov.uk/youngpeople/index.htm.

Rules of combination

Students are required to complete:

- the core component
- one occupational specialism component

Students must not complete more than one occupational specialism component.

Approved providers can select which occupational specialism component to deliver to their students.

Grading

Component	Grade
Core component	A* to E and U
Occupational specialism components	distinction/merit/pass and ungraded

Assessment method

Core component

- paper A written examination
- paper B written examination
- employer-set project (ESP)

In order to achieve a grade for Core Component, students must have results for both sub-components (the core (written) examination and the employer-set project).

The combined results from these sub-components will be aggregated to form the overall Core Component grade (A*–E and U).

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.

Occupational specialism component

- synoptic assignments

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

Progression including job roles (where applicable)

Students who achieve this qualification could progress to the following, depending on their chosen occupational specialism:

- employment:
 - early years educator
 - education technician
 - primary/secondary/tertiary teaching and support assistant
 - learning mentor
 - student engagement officer
- higher education

- apprenticeship (progression onto lower level apprenticeships may also be possible in some circumstances, if the content is sufficiently different)

UCAS

The T Level study programme is eligible for UCAS points. Please check the UCAS website for more information.

Regulation information

This is a regulated qualification.

Funding

This qualification is eligible for funding. For further guidance on funding, please contact the Education and Skills Funding Agency (ESFA).

English, mathematics and digital content

English, mathematics and digital content are embedded and contextualised within the Education and Childcare qualification content. This content must be taught to all students and will be subject to assessment.

Entry guidance

This qualification is designed for post-16 students.

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

Providers are responsible for ensuring that this qualification is appropriate for the age and ability of students. Providers must make sure that students can fulfil the requirements of the core and chosen occupational specialism and comply with the relevant literacy, numeracy, digital and health and safety aspects of this qualification.

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

Transition programme

For those students who are not yet ready to start a T Level programme at 16, they will be able to study a new T Level transition programme. This is a new 16 to 19 study programme designed to give young people effective, tailored preparation specifically to help them progress onto and succeed in a T Level.

The T Level transition programme will be introduced through phased implementation, working initially with a small number of volunteer T Level schools, colleges and training companies, to explore different approaches to delivery and develop good practice in effectively preparing students for a T Level. More information on the T Level transition programme can be found on the government's website.

Students transferring between T Levels

It is expected that some students will switch between T Levels, particularly in the early weeks, as happens currently with many post-16 courses. Some providers may co-teach some T Level groups for some classes where these are

within the same route and where much of the core content is the same. This may well result in students switching to a different T Level, as they discover more about the content, including the range of occupational specialisms.

Depending on the point at which a student switches, they may need some additional support to catch up on any other pathway-specific learning they have missed.

During year 1, providers should consider the degree of overlap between 2 T Levels, and the remaining time pre-assessment, to determine which transfers should be permitted. For funding purposes, it is important that students have made a decision about their T Level and occupational specialism by the end of the first year. However, once an assessment has been taken, switching may become more difficult. T Level core assessments will vary in terms of content coverage, duration, and method, and therefore attainment from one T Level cannot count towards another.

Achieving this qualification

To achieve this qualification, the student must successfully demonstrate their achievement of the core component and the occupational specialism component.

In order to achieve a grade for the core component, the student must attempt both the external examination and 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 the occupational specialism component. If the student fails to reach the specified level of attainment, they will receive a U grade for the component.

Retakes

Core component retakes

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

- written examinations
- ESP

The core component's written examination is made up of 2 parts. If the student wants to retake the written examination assessment, they must retake both papers, in the same series, as achievement on individual papers cannot be combined across different series.

There is no limit to the number of retakes a student can complete. However, any retake must be completed within 2 years 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 (written examination and ESP) is used.

Occupational specialism component retakes

Although retakes are permitted for the occupational specialism, it is unlikely that students will be able to fit a retake opportunity into the delivery timetable.

If a retake opportunity is scheduled, the student must retake all synoptic assignments for the chosen occupational specialism. There will be one opportunity per year to sit the occupational specialism, meaning a retake of the occupational specialism would be sat in the next academic year of study.

There is no limit to the number of retakes a student can complete. However, any retake must be completed within 2 years after the completion of the student's T Level programme.

Technical qualification components

Component	Level	Content
Core component	3	<ol style="list-style-type: none"> 1. Wider context 2. Supporting education 3. Safeguarding, health and safety and wellbeing 4. Behaviour 5. Parents, families and carers 6. Working with others 7. Child development 8. Observation and assessment 9. Reflective practice 10. Equality and diversity 11. Special educational needs and disability 12. English as an additional language

Students are required to complete one occupational specialism option.

Component	Level	Content
Occupational specialism – Early Years Educator	3	<ol style="list-style-type: none"> 1 Support and promote children’s play, development and early education 2 Develop relationships with children to facilitate their development 3 Plan, provide and review care, play and educational opportunities to enable children to progress 4 Safeguard and promote the health, safety and wellbeing of children 5 Work in partnership with colleagues, parents, carers and other professionals to support children’s development
Occupational specialism – Assisting Teaching	3	<ol style="list-style-type: none"> 1 Support the class teacher to enhance children’s education, individually and in groups 2 Plan, provide and review educational opportunities in collaboration with teachers and other adults 3 Safeguard and promote the health, safety and wellbeing of children and young people

Component	Level	Content
		4 Recognise, adapt and respond to individual children's needs, including those with special educational needs and disability (SEND), to support development and access to the curriculum
Occupational specialism – Supporting and Mentoring Students in Education Settings	3	1 Advise, guide and supervise mentees to acquire the most benefit from their educational programme 2 Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience 3 Support student mentors' progress and wellbeing 4 Promote students' motivation, aspiration and engagement

Employer involvement

The outline content for this qualification was devised by T Level panels. The panels consisted of employers and industry stakeholders.

We have worked in partnership with employers and other stakeholders to elaborate the content further, create the assessments and set the standards to ensure students achieve the level of competence needed to enter skilled employment.

Progression to higher level studies

This qualification aims to provide students with a number of progression options, including higher level studies at university or FE colleges. 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 yourself
- 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 Progression to Higher Education section of the CACHE website.

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 external examinations and ESP will assess students' core knowledge, core understanding and core skills relevant to the occupations within the education and childcare TQ.

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

Providers must not give any feedback to the student about their performance in any of the externally assessed components or observation elements.

The assessment consists of:

- core component:
 - paper A written examination
 - paper B written examination
 - ESP (versions specific to each occupational specialism)
- occupational specialism component:
 - synoptic assignments (specific to each occupational specialism)

Quality of written communication

Quality of written communication is assessed within targeted marks for the core examinations and is embedded throughout the assessment objectives within the ESP. No specific marks are available within the occupational specialism; 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 examinations 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 tests students' understanding of the connections between the topics covered across the performance outcomes within the chosen occupational specialism.

Synoptic assessment enables students to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across the chosen occupational specialism.

Scheme of assessment for each component

Each component in the core is worth the following weighting:

	% weighting of the core component
Paper A	35
Paper B	35
Sub-total	70
ESP	30
Total	100%

External examinations (core)

Overview of assessment

Paper A

Written examination

Duration: 2 hours

96 marks (plus 6 marks for quality of written communication (QWC)) = 102 marks total

This paper covers 50% of the core knowledge and core understanding

This paper is composed of 4 sections:

- Section A: multiple choice questions, short-answer and extended writing, 27 marks
- Section B: multiple choice questions, short-answer and extended writing, 27 marks
- Section C: multiple choice questions, short-answer and extended writing, 24 marks
- Section D: multiple choice questions, short-answer and extended writing, 24 marks

Paper B

Written examination

Duration: 2 hours

96 marks (plus 6 marks for quality of written communication (QWC)) = 102 marks total

This paper covers 50% of the core knowledge and core understanding

This paper is composed of 4 sections:

- Section A: multiple choice questions, short-answer and extended writing, 27 marks
- Section B: multiple choice questions, short-answer and extended writing, 27 marks
- Section C: multiple choice questions, short-answer and extended writing, 24 marks
- Section D: multiple choice questions, short-answer and extended writing, 24 marks

Content subject to assessment

Paper A – Elements 1 to 6:

- Element 1: Wider context
- Element 2: Supporting education
- Element 3: Safeguarding, health and safety and wellbeing
- Element 4: Behaviour
- Element 5: Parents, families and carers
- Element 6: Working with others

Paper B – Elements 7 to 12:

- Element 7: Child development
- Element 8: Observation and assessment
- Element 9: Reflective practice
- Element 10: Equality and diversity
- Element 11: Special educational needs and disability
- Element 12: English as an additional language

Assessment objectives and weightings

The external (core) examinations will assess how students have achieved the following assessment objectives (AOs):

	Assessment objectives	Weighting*
AO1	Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and childcare	24.5–29.4%
AO2	Apply knowledge and understanding of contexts, concepts, theories and principles in education and childcare to different situations and contexts	32.4–37.3%
AO3	Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and childcare to make informed judgements, draw conclusions and address needs	27.4–32.4%

*Both paper A and paper B allocate 6 marks to the quality of written communication (QWC). These marks are bolted on and do not impact on the AO weightings.

Total marks

Paper	Assessment length	% weighting of the core component	Maximum raw mark	Max UMS
Paper A	2 hours	50%	102	140
Paper B	2 hours	50%	102	140

AO	Paper A	Paper B	Total
AO1	25–30 marks (12.3%–14.7%)	25–30 marks (12.3%–14.7%)	50–60 marks (24.5%–29.4%)
AO2	33–38 marks (16.2%–18.6%)	33–38 marks (16.2%–18.6%)	66–76 marks (32.4%–37.3%)
AO3	28–33 marks (13.7%–16.2%)	28–33 marks (13.7%–16.2%)	56–66 marks (27.4%–32.4%)
QWC	6 marks (2.9%)	6 marks (2.9%)	12 marks (5.8%)
Total	102 marks (50%)	102 marks (50%)	204 marks (100%)

The tables above show how each core examination will target the AOs in this qualification. Each version of the core examination will adhere to these mark and percentage weightings.

Additional marks allocated for QWC are not included in the overall AO weightings.

Assessment availability

There will be 2 assessment opportunities per year in summer (May/June) and autumn (November/December). Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

The core external examinations must be invigilated.

All students' scripts must be submitted to NCFE for marking. All assessment material must be securely stored by the approved provider. Onscreen assessments will be submitted through the online assessment platform.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Employer-set project (core component)

Overview of assessment

Externally-set (in conjunction with employers) project.

The purpose of the employer-set project is to ensure that students have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to an employer-set brief. The brief and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Duration

12 hours

Core skills

To achieve the AOs and meet the brief, you must demonstrate the following core skills:

Core skill 1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
Core skill 2	Work with others to plan and provide activities to meet children and young people's needs
Core skill 3	Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
Core skill 4	How to assess and manage risks to your own and others' safety when planning activities

The knowledge requirements will be taken from the core knowledge relevant to the brief; the briefs will change for each assessment window.

Subject content to be assessed

Content subject to assessment – Elements 1 to 12:

- Element 1: Wider context
- Element 2: Supporting education
- Element 3: Safeguarding, health and safety and wellbeing
- Element 4: Behaviour
- Element 5: Parents, families and carers
- Element 6: Working with others
- Element 7: Child development
- Element 8: Observation and assessment

- Element 9: Reflective practice
- Element 10: Equality and diversity
- Element 11: Special educational needs and disability
- Element 12: English as an additional language

Core knowledge relevant to the brief will be covered in the employer-set project; this will change for each assessment window.

Core Skills

In completing the employer-set project, the student will demonstrate 4 core skills, supported by underpinning knowledge and understanding set out in the core content.

Core skill 1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
Core skill 2	Work with others to plan and provide activities to meet children and young people's needs
Core skill 3	Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
Core skill 4	How to assess and manage risks to your own and others' safety when planning activities

Assessment objectives

Assessment objectives (AOs)		Weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills as appropriate to meet developmental needs	53.3%
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%

Evidence	AO1	AO2	AO3	AO 4	AO 5	Total
Task 1						
Task 1(a) (early support plan)	4	8	4			16
Task 1(b) (activity plan v1)	4	15	6			25
Task 2						
Task 2(b) (activity plan v2)* * Task 2(a) is not marked		6			3	9
Task 3						
Task 3 a (prepare for discussion) b (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks:	9	48	12	12	9	90

Total marks

Paper	Assessment length	% weighting of the Core Component	Maximum raw mark	Max Uniform Mark Scale (UMS)
Employer-set project	12 hours	30%	90	120

Assessment availability

There will be 2 assessment opportunities per year in summer (May/June) and autumn (November/December). Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks must be completed under supervised conditions. This means students can access resources such as the Internet in order to complete their assessment.

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

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

UMS

The core component is modular, which means that a student can take and resit the assessments in different assessment windows. Assessments may vary slightly in levels of difficulty and, therefore, the mark that represented a C grade in the external 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 uniform mark scale (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	280	120	400
A*	252–280	108–120	360–400
A	224–251	96–107	320–359
B	196–223	84–95	280–319
C	168–195	72–83	240–279
D	140–167	60–71	200–239
E	112–139	48–59	160–199
U	0–111	0–47	0–159

The external examination comprises 2 papers, the results of which are combined before conversion to UMS. Combined grade boundaries for each series will be set by adding together the equivalent boundaries for each paper.

The raw mark grade boundaries are set after each assessment window. NCFE sets these boundaries judgementally, following both qualitative and quantitative analysis, and then converts them to UMS.

Although the raw mark grade boundaries in assessment window 1 and assessment window 2 are different, they have the same value in terms of UMS marks (168 for a C and 196 for a B) when contributing to the qualification as a whole. NCFE will publish the raw mark grade boundaries following the completion of each assessment window.

Scheme of assessment for each component

The industry placement will be used for the assessment of skills for all occupational specialisms. For Early Years Educator and Assisting Teaching, students will be required to demonstrate specific skills in the placement, which will be observed by Assessors and then moderated. For Supporting and Mentoring Students in Educational Settings, students will be required to complete a reflective journal recording their mentoring practice from their placement. This will then be externally marked.

The table below details how each of the assignments in the occupational specialisms for Early Years Educator, Assisting Teaching and Supporting and Mentoring Students in Educational Settings are sat.

Where assignments are described as:

- ‘controlled conditions’, the tasks must be sat at the provider, under conditions controlled by the provider; for example, supervised exam conditions to ensure that the student’s work is their own, and is completed without other input; any specific conditions and delivery guidance is detailed in the tutor guidance document for the relevant occupational specialism, the regulations for the conduct of external assessment and the qualification specific instructions for delivery (QSID)
- ‘observed on the industry placement’, the tasks are designed to be observed by the provider’s assessor during the student’s time working on their industry placement; this is because the skills and knowledge being assessed cannot be validly assessed in any other context, for example, where students are being assessed on their ability to work with nursery groups or classes of children, and demonstrate their skills in doing this
- ‘carried out on the industry placement’, this task, which is only in Early Years Educator, requires students to carry out 3 observations of children; this will be done on the industry placement, but is not observed by the provider, and does not require the provider to be present; however it does require that the industry placement supervisor signs a declaration of authenticity to confirm that the student’s observations were carried out by them, and without other input

Early Years Educator

Assignment	Conditions, and use of industry placement	Availability
Assignment 1	Controlled invigilated conditions, at the provider	Available as a fixed date and timed assessment, please refer to the external assessment timetable on the NCFE website for further information
Assignment 2 Part 1	Observed on the industry placement	Available from the start of delivery, to allow planning of observations at any appropriate point during the industry placement
Assignment 2 Part 2	Observed on the industry placement	Available from the start of delivery, to allow planning of

		observations at any appropriate point during a window from 1 February to 30 April on the industry placement
Assignment 3 Part 1 Task 1	Carried out on the industry placement, and authenticated by the industry placement supervisor	Available from the start of delivery, to allow planning of observations at any appropriate point between 1 March to 30 April on the industry placement
Assignment 3 Part 1 Tasks 2 and 3, and Part 2	Controlled invigilated conditions, at the provider	Available as an assessment sat during a window, set between 1 March and 30 April each year

Assisting Teaching

Assignment	Conditions, and use of industry placement	Availability
Assignment 1	Controlled invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year
Assignment 2	Observed on the industry placement	Available from the start of delivery, to allow planning of observations at any appropriate point during a window from 1 February to 30 April on the industry placement
Assignment 3	Controlled invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year

Supporting and Mentoring Students in Educational Settings

Assignment	Conditions, and use of industry placement	Availability
Assignment 1	Invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year
Assignment 2	Controlled conditions, at the provider	Available as an assessment sat during a window, set between 1 March and 30 April each year
Assignment 3	Invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year

Synoptic assignments (Early Years Educator)

Overview of assessment

Synoptic assignments comprise task-based assignments including observations.

Duration: 25 hours 45 minutes to 29 hours 45 minutes

Consisting of:

- Assignment 1: 4 hours
- Assignment 2: 18 to 22 hours
- Assignment 3: 3 hours 45 minutes

Content subject to assessment

All performance outcomes within a chosen occupational specialism are subject to assessment:

- **Performance outcome 1:** Support and promote children's play, development and early education
- **Performance outcome 2:** Develop relationships with children to facilitate their development
- **Performance outcome 3:** Plan, provide and review care, play and educational opportunities to enable children to progress
- **Performance outcome 4:** Safeguard and promote the health, safety and wellbeing of children
- **Performance outcome 5:** Work in partnership with colleagues, parents, carers and other professionals to support children's development

Assessment weightings

Assignment	% weighting of the occupational specialism	Max raw mark	Scaling factor*
Assignment 1	25%	160 marks	1.000
Assignment 2	50%	102 marks	3.137
Assignment 3	25%	98 marks	1.633
Total	100%	360	

Total marks

360

*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to 3 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.

Assessment availability

There will be one assessment opportunity per year from summer 2022. Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks 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. Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Synoptic assignments (Assisting Teaching)

Overview of assessment

Synoptic assignments comprise task-based assignments including observations.

Duration: 14 hours 30 minutes to 16 hours 30 minutes

Consisting of:

- Assignment 1: 2 hours 30 min
- Assignment 2: Total: 8 to 10 hours
- Assignment 3: 4 hours

Content subject to assessment

All performance outcomes within a chosen occupational specialism are subject to assessment:

- **Performance outcome 1:** Support the class teacher to enhance children's education, individually and in groups
- **Performance outcome 2:** Plan, provide and review educational opportunities in collaboration with teachers and other adults
- **Performance outcome 3:** Safeguard and promote the health, safety and wellbeing of children and young people
- **Performance outcome 4:** Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access the curriculum

Assessment weightings

Assignment	% weighting of the occupational specialism	Max raw mark	Scaling factor
Assignment 1	25%	55 marks	1.845
Assignment 2	50%	203 marks	1.000
Assignment 3	25%	100 marks	1.015
Total	100%	358	

Total marks

358

*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to 3 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.

Assessment availability

There will be one assessment opportunity per year from summer 2022. Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks 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.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Synoptic assignments (Supporting and Mentoring Students in Educational Settings)

Overview of assessment

Synoptic assignments comprise task-based assignments.

Duration: 11 hours

Consisting of:

Assignment 1: 2 hours 30 minutes

Assignment 2: Total: 4 hours 30 minutes

Assignment 3: 4 hours

Content subject to assessment

All performance outcomes within a chosen occupational specialism are subject to assessment:

Performance outcome 1: Advise, guide and supervise mentees to acquire the most benefit from their educational programme

Performance outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience

Performance outcome 3: Support student mentors' progress and wellbeing

Performance outcome 4: Promote students' motivation, aspiration and engagement

Assessment weightings

Assignment	% weighting of the occupational specialism	Max raw mark	Scaling factor
Assignment 1	25%	55 marks	1.818
Assignment 2	50%	80 marks	2.500
Assignment 3	25%	100 marks	1.000
Total	100%	235	

Total marks

TBC

*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to 3 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.

Assessment availability

There will be one assessment opportunity per year from summer 2022. Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks 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.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Paper-based examination

All external assessments will be available via paper-based examination.

Sample assessment materials

Sample assessment materials can be found on the qualification page on the NCFE website.

On-screen examinations

The core written examinations (paper A and paper B) will be available via on-screen examination.

The ESP and the occupational specialism assessments have pre-release materials which will be released electronically, the assessment papers will be posted out by NCFE. Students will have the option of submitting paper-based or digital evidence.

For instructions on conducting external assessments (including information on malpractice/maladministration), please refer to our regulations for the conduct of external assessments and qualification specific instructions for delivery documents, which are available on the policies and documents page on the NCFE website.

Approved provider's quality assurance process

Providers will mark the observation element of the synoptic assignments in the occupational specialism components, with NCFE externally moderating.

To ensure provider-led marking achieves valid and reliable outcomes, we will:

- issue assessment criteria for provider staff, with guidance/mark schemes, and guidance and training on applying these
- deliver TQ CPD which includes:
 - standardisation with provider staff to ensure they fully understand marking criteria and provide consistency across providers
 - 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
- moderation of work in order to secure standards and guard against grade inflation

To maintain independence and prevent malpractice:

- assessment must be carried out by an assessor who has been standardised on the TQ
- 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 examination declaration to authenticate that the work they have submitted is their own. Providers must ensure that all examinations are submitted for marking in accordance with the assessment windows.

How moderation will be conducted

Externally 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
- provider training on marking/annual standardisation
- provider visits and events to ensure rigour and that marking is in line with guides
- adjustment of marks to assure the standard

Results

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

Enquiries about results

If a provider believes a student's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with our enquiries about results and assessment decisions policy, which is available on the policies and documents page 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	Demonstrate <u>relevant</u> and <u>accurate</u> use of <u>occupationally relevant</u> terminology
	Consistently demonstrate skills appropriate to situation
	Demonstrate a <u>comprehensive</u> understanding of ideas, processes and procedures and apply them appropriately to familiar and unfamiliar contexts
	Accurately select and use a <u>range</u> of appropriate mathematical skills relevant to the <i>sector</i>
	<u>Critically</u> analyse <u>most</u> information and data, supported with relevant examples and analysis
	Construct a <u>reasoned</u> argument, make <i>substantiated</i> judgements and reach valid conclusions using relevant knowledge and skills
	<u>Effectively</u> organise and present information <u>clearly</u> supported with <u>relevant</u> occupationally relevant examples and analysis
	Comment <u>effectively</u> on strengths and limitations and identify improvements
E	Link together <u>appropriate</u> principles and concepts from the <i>sector</i> and apply appropriately
	Demonstrate <u>some</u> use of terminology but not consistently relevant or accurate
	Demonstrate <u>basic</u> understanding of ideas, processes, and procedures. May not be applied appropriately to <u>some</u> familiar and unfamiliar contexts
	Use <u>some</u> simple and appropriate mathematical skills relevant to the <i>sector</i>
	<u>Limited analysis</u> of information, ideas and research and little relevance or application
	Organise and present information supported with <u>rudimentary</u> examples and some <u>acceptable</u> analysis, may not be occupationally relevant
	Comment on strengths and limitations

Occupational specialism components

The occupational specialism components are graded distinction, merit, pass and ungraded.

Occupational specialism grade descriptors

Grade	Demonstration of attainment
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
	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
	EYE only – demonstrates achievement of all EYE criteria
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

Grade	Demonstration of attainment
	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

* “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 at least a pass in relation to the relevant occupational specialism component

U grades

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

Awarding the final grade for each component of the TQ

Each core component’s marks will be combined to form the overall grade for the core component.

The marks from the occupational specialism assignment will form the occupational specialism grade.

These grades will be submitted to the Institute for Apprenticeships and Technical Education 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 Institute’s T Level panel.

The full list of Functional Skills/GCSE/other alternative qualifications which meet the English and mathematics requirement for T Levels, including details of flexibility for students with SEND, is published in the Specification of apprenticeship standards for England (SASE), which is available via the Department for Education’s (DfE) website.

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 occupational specialism
- the grades achieved for the core component (A* to E) and the occupational specialism (Pass/Merit/Distinction)

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

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

Core component 40%/Occupational specialism 60%:

		Occupational specialism grade		
		Distinction	Merit	Pass
Core component grade	A*	Distinction*	Distinction	Merit
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass

Overall T Level grade

This matrix shows the overall grade when both 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 occupational specialism assessment (indicated by the horizontal top row), they would achieve a merit grade for the overall T Level programme:

		Occupational specialism grade		
		Distinction	Merit	Pass
Core component grade	A*	Distinction*	Distinction	Merit
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass

} Merit

Section 3: General competency framework

General competency framework

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

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

The following table identifies the English, mathematics and digital competencies that we have embedded in the skills throughout this technical qualification. The tutor may also teach competencies that are not listed here, where they naturally occur, but these will not be subject to assessment.

English, mathematics and digital competencies relevant to the Education and Childcare qualification

General competencies	Core skills	Early Years Educator	Assisting Teaching	Supporting and Mentoring Students in Educational Settings
English	Element/Core skill (CS)	Performance outcome	Performance outcome	Performance outcome
GEC1	CS1, CS3		S1.11	S1.18, S2.11
GEC2	CS2		S1.12	S1.25
GEC3	CS2, CS3, CS4	S5.9	S2.19	
GEC4		S5.9	S2.19	S3.21
GEC5	CS2	S1.32		S1.20, S4.14
GEC6	CS1	S1.21		S4.12
Mathematics	Element/Core skill (CS)	Performance outcome	Performance outcome	Performance outcome
GMC1		S4.23		
GMC2	CS2			
GMC3		S4.16		
GMC5				S2.14
GMC6				S2.11
GMC7	CS3			
GMC9	CS2			
GMC10	CS4			

Digital	Element/Core skill (CS)	Performance outcome	Performance outcome	Performance outcome
GDC1	CS1, CS3		S1.13	
GDC2			S1.14, S4.13	
GDC3		S5.9	S2.19	S1.16
GDC4	CS3			
GDC5			S3.28	S3.15

Section 4: TQ content

Introduction

This section provides details of the structure and content of this qualification.

Qualification structure

The core content is divided into 12 elements and 4 core skills, all of which indicate the relevant knowledge and understanding of concepts, theories and principles relevant to all occupations within education and childcare. The knowledge and skills are all externally assessed through written examinations and an ESP.

The occupational specialisms are divided into performance outcomes, each of which indicates the knowledge and skills required to enable students to achieve threshold competence in the chosen occupational specialism. These performance outcomes are all externally assessed through synoptic assignments, in which the student will be expected to demonstrate required knowledge and skills.

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 of the mandatory content (all elements and performance outcomes) has been taught to students prior to sitting the assessments.

What you need to teach

This section contains all of the mandatory teaching content that underpins the knowledge and skills. The content provided in some cases may not be exhaustive, and providers may wish to teach beyond what is included in the specification in order to support the student's knowledge and understanding.

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

Element 1: Wider context

What you need to teach

1.1 The student must understand the differences between a range of childcare and education provision, 0 to 19 years:

- childcare provision:
 - childminders
 - nurseries
 - pre-schools
- school provision:
 - maintained schools:
 - community schools
 - voluntary controlled schools
 - voluntary aided schools (usually known as church or faith schools)
 - foundation schools
 - trust schools
 - non-maintained schools:
 - academies (including free schools)
 - private schools (including independent special schools)
 - post-16 provision:
 - school sixth forms
 - general FE and tertiary colleges
 - private, independent and voluntary providers (publicly funded)
 - employers
 - sixth form colleges
 - special colleges (including agriculture and horticulture colleges)
 - art, design and performing arts colleges
 - higher education institutions (HEIs)

The student must understand how and when education became compulsory in England and Wales, including how this has changed over time.

The student must understand why education is regulated, including the functions of the:

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

What you need to teach**1.2 The student must understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector:**

- general roles:
 - early years practitioner
 - early years educator
 - room leader
 - teaching assistant
 - teacher/lecturer
 - head teacher
- specialist roles:
 - special educational needs and disabilities coordinator (SENDCO)
 - designated safeguarding lead (DSL)
 - mental health lead
 - mentor/pastoral support
 - physical activity and nutrition coordinator (PANCO)
 - counsellor
 - careers advisor

Element 2: Supporting education**What you need to teach****2.1 The student must understand the origin and purpose of the early years foundation stage and the national curriculum from key stage 1 to key stage 4.**

The student must understand the scope of the EYFS, the national curriculum and post-16 education:

- EYFS: 0 to 5, covering the early years foundation stage
- primary education: 5 to 11, covering key stages 1 and 2
- secondary education: 11 to 16, covering key stages 3 and 4
- post-16 education: 16 to 19 (academic and technical)

The student must understand how different settings are governed by the EYFS and the national curriculum.

2.2 The student must understand how teachers/practitioners can effectively support children and young people in their education, including but not limited to:

- involving children in planning their own learning
- communicating clearly, using positive and appropriate language for age and stage of development
- giving effective feedback and facilitate children's and young people's self-assessment
- managing own and others' time
- managing behaviour
- observing and assessing individuals, providing tailored interventions through early identification
- engaging disengaged children/young people by involving them in their own learning and assessment

The student must understand the attributes that inform teachers'/practitioners' professional behaviour and why they are important to effectively support children's/young people's education, including but not limited to:

- approachability
- confidence
- empathy
- knowledge
- passion
- patience
- positivity
- reflection
- resourcefulness
- respect for others

2.3 The student must understand current theoretical and pedagogical approaches applied in education and the evidence that underpins them:

Behaviourism

Theory:

- antecedents:
 - stimuli that signals expected behaviour/responses
- consequences:
 - stimuli that encourages or reduces 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:

What you need to teach

- the student's motivation for learning is dependent on the teacher's 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
- mastery learning:
 - the key instant recall facts (KIRF) approach supports a solid grasp of key facts
 - a blend of direct instruction and practice
 - feedback is provided by both teacher and peers

Underpinning evidence:

- Bloom's Taxonomy
- Pavlov's Dogs study
- Watson's Little Albert Experiment
- Skinner's study of operant conditioning (Skinner box)
- the Education Endowment Foundation's Ark Mathematics Mastery Project

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:

- High scope:
 - teachers provide challenging experiences and resources matched to student's stage of development
- project-based learning:

What you need to teach

- students engage in real life problems, such as designing a product, and are responsible for their choices, decisions, and solutions
- virtual reality:
 - using digital technology, learning takes place within a simulated real-world environment
 - the student directly interacts with objects, tests out their ideas and instantly experiences the result of their actions

Underpinning evidence:

- Piaget's Four Stages of Development
- Bruner's Three Models of Representation
- Kolb's Experiential Learning Cycle

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
 - the teacher demonstrates thinking skills, such as problem-solving
- sustained shared thinking:

What you need to teach

- 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

Underpinning evidence:

- Bergman and Sams' Flip Your Classroom
- Bruner's Discovery Learning
- Marion Dowling's Young Children's Thinking
- Cathy Nutbrown's Threads of Thinking
- The 30 Million Word Gap by Hart and Risley
- Vygotsky's Zone of Proximal Development

Connectivism

Theory:

- technology:
 - technology supports many of the learning sequences identified by earlier theory
 - students have greater access to 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
 - diversity of opinions and sources is key
- 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
 - learning is more critical than knowing
- informal:
 - formal learning no longer makes up the main way knowledge is acquired

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:

What you need to teach

- 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

Underpinning evidence:

- Downes' Modernised learning delivery strategies
- Siemens' learning theory for the digital age and Massive open online courses: Innovation in education
- Lave and Wenger's community of practice

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
- self-actualisation:
 - a student's person 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 which could impact on learning
 - the teacher acts as a coach, helping students to achieve their goals
- safe and nurturing environment:

What you need to teach

- the teacher creates an environment in which students feel physically and emotionally safe, and can focus on learning

Underpinning evidence:

- Malaguzzi's 100 languages of a child
- Paulo Frere's Pedagogy of the oppressed
- Bronfenbrenner's ecological system
- United Nations Convention on the Rights of the Child 1989
- Maslow's hierarchy of needs
- Carl Rogers' Freedom to Learn

2.4 The student must understand the definition of metacognition: an understanding and awareness of one's own mental processes.

The student must understand how metacognition supports children and young people to manage their own learning, including but not limited to:

- identifying the strengths and areas for development in their own learning
- using cognitive strategies to 'construct' knowledge
- using metacognitive strategies to regulate and evaluate their own learning

The student must understand how metacognition positively impacts on children's and young people's education and achievement, including but not limited to:

- building up a set of transferable strategies and skills that they can apply to new subjects and situations
- better preparing for assessments
- monitoring their own understanding
- identifying barriers to their own learning and actively minimising them
- learning from mistakes in order to avoid them in the future
- adapting their learning strategies as appropriate to the task

2.5 The student must understand how practitioners provide effective feedback and why it is important in supporting children's/young people's educational development, including but not limited to:

- timely: to support clarity, motivation and retention of information
- clear and detailed: children/young people can identify precisely what they need to improve
- relevant to criteria: children/young people can understand how they have achieved the outcomes, and where they still need to develop
- action-oriented: children/young people have specific goals for the future and know what they should continue to do

What you need to teach

- ongoing: children/young people can revisit and re-evaluate learning as part of a continuous process
- interactive: ensures clarity through a dialogue between the teacher/student/peers

2.6 The student must understand why up-to-date and appropriate technology is important to effectively support children's/young people's educational development, including but not limited to:

- tracking children's/young people's progress
- easily sharing information
- using a variety of media to introduce and explore a topic
- planning and designing suitable online and offline learning materials and assessments
- equipping children/young people to navigate a vast amount of information and evaluate the validity of sources
- making learning accessible for children/young people with SEND
- communicating and collaborating safely with children/young people online
- modelling legal, ethical and secure methods of accessing/using online data and media
- helping to prepare children/young people for future careers and digital citizenship

2.7 The student must understand how personal, educational and environmental factors may affect engagement and development in reading, literacy and mathematics, including but not limited to:

- personal factors, including but not limited to:
 - level of cognitive and language development
 - physical health and wellbeing
 - SEND
 - motivation and interest
 - confidence to try without fear of failure
 - socio-economic circumstances
 - bilingualism (English as an additional language (EAL))
 - previous experiences or support
- educational factors, including but not limited to:
 - 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)
- environmental factors, including but not limited to:
 - exposure to a stimulating, language-rich environment and resources
 - opportunities to practise and apply knowledge
 - support and involvement from parents or carers, peers and other professionals

Element 3: Safeguarding, health and safety and wellbeing

What you need to teach

3.1 The student must understand the requirements and purpose of the following legislation in relation to educational settings:

- 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
- Female Genital Mutilation (FGM) Act 2003:
 - purpose: provides legal protection and safeguarding for victims of, or those at risk of, FGM
- 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 with special educational needs (SEN) and disabilities) 2014:
 - purpose: introduced new provisions to ensure the welfare of children and young people with SEN, including Education, Health and Care Plans (EHCPs)
- 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

3.2 The student must understand how the following statutory guidance inform policies and procedures in educational settings:

- health and safety:
 - Health and safety: responsibilities and duties for schools 2021
 - EYFS Welfare Requirements
- security:
 - Prevent Duty Guidance 2015
- confidentiality of information:
 - Data Protection Act 2018:
 - General Data Protection Regulation (GDPR) 2018
- safeguarding and promoting the welfare of children and young people:
 - Supporting pupils at school with medical conditions 2015

What you need to teach

- Working Together to Safeguard Children 2018
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018
- Multi-agency statutory guidance on female genital mutilation 2020
- Keeping Children Safe in Education 2021

3.3 The student must understand the importance of children's and young people's emotional health and its impact on their overall wellbeing.

The student must understand how early years settings, schools and colleges can apply Public Health England's 8 principles to support emotional health and wellbeing:

1. An ethos and environment that promotes respect and values diversity
2. Curriculum, teaching and learning to promote resilience and support social and emotional learning
3. Enabling student voice to influence decisions
4. Staff development to support their own wellbeing and that of students
5. Identifying need and monitoring impact of interventions
6. Working with parents/carers
7. Targeted support and appropriate referral
8. Leadership and management that supports and champions efforts to promote emotional health and wellbeing

These 8 principles to support children and young people's emotional health and wellbeing were published by Public Health England in 2015 to support schools and colleges. Each strand or heading in the document outlines ways in which this can be achieved. Although it was not written with early years settings in mind, many of the principles can still be applied. The majority of these principles are also linked to the list of factors above.

3.4 The student must understand the difference between a child/young person 'at risk' and a child/young person 'in need'.

The student must understand the mandatory reporting requirements to escalate concerns that a child/young person is in need or at risk.

3.5 The student must understand the factors that may indicate that a child/young person is in danger or at risk of abuse, including but not limited to:

- individual factors:
 - child/young person has a physical or developmental disability
 - child/young person has been impacted by an abusive relationship
 - lack of secure attachment with parent/carer
- parental factors:

What you need to teach

- parent has already abused a child
- parent was abused when growing up
- parents have unrealistic expectations of the child/young person
- parents lack parenting skills
- parent is isolated and has limited support
- parent has a mental illness
- parent is suffering with drug or alcohol addiction
- environmental factors:
 - overcrowding in the home
 - poverty or lack of opportunity to improve the family's resources
 - presence of domestic violence

3.6 The student must understand the legal definition of a position of trust, as defined by The Sexual Offences (Amendment) Act 2000, and how power and influence can be used and abused when working with children and young people, including but not limited to:

- 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

3.7 The student must understand grooming as defined as an individual developing a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them:

The student must understand how children and young children could be groomed or exploited, including but not limited to:

- by adults in a position of trust
- 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
- being exposed to pornographic content
- through threats of harm to the individual or family

The student must understand a range of signs of grooming or exploitation, including but not limited to:

- demonstrating changes in typical behaviour

What you need to teach

- 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

The student must understand appropriate action to take when grooming or abuse is suspected, including but not limited to:

- following the safeguarding policies and procedures of the setting
- reporting immediately to the setting's designated safeguarding lead (DSL)
- remaining calm and professional (if disclosures are made)
- maintaining accurate and coherent records and reports
- sharing information only when required
- maintaining confidentiality

3.8 The student must understand a range of indicators that an adult in the setting may have inappropriate relationships with children and young people, including but not limited to:

- being overly affectionate, giving gifts, or showing favouritism with a child or young person
- spending time alone with a child/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/young person

The student must understand how practitioners deal with suspected abuse in line with the educational setting's codes of conduct, including but not limited to:

- 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

3.9 The student must understand how abuse, neglect, bullying, persecution and violence may impact on children's and young people's development and behaviour, in relation to:

- educational attainment
- attachments and relationships
- special educational needs
- physical health
- mental health
- inappropriate behaviour, such as:

What you need to teach

- self-harm/suicide
- alcohol and drug misuse
- aggression
- risky or sexualised behaviour/promiscuity
- criminality
- socio-economic status

Element 4: Behaviour**What you need to teach****4.1 The student must understand how the stages of children's and young people's social, emotional and physical development may inform their behaviour, and how practitioners can use this information to meet children's/young people's needs.**

- stages of social development that may inform behaviour, including but not limited to:
 - understanding of social norms
 - ability to relate to others
 - levels of empathy
 - SEND – such as, hearing problems may lead to difficulties in communicating or language delay
- stages of emotional development that may inform behaviour, including but not limited to:
 - ability to name and regulate own emotions
 - levels of maturity
 - SEND – such as, those with developmental delay may experience frustration with difficulties in expressing their emotions
- stages of physical development that may inform behaviour, including but not limited to:
 - development of gross and fine motor skills
 - body changes as a result of puberty
 - SEND – such as, those with physical disabilities may feel excluded from certain activities

4.2 The student must understand how a range of individual, environmental and educational factors can positively or negatively influence children's and young people's behaviour:

- individual factors, including but not limited to:
 - self-esteem
 - SEND
 - age
- environmental factors, including but not limited to:

What you need to teach

- culture and religious beliefs
- care history
- family circumstances
- educational factors, including but not limited to:
 - bullying and discrimination
 - peer relationships
 - relationships between children/young people and practitioners

4.3 The student must understand the link between self-esteem, identity and inappropriate behaviour. This must include the effects of over-confidence as well as low self-esteem.

4.4 The student must understand how the following three elements inform children's/young people's self-concept:

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

The student must understand how children develop self-concept through 2 defining stages:

- the existential self: the child realises that they exist as an independent entity, separate from others
- the categorical self: the child begins to categorise her/himself as an 'object' in the world, defining her/himself in terms of age, gender, size or skills.

The student must understand the possible impact of positive and negative self-concept:

- behaviour
- cognition
- social and emotional development

4.5 The student must understand why children and young people must know how to adapt their behaviour to different social contexts in order to:

- focus on learning in educational settings
- develop impulse control
- conform to social norms
- make friends and maintain relationships

4.6 The student must understand why it is important to set and follow behaviour management policy and processes, including but not limited to:

- clarifies the expected standard of behaviour for:
 - staff
 - children/young people
 - parents/carers

What you need to teach

- gives children a chance to have input, resulting in more ownership and buy-in
- sets realistic expectations for behaviour, taking into account an individual's age and stage of development
- ensures fairness in how children or young people are rewarded and sanctioned, regardless of practitioners' own opinions or beliefs
- ensures safety for all children and young people
- establishes a consistent approach to behaviour management
- allows opportunities to celebrate individuals' success

4.7 The student must understand how the following home, family circumstances and care history can affect children's and young people's behaviour, including but not limited to:

- parental expectations
- consistency of care
- culture and community
- adult and child relationships and interactions

The student must understand how practitioners can use information about individuals' home, family and care circumstances to anticipate and deal effectively with unwanted behaviour, including but not limited to:

- 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 tracking individual behaviour targets

4.8 The student must understand how children/young people may respond to both positive and negative verbal and non-verbal communication from adults, including but not limited to:

- tone
- proximity
- gesture
- body language

4.9 The student must understand how and why practitioners use positive approaches to motivate children's/young people's behaviour, attainment and achievement, including but not limited to:

- incentive and recognition schemes
- establishing and maintaining positive relationships with children/young people
- appropriate praise
- formative feedback to help children/young people improve

What you need to teach

- 4.10 The student must understand how and why practitioners use a range of strategies for setting clear expectations of behaviour, including but not limited to:**
- establishing a structured approach
 - setting age- and stage-appropriate ground rules
 - acting fairly and consistently
 - modelling appropriate behaviour
 - positive reinforcement
 - establishing age-appropriate boundaries
- 4.11 The student must understand how and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience, including but not limited to:**
- 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
 - teaching children and young people how to reframe challenges in a positive light
 - encouraging mindfulness
 - creating opportunities for children and young people to take supported risks
- 4.12 The student must understand how and why practitioners use a range of strategies to deal with inappropriate behaviour, including but not limited to:**
- being fair and consistent
 - focusing on the behaviour, rather than the individual
 - referring to, and following, the behaviour policy and student code of conduct
 - encouraging co-regulation
 - using language that clarifies expectations
 - providing a calm and safe environment
- 4.13 The student must understand how and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities, including but not limited to:**
- setting high expectations
 - using age- and stage-appropriate praise and encouragement
 - involving parents/carers, as part of a whole-school approach
 - giving individuals a role/responsibility

What you need to teach

- encouraging self-reflection
- rewarding effort and success
- celebrating mistakes as learning opportunities
- encouraging children and young people to recognise each other's positive behaviour

4.14 The student must understand how practitioners assess risks to their own and others' safety when dealing with challenging behaviour, including but not limited to:

- 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 5: Parents, families and carers

What you need to teach

5.1 The student must understand the advantages of working with parents, carers and wider families to support children and young people, including but not limited to:

- 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

5.2 The student must understand the characteristics of the following family structures:

- nuclear: 2 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 2 separate families, with one or both parents having children from previous relationships

The student must understand the characteristics of the following parenting styles, including but not limited to:

- authoritarian: emphasis on obedience and control, with no explanation for why children/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
- instinctive: parents rely on instincts, heavily influenced by their own upbringing
- uninvolved: characterised by a lack of responsiveness and, sometimes, neglect
- helicopter: parents are heavily involved in every aspect of their children's lives

The student must understand why it is important to be sensitive to different parenting styles and different family contexts to:

- value and respect families
- contribute to inclusion in planning and provision
- inform understanding of behavioural context inform understanding of developmental delay
- inform strategies used to support behaviour and development

What you need to teach

- ensure fair and inclusive practice

5.3 The student must understand the possible barriers to effective partnerships with parents, carers and wider families, including but not limited to:

- time constraints
- work commitments
- limited resources
- mistrust from families
- English as an additional language
- special educational needs or disabilities
- family members' own negative educational experiences

The student must understand how to overcome possible barriers, including but not limited to:

- the key person building a relationship with parents/carers
- offering an open-door policy to hear parents'/carers' questions or concerns
- encouraging home communication diaries/journals
- providing secure family forums and apps
- using parent/carer questionnaires
- using regular telephone or email contact
- ensuring the building is accessible
- organising open days/evenings
- using translators or child advocates
- offering home visits

5.4 The student must understand where to find a range of reliable resources to support parents, carers and wider families, including but not limited to:

- charities
- the NHS
- healthcare centres
- community centres
- Citizens Advice
- social services/children's services

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

Element 6: Working with others

What you need to teach**6.1 The student must understand how agencies and services support children, parents/carers and wider families, including but not limited to:**

- charities, including but not limited to:
 - Family Action
 - Family Rights Group
 - Action for Children
- public services, including but not limited to:
 - the National Health Service
 - Child and Adolescent Mental Health Services (CAMHS)
 - Children's Services
- local education authorities:
 - schools and colleges
 - special educational needs review team

6.2 The student must understand the roles of other professionals in supporting children, parents/carers and families, including but not limited to:

- educational psychologist
- education mental health practitioner
- GP
- school nurse
- health visitor
- social worker
- area SENDCO
- youth worker
- counsellor
- occupational therapist
- speech and language therapist

The student must understand the benefits of working collaboratively with other agencies and professionals for improved outcomes for children/young people, including but not limited to:

- working towards shared goals
- accessing advice and support
- sharing skills, knowledge and expertise
- improving referrals

6.3 The student must understand how to work collaboratively with other agencies and professionals, including but not limited to:

What you need to teach

- maintaining confidentiality and protecting sensitive data
- gaining parental consent when appropriate
- reporting concerns and referrals
- following relevant policies/procedures

6.4 The student must understand why practitioners establish and maintain professional boundaries and relationships with children/young people, families and other professionals, including but not limited to:

- facilitating partnership working
- protecting emotional wellbeing
- respecting children's and young people's privacy
- avoiding distraction from the practitioner's role
- providing structure and expectations
- reducing conflict
- promoting safeguarding and prevent the misuse of power
- maintaining confidentiality

The student must understand how practitioners' use of social media can be detrimental to:

- professional boundaries
- effective partnership working
- confidentiality
- safeguarding

Element 7: Child development

What you need to teach

7.1 The student must understand the expected patterns of children's/young people's development, in infancy, early childhood, middle childhood and adolescence, in the following areas:

- cognitive:
 - information processing
 - memory
 - problem solving
 - sensory perception
- physical:
 - gross motor skills:

What you need to teach

- involving large movements that involve the whole body
- fine motor skills:
 - involving smaller, more skilful movements to control the body more precisely
- bodily changes as a result of puberty
- social and emotional:
 - bonding and attachments
 - expressing feelings
 - following instructions
 - co-operation
 - self-control
 - self-concept
 - friendships/peer groups

7.2 The student must understand the key concepts of attachment theory and how early attachments influence adult relationships, with reference to the following theorists:

- Bowlby – key concepts:
 - innate attachment to one figure
 - maternal deprivation
 - internal working model
- Ainsworth – key concepts:
 - the Strange Situation
 - attachment styles:
 - secure
 - insecure avoidant
 - insecure ambivalent
 - disorganised-disoriented (identified later)
- Rutter – key concepts:
 - distinction between privation and deprivation (privation is far more detrimental than deprivation)
- 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
 - 4 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

What you need to teach

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

The student must understand the strengths and limitations of these theories and how they influence practice.

7.3 The student must understand the differences between receptive and expressive language:

Receptive language

The student must understand the definition of receptive language as the ability to comprehend or understand what is being said.

Expressive language

The student must understand the definition of expressive language as the ability to use vocabulary and form sentences to express meaning.

The student must understand the key concepts of the following theories in relation to children's/young people's language development:

- Chomsky:
 - language acquisition device (LAD)
- Piaget:
 - children develop their understanding of language through mental 'schemas'
 - logical thinking and language development through distinct stages:
 - sensorimotor stage
 - preoperational stage
 - concrete operational stage
 - formal operational stage
- Bruner:
 - language acquisition support system (LASS)
- Vygotsky:
 - language is developed through social interactions
- Skinner:
 - language is developed through environmental influences and positive reinforcement

The student must understand the strengths and limitations of these theories.

7.4 The student must understand how practitioners, parents, carers and other professionals can promote language development at different ages, including but not limited to:

- 0 to 2 years:
 - sharing nursery rhymes

What you need to teach

- using repetitive language
- giving simple instructions
- maintaining appropriate eye contact
- using visual aids (toys and puppets)
- using simple picture books (even babies will enjoy turn-taking)
- 2 to 4 years:
 - sharing books (story sacks and props)
 - engaging in child-initiated conversation
 - facilitating circle time
 - providing a range of role play activities
- 4 to 7 years:
 - modelling correct use of language, tone and expression
 - engaging in paired reading activity
 - encouraging descriptive language
 - planning literacy activities and word games
- 7 to 11 years:
 - providing opportunities for creative writing
 - introducing a wide range of texts
 - facilitating group discussion
 - introducing new vocabulary through spelling and definitions
- 11 to 19 years:
 - involving children and young people in discussions and debates, in small and large groups
 - facilitating individual and group presentations
 - modelling professional vocabulary
 - encouraging sophisticated vocabulary through wider research and reading

7.5 The student must understand how children and young people develop friendships from infancy through to adolescence, with reference to Robert Selman's 5-level framework for understanding developmental trends in children's friendships:

- Level 0 Friendship – Momentary Playmates
- Level 1 Friendship – One-Way Assistance
- Level 2 Friendship – Two-Way, Fair Weather Cooperation
- Level 3 Friendship – Intimate, Mutually Shared Relationships
- Level 4 Friendship – Mature Friendship

The student must understand the key concepts of Henri Tajfel's and John Turner's social identity theory:

What you need to teach

- in-group (us) vs out-group (them)
- the 3 stages of social identity:
 - categorisation
 - identification
 - comparison

The student must understand how friendships can positively impact:

- mental health
- resilience
- social skills
- children and young people with SEND
- self-esteem/confidence
- self-concept

7.6 The student must understand the difference between expected and unexpected transitions, and how these may affect children in positive or negative ways:

- expected transitions, including but not limited to:
 - transition from home to childcare
 - movement between school years or between school, FE or HE
 - adolescent transition and body changes
 - gender transition
 - changes in relationships
 - post-school decisions
- unexpected transitions, including but not limited to:
 - moving house or location
 - illness
 - change of employment
 - change to family structure
 - pregnancy
 - bereavement

The student must understand how practitioners use a range of strategies to prepare and support children/young people through transitions, including but not limited to:

- 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

What you need to teach

- 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

Element 8: Observation and assessment**What you need to teach**

- 8.1 The student must understand the purpose of national assessments and benchmarks, including but not limited to:**
- tracking and recording children's/young people's achievement
 - differentiating between individuals' performance
 - promoting standards and confidence in the national curriculum
 - supporting the regulation of state-funded education provision
- 8.2 The student must understand the different purposes of formative and summative assessment:**
- formative assessment: frequent, often informal, assessment that is designed to elicit ongoing evidence of children's and young people's progress and attainment, which is used to inform the next steps
 - summative assessment: a final assessment, usually occurring at the end of a period of study, which is used to sum up children's and young people's overall level of attainment, and to provide data for stakeholders (management teams, parents, Ofsted)
- 8.3 The student must understand the purpose of accurately observing, recording and reporting on children's and young people's participation, conceptual understanding and progress, including but not limited to:**
- identifying developmental progress
 - informing feedback
 - informing planning
 - adhering to policies and procedures relevant to recording information
 - maintaining the validity and reliability of information
 - enabling interventions
 - sharing information with relevant colleagues, the family and other agencies
- 8.4 The student must understand the different roles that practitioners play in assessment processes and requirements:**
- early years practitioners, including but not limited to:

What you need to teach

- observe, record and review children's progress
- assess children's individual needs
- plan activities and support statutory assessments
- teachers/lecturers/teaching assistants, including but not limited to:
 - track children's and young people's understanding and progress
 - provide targeted feedback to enable children and young people to improve
 - prepare children and young people for national assessments
- assessors, including but not limited to:
 - assess individuals' performance/relevant knowledge
 - ensure that the standards and requirements of the specification are met
- coaches/mentors, including but not limited to:
 - set and review key performance indicators
 - provide support relevant to individual needs – such as special exam considerations
 - advise on how to improve individual performance

Element 9: Reflective practice

What you need to teach

9.1 The student must understand the key concepts of the following models of reflection:

- Kolb's experiential learning cycle:
 - 4 stages of reflecting on experience:
 1. concrete experience
 2. reflective observation of a new experience
 3. abstract conceptualisation
 4. active experimentation
- Gibbs' reflective cycle:
 - 6 stages of reflecting on experience:
 1. description
 2. feelings
 3. evaluation
 4. analysis
 5. conclusion
 6. action plan
- Boud, Keogh and Walker's model:
 - 3 stages of reflecting on practice:
 1. experience
 2. reflective process
 3. outcomes

The student must understand how reflective models can be applied in practice.

9.2 The student must understand the following current priorities and debates in education:

- education reform, including but not limited to:
 - the impact of national curriculum reforms
 - the pros and cons of selective education
 - high-stakes accountability, via Ofsted, and its effect on staff and children
 - how education is funded in England (schools, further education and HE)
- national assessments, including but not limited to:
 - the arguments for and against national curriculum tests
 - the advantages and disadvantages of GCSEs versus IGCSEs
- technology and education, including but not limited to:
 - the pros and cons of technology in classrooms

What you need to teach

- the opportunities offered by blended learning
- children's health and wellbeing, including but not limited to:
 - the impact of exam stress on children's/young people's health and wellbeing
 - the quality of support for children with SEND

9.3 The student must understand the importance of receiving ongoing developmental feedback, including but not limited to:

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

The student must understand why practitioners must engage in continuous professional development, including but not limited to:

- maintaining up to date knowledge and skills
- improving provision and outcomes for children and young people
- adhering to regulatory requirements
- keeping up to date with legislative changes
- ensuring understanding of current priorities, debates and approaches in education
- making meaningful contributions to a team
- improving opportunities for progression and promotion in own role

9.4 The student must understand how practitioners can meet their own developmental needs, including but not limited to:

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

Element 10: Equality and diversity

What you need to teach

10.1 The student must understand the basic principles of the following laws, regulations and codes of practice in relation to equality, diversity and human rights:

- United Nations Convention on the Rights of the Child 1989
 - 4 general principles:
 1. non-discrimination (article 2)
 2. best interest of the child (article 3)
 3. right to life, survival and development (article 6)
 4. right to be heard (article 12)
- Equality Act 2010:
 - direct discrimination
 - indirect discrimination
 - protected characteristics
- special educational needs and disability code of practice: 0 to 25 years 2015
 - 4 broad areas of need:
 1. communication and interaction
 2. cognition and learning
 3. social, emotional and mental health
 4. sensory and/or physical
- 'general data protection regulation legislation (GDPR) 2018'
 - maintaining confidentiality and sharing information as appropriate

10.2 The student must understand the links between legal requirements and organisational policies and procedures relating to equality, diversity, discrimination, confidentiality and the rights of children and young people, including but not limited to:

- inclusion policy
- confidentiality policy
- accessibility policy
- partnership working – sharing information
- admissions policy
- special educational needs policy
- safeguarding policy

10.3 The student must understand why it is important to promote equality, diversity and inclusion, including but not limited to:

- complying with legal responsibilities (Equality Act 2010)

What you need to teach

- preventing discrimination
- ensuring equality of opportunity
- meeting individual needs and ensuring accessibility for all
- appreciating and celebrating differences and valuing diversity
- recognising and valuing different family circumstances and cultures
- ensuring dignity and respect for all

10.4 The student must understand the consequences of labelling children and young people, including but not limited to:

- causing the individual to feel stigmatised, which can lead to social, emotional and mental health issues
- changing how others view the individual, particularly if they have a negative or limited understanding of a need or disability
- establishing a set of limits associated with that label, which may lead to practitioners offering the individual limited opportunities
- placing a burden of guilt or 'blame' on the individual's parents/carers

The student must understand why it is important to have high and realistic expectations for children/young people, including but not limited to:

- encouraging independence
- increasing motivation and confidence
- improving academic outcomes
- creating a culture of achievement, regardless of ability

10.5 The student must understand the impact of a range of barriers to children's/young people's participation, including but not limited to:

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

The student must understand how practitioners can use strategies to overcome barriers to children's/young people's participation, including but not limited to:

- training to understand inclusion
- partnership working, including supporting children's and young people's psychological wellbeing
- adaptations to the physical environment
- providing accessible curriculum/assessment

What you need to teach

- reviewing equality, diversity and inclusion policies
- providing information to children/young people about available financial support
- supporting children/young people through transitions

Element 11: Special educational needs and disability**What you need to teach****11.1 The student must understand the statutory duties and responsibilities of practitioners supporting children/young people with SEND in relation to the following guidance:**

- SEND: guide for early years settings
- SEND: guide for schools and alternative provision settings
- further education: guide to the 0 to 25 SEND code of practice

The student must understand the links between these guidance documents, the Children and Families Act 2014 and the Special educational needs and disability code of practice: 0 to 25 years 2015.

The student must understand the purpose of a range of organisational policies and procedures that support children/young people with SEND, including but not limited to:

- SEND policy
- equality policy
- accessibility policy
- alternative provision policy
- anti-bullying policy
- behaviour policy
- medical needs policy
- teaching and learning policy
- complaints policy

The student must understand the available support in childcare, schools and colleges for young people with special educational needs disabilities:

- 0 to 5 years, including but not limited to:
 - a written progress check when a child is 2 years old

What you need to teach

- a child-health visitor carrying out a health check for a child if they're aged 2 to 3
- a written assessment in the summer term of a child's first year of primary school
- reasonable adjustments for children with disabilities
- 5 to 15 years, including but not limited to:
 - a special learning programme
 - extra help from a teacher, teaching assistant or mental health lead
 - opportunities to work in smaller groups or other areas of the school
 - observation in class or at break
 - help taking part in class activities
 - extra encouragement in their learning, for example, to ask questions or to try something they find difficult
 - help communicating with other children or young people
 - support with physical or personal care difficulties, for example, eating, getting around school safely or using the toilet
- Early Help Assessment (EHA)
 - EHAs provide a means of putting in place early support in partnership with relevant professionals as soon as issues arise
 - EHAs can be used from Early Years through school years
- education, health and care plan (EHCP), including but not limited to:
 - EHCPs are intended to support children and young people with complex needs that fall outside of SEND provision provided by childcare, schools or colleges
 - a parent/carer can request an EHCP if they think it is appropriate for their child
 - a young person can request an assessment themselves if they are aged 16 to 25

11.2 The student must understand how the following professionals and organisations support children/young people with special educational needs and disabilities, including but not limited to:

- teachers
- educational psychologists
- medical practitioners

The student must understand the role of a multi-agency team in providing integrated support for children and young people with special educational needs and disabilities.

11.3 The student must understand the principles of integration, equity and inclusion, and the differences between them:

- principles of integration, including but not limited to:
 - children/young people with special educational needs or physical disabilities require separate support and extra resources to access the existing curriculum

What you need to teach

- children's/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
- principles of equity, including but not limited to:
 - 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
- principles of inclusion, including but not limited to:
 - a curriculum should offer all students equal rights, access and choices
 - the learning environment should change to support each child/young person's success
 - extra adaptations and support within the learning environment should benefit everyone

11.4 The student must understand appropriate terminology to use when discussing the needs of children/young people with SEND, including but not limited to:

- referring to 'a person with a disability', rather than 'a disabled person', which places the emphasis on the individual
- avoiding phrases such as 'suffers from', which implies discomfort, pain or despair
- avoiding language which implies that individuals are victims – 'confined to a wheelchair' should be 'wheelchair user'
- avoiding colloquial language to describe a disability or medical condition – 'fits' or 'spells' should be 'seizures'

The student must understand why practitioners must use appropriate terminology when discussing the needs of children and young people with SEND, including but not limited to:

- complying with organisational policies
- avoiding stereotyping/labelling
- valuing and respecting individuals
- maintaining professionalism

11.5 The student must understand the difference between the medical and social models of disability, with reference to examples of how the social model has changed access and participation for people with disabilities.

11.6 The student must understand how a primary disability might affect children's/young people's development:

- social and emotional development, including but not limited to:
 - impulse control
 - language development

What you need to teach

- mood and emotion
- physical development, including but not limited to:
 - attention and concentration
 - memory
 - sensory processing
 - motor control

11.7 The student must understand a range of cognitive skills necessary for effective educational development, and how single or multiple disabilities might affect these, including but not limited to:

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

11.8 The student must understand how cognitive difficulties may have an impact on language, communication and educational development, including but not limited to:

- reading, writing and comprehension
- mathematical skills and concepts
- vocabulary and communication skills
- attention span
- co-ordination skills
- logical reasoning
- memory and building on prior knowledge

11.9 The student must understand how a chronic condition may affect children's/young people's emotions, education, behaviour and quality of life.

Chronic conditions may include:

- muscular dystrophy
- epilepsy
- severe allergies
- cystic fibrosis
- depression
- fragile X syndrome
- sickle cell disease

What you need to teach

- diabetes

11.10 The student must understand how adults can remove barriers in order to empower and value children and young people, depending on their specific learning difficulty, medical condition or disability, including but not limited to:

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

11.11 The student must understand when and how speech can be supplemented or replaced by augmentative and alternative communication (AAC), including but not limited to:

- no-tech communication, including but not limited to:
 - body language, pointing, objects of reference, vocalisations, signing, communication partner
- low-tech communication systems, including but not limited to:
 - pen and paper, picture exchange communication (PEC) systems, photographs, symbols
- high-tech communication systems, including but not limited to:
 - mobile devices, laptops, tablets, speech synthesis, eye-tracking devices

Element 12: English as an additional language**What you need to teach**

12.1 The student must understand the characteristics of the 5 stages of acquiring an additional language:

- silent/receptive stage
- early production
- speech emergence
- intermediate fluency
- continued language development/advanced fluency

12.2 The student must understand how a range of factors might affect language acquisition, including but not limited to:

- age and development stage

What you need to teach

- personality
- cognition
- bilingualism
- cultural background
- special educational needs or disabilities
- the learning environment
- available support

12.3 The student must understand how a child's/young person's home language affects their education and development, including but not limited to:

- their understanding of language overall
- their family connections and support network
- their self-concept
- their social interactions and relationships
- how they learn a curriculum
- their acquisition of additional languages

12.4 The student must understand the communication, social and emotional needs of children/young people being taught EAL:

- communication needs, including but not limited to:
 - children/young people may be more proficient in spoken than written English
 - children/young people may have difficulty understanding the curriculum
 - children/young people may have difficulty accessing resources in English
 - children/young people may have difficulty responding to questions in English
- social and emotional needs, including but not limited to:
 - children/young people may be affected by negative attitudes towards their culture, language, ethnicity and religion
 - children/young people may feel isolated from their peers
- children/young people may not have support available at home to develop English as an additional language

12.5 The student must understand how practitioners can use a range of strategies to support children/young people being taught EAL, including but not limited to:

- using 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

What you need to teach

- scaffolding learning
- creating language-rich environments
- providing bilingual resources
- working in partnership with parents/carers
- celebrating an individual's culture

Core skills

The employer-set project (ESP) requires that students apply and contextualise core knowledge through the demonstration of the following core skills. Parameters have been provided for each skill in order to define what students must be able to demonstrate to fully satisfy the requirements of the ESP.

CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding

What you need to teach:

The student must be able to communicate information clearly to engage children and young people by:

- ensuring that communication is age-appropriate
 - young children respond to simple, descriptive language, with an emphasis on rhymes, songs and repetition
 - older children/young people respond to jokes and illustrative stories or examples that encourage them to test their own values and critical-thinking skills
 - explaining technical information to a non-technical audience
 - using verbal and non-verbal cues
- encouraging and modelling interaction
 - asking direct questions, giving enough time for responses, and valuing all answers
 - inviting children/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/young people to teach each other
 - providing active and constructive contribution (sustained shared thinking)
- using positive language
 - helping children/young people to focus on strengths, rather than disadvantages
 - using praise and constructive feedback to build confidence as well as competence
 - modelling language that celebrates diversity
 - adapting contributions to meet the needs of the children/young people

Adapted from Unicef's "Communicating with Children: Principles and Practices to Nurture, Inspire, Excite, Educate and Heal".

GEC1 – convey technical information to different audiences

As part of core skill 1 the student must be able to clearly and effectively give verbal feedback which supports children's/young people's educational development, taking into account the different technical language used and purpose of the interaction. They should be able to ask and respond to questions which may arise to check for understanding.

What you need to teach:**GEC6 – take part in/lead discussions**

As part of core skill 1 the student must be able to listen actively to others, making relevant and constructive contributions. They should ask and respond to questions for clarification, adopting an appropriate tone of voice and paying attention to non-verbal cues. They should adapt contributions to discussions to suit the audience and purpose, and provide written feedback or information using correct grammar, spelling and punctuation.

CS2: Work with others to plan and provide activities to meet children’s and young people’s needs**What you need to teach:**

The student must be able to work with others to plan and provide activities to meet children’s and young people’s needs, including but not limited to:

- communicating openly and effectively with other professionals, speaking clearly and confidently
 - establishing professional relationships with relevant colleagues and parents/carers
 - determining a child’s/young person’s specific needs
 - passing on information that could impact on other teams/professionals
 - sharing ideas and best practice
- planning collaboratively
 - liaising with colleagues to plan appropriate activities for children/young people
 - discussing how to best support children/young people in meeting objectives, taking into account their individual needs, using appropriate grammar and terminology
 - contributing to long-, medium- and short-term planning
 - sharing resources
 - presenting information in an organised and logical way
- supporting education in the setting
 - using high expectations and encouragement to create a positive learning environment
 - 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 grammar, spelling and punctuation

GEC2 – present information and ideas

As part of core skill 2 the student must be able to speak clearly and confidently using an appropriate tone and register that reflects the audience and purpose, using appropriate grammar and choice of words in oral speech.

What you need to teach:**GEC3 – create texts for different purposes and audiences**

As part of core skill 2 the student must be able to organise ideas and information logically and coherently to suit the length and purpose of the writing, reflecting the type of communication and purpose. They should be able to draft standard technical documents using precise terminology and correct grammar, spelling and punctuation.

GEC5 – synthesise information

As part of core skill 2 the student must be able to draw together relevant information and present it in a logical and organised way, for example, as part of planning materials or other documentation that is shared between professionals.

GMC2 – estimating, calculating and error spotting, and GMC9 – costing a project

As part of core skill 2 the student must be able to carry out simple calculations as part of the planning for or costing of activities.

CS3: Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities**What you need to teach:**

The student must be able to use formative and summative assessment to track children's/young people's progress to plan and shape educational opportunities, including but not limited to:

- establishing learning goals for/with the child/young person
- observing the child/young person and recording data on their progress, as appropriate
- using questions and answers or formal tasks to check the child's/young person's understanding
- analysing assessment data to determine the next steps in supporting the child/young person to meet their goals

GEC1 – convey technical information to different audiences

As part of core skill 3 the student must be able to ask and respond to questions to check understanding. The student must be able to establish learning goals logically and coherently for/with the child/young person.

GEC3 – create texts for different purposes and audiences

As part of core skill 3 the student must use a variety of media to track and record children's/young people's progress, providing the appropriate level of detail to reflect the audience and purpose.

GDC1 – use digital technology and media effectively

As part of core skill 3 the student must be able to use appropriate technology and media to track children's/young people's progress.

What you need to teach:**GDC4 – process and analyse numerical data**

As part of Core Skill 3 the student must be able to accurately process and interpret formative and summative assessment data in order to shape educational opportunities.

GMC7 – interpreting and representing with mathematical diagrams

As part of core skill 3 the student must be able to interpret and represent data in the form of graphs or charts, with respect to formative and summative assessment data that tracks children's and young people's progress.

CS4: How to assess and manage risks to your own and others' safety when planning activities**What you need to teach:**

The student must be able to assess and manage risks to their own and others' safety when planning activities, using the Health and Safety Executive's 5 Steps to Risk Assessment:

- Step 1: Identifying the hazards
- Step 2: Deciding who might be harmed and how
- Step 3: Evaluating the risks and deciding on precautions
- Step 4: Recording your findings and implementing them
- Step 5: Reviewing your assessment and updating if necessary

GEC3 – create texts for different purposes and audiences

As part of core skill 4 the student must be able to populate a risk assessment document, presenting information clearly, concisely and in the appropriate style. The level of detail must be appropriate to the audience and purpose to ensure understanding and minimise risks.

GMC10 – Optimising work processes

As part of core skill 4 the student must be able to make assumptions about risks to own and others' safety, identifying key factors that will be taken into account. The student must develop appropriate precautions to minimise risk and record the information in an appropriate format.

Occupational specialism – Early Years Educator

Knowledge and skills are set out side-by-side within their themed sections. The numbering is sequential throughout the performance outcome, from the first knowledge statement, following on through the skills statements. The 'K' and 'S' indicate whether the statement belongs to knowledge or skills.

Mandatory content

Performance outcome 1: Support and promote children's play, development and early education

Performance outcome 2: Develop relationships with children to facilitate their development

Performance outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Performance outcome 4: Safeguard and promote the health, safety and wellbeing of children

Performance outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Performance outcome 1: Support and promote children’s play, development and early education

Knowledge - What you need to teach	Skills - What you need to teach
<p>K1.1 The student must understand the expected patterns of children’s development from birth to 7 years:</p> <ul style="list-style-type: none"> • cognitive, neurological and brain development: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ 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 ▪ by the age of 12 months, an average child’s brain is already more than 70% of adult volume ○ 1 to 2 years, including but not limited to: <ul style="list-style-type: none"> ▪ understands and responds to simple instructions from others ▪ can identify familiar objects in books ▪ are able to remember and repeat past events ▪ connections are rapidly forming in the child’s brain, roughly twice as fast as in adults ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ can categorise objects ▪ can name familiar objects in books ▪ ability to sort blocks from the smallest to largest ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ ability to organise objects by size, shape and colour ▪ increasingly curious and asks questions to gather information ▪ understands the concept of past and present 	<p>S1.21 The student must be able to apply pedagogical strategies to plan educational activities, which include play, in line with the development areas of the early education curriculum requirements by (including but not limited to):</p> <ul style="list-style-type: none"> • incorporating children’s likes and interests into the 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 • reflective practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities <p>The student must be able to apply pedagogical strategies to lead/facilitate educational activities by (including but not limited to):</p> <ul style="list-style-type: none"> • modelling to demonstrate skills • 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 <p style="text-align: right;">(GEC6)</p>

<ul style="list-style-type: none"> ▪ from 3, a child's brain enters a phase of 'synaptic pruning', where networks in the brain are refined ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ 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, including but not limited to: <ul style="list-style-type: none"> ▪ babble begins to resemble words ▪ first words are spoken ▪ understands between 200 and 500 words ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ can understand simple 'who' 'what' and 'where' questions ▪ starting to use action words as well as nouns ▪ can put 4 or 5 words together to form short sentences ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ 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, including but not limited to: <ul style="list-style-type: none"> ▪ using knowledge and skills to read, write and spell 	<p>As part of S1.21 the student must be able to:</p> <ul style="list-style-type: none"> • listen actively to children's thoughts and ideas in order to incorporate these into the educational activity • make relevant and constructive contributions to move the activity forward • ask and respond to children's questions to support clarification of the activity • encourage contributions from all children during the activity • adopt appropriate tone of voice and pay attention to non-verbal cues <p>S1.22 The student must be able to support non-cognitive skills of perseverance, self-reliance, resilience and curiosity within the areas of learning and development by (including but not limited to):</p> <ul style="list-style-type: none"> • selecting resources that encourage independence • providing support and also knowing when to allow the child to take the lead • ensuring stretch and challenge • including children's interests to support enhanced curiosity and perseverance <p>S1.23 The student must be able to develop and extend children's education and thinking by (including but not limited to):</p> <ul style="list-style-type: none"> • creating opportunities for sustained shared thinking • incorporating scaffolding • ensuring differentiation • using open-ended questioning • encouraging group discussion • creating opportunities for collaborative problem solving <p>S1.24 The student must be able to select resources and equipment that:</p> <ul style="list-style-type: none"> • support children's holistic development • relate to children's individual needs and interests • are age and stage appropriate
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<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ reflex grasp ▪ rolls over ▪ uses first finger to point at objects ○ 1 to 2 years, including but not limited to: <ul style="list-style-type: none"> ▪ can build a tower using 3 bricks ▪ can run and stop without knocking into objects in the environment ▪ walks down steps one step at a time ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ 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, including but not limited to: <ul style="list-style-type: none"> ▪ 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, including but not limited to: <ul style="list-style-type: none"> ▪ can colour within the lines of a picture ▪ can walk backwards quickly ▪ uses coordinated movements for climbing, swimming and riding a bike • personal, social and emotional development: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ 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, including but not limited to: 	<ul style="list-style-type: none"> • enhance experiences and opportunities and widen children's cultural capital <p>S1.25 The student must be able to support and promote children's speech, language and communication by (including but not limited to):</p> <ul style="list-style-type: none"> • using visual aids and signs in the environment • using bilingual resources • modelling language • using appropriate questioning techniques for age and stage • 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 • 1:1 support <p>S1.26 The student must be able to promote equality of opportunity and anti-discriminatory practice by (including but not limited to):</p> <ul style="list-style-type: none"> • ensuring individual needs and interests are considered in planning and provision • celebrating diversity of culture and family backgrounds within the setting • partnership working with parents/carers and other professionals • modelling appropriate behaviour • providing appropriate resources and adapting as necessary <p>S1.27 The student must be able to promote children's enjoyment of literature through (including but not limited to):</p> <ul style="list-style-type: none"> • story time • giving opportunities to read and write poetry
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<ul style="list-style-type: none"> ▪ 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, including but not limited to: <ul style="list-style-type: none"> ▪ engages in parallel play ▪ shows kindness and compassion spontaneously towards others ▪ shows increasing independence ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ starting to verbalise a range of feelings ▪ separates from primary carers more easily ▪ expresses likes and dislikes ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ 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 <p>K1.2 The student must understand how a range of biological and environmental factors may impact on children's learning and development:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ physical and mental health ○ SEND ○ stage of development • environmental factors, including but not limited to: <ul style="list-style-type: none"> ○ access to play spaces and the outdoor environment ○ financial ○ parental support ○ care status ○ interpersonal relationships ○ early attachment 	<ul style="list-style-type: none"> • assisting on visits to the library <p>The student must be able to promote children's enjoyment of mathematics by (including but not limited to):</p> <ul style="list-style-type: none"> • making mathematics accessible and engaging • using gamification/puzzles/problems • sharing familiar rhymes and songs <p>S1.28 The student must be able to present stories, rhymes and books in ways that are engaging for young children by (including but not limited to):</p> <ul style="list-style-type: none"> • using props 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 • stimulating imagination and anticipation <p>S1.29 The student must be able to implement a range of pedagogical strategies to support children's early literacy skills, including but not limited to:</p> <ul style="list-style-type: none"> • story writing – introducing new words into the vocabulary, comprehension skills within a creative context • guided reading – scaffolding new words, practising existing words, breaking down words and sounding them out, recognising tone • role play – devising role play themes and selecting appropriate resources to engage children in literacy development during play • home reading journals – providing reading journals and following up to check the reading has taken place • systemic synthetic phonics – encouraging sound recognition and linking sounds with letters
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<p>○ SEND</p> <p>K1.3 The student must understand how the following areas of children’s development can impact on holistic development within play and early education:</p> <ul style="list-style-type: none"> • speech, language and communication, including but not limited to: <ul style="list-style-type: none"> ○ how this enables children to form bonds and build relationships with others ○ how this enables children to express their needs and interests and have them met ○ how verbal communication supports children’s early writing skills • personal, social and emotional development, including but not limited to: <ul style="list-style-type: none"> ○ how this supports children to regulate own emotions and behaviour to effectively adapt to settings’ rules and routines ○ how this supports children’s confidence and self-esteem to co-operate and play with others ○ how social and emotional skills impacts on children’s school readiness • physical development, including but not limited to: <ul style="list-style-type: none"> ○ how physical abilities can impact on increased motivation in children’s play, learning and development ○ how the development of fine and gross motor skills impacts on children’s ability to access the environment and activities and supports natural curiosity ○ how self-efficacy in dressing and feeding supports children’s confidence and self-esteem through personal achievement • cognitive development, including but not limited to: <ul style="list-style-type: none"> ○ how children’s cognitive abilities can impact on mastery and competence in speech, language and communication ○ how problem-solving skills support children in developing physical self-care skills 	<ul style="list-style-type: none"> • songs and nursery rhymes – leading on songs to expose children to new words and rhyme to consolidate the use of words <p>S1.30 The student must be able to demonstrate flexibility during planned activities by acting on unplanned opportunities to develop children’s mathematical understanding by (including but not limited to):</p> <ul style="list-style-type: none"> • making links to previous learning • consolidating understanding • developing and extending knowledge <p>S1.31 The student must be able to use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities by (including but not limited to):</p> <ul style="list-style-type: none"> • 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 <p>S1.32 The student must be able to analyse and evaluate the key aspects of the theoretical and philosophical approaches that relate to current play provision.</p> <p>Theoretical and philosophical approaches to include:</p> <ul style="list-style-type: none"> • Janet Moyles – Spiral of Play • Elinor Goldschmied – Heuristic play • Tina Bruce – Features of free-flow play • Maria Montessori – Self-directed play • Forest schools – Risk and challenge
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<p>○ how understanding concepts enables children to establish and maintain emotional intelligence</p> <p>K1.4 The student must understand the difference between speech and language as follows:</p> <ul style="list-style-type: none"> • speech refers to: <ul style="list-style-type: none"> ○ 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 refers to: <ul style="list-style-type: none"> ○ 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 <p>The student must understand how children develop speech by, including but not limited to:</p> <ul style="list-style-type: none"> • leading conversations and taking part in group conversations • reading aloud • participating in role play with others • speaking about ideas and feelings <p>The student must understand how children develop language by, including but not limited to:</p> <ul style="list-style-type: none"> • listening to and understanding instructions • asking 'how' and 'why' questions • using joining words when writing and telling stories • using pronouns appropriately <p>K1.5 The student must understand the expected stages of language acquisition between 0 and 3 years and the features of each stage:</p> <ul style="list-style-type: none"> • pre-linguistic stage, features include but are not limited to: babies experimenting with sound, known as babbling 	<ul style="list-style-type: none"> • High scope – active learning in the natural environment • Margaret McMillan – Outdoor play for health and wellbeing • Rudolf Steiner – Creativity and expression <p style="text-align: right;">(GEC 5)</p> <p>As part of S1.32 the student must be able to read, understand and synthesise information from different theoretical and philosophical approaches to inform play provision.</p> <p>S1.33 The student must be able to provide prompts and cues to stimulate play and extend children’s learning experiences, including but not limited to:</p> <ul style="list-style-type: none"> • directed questioning • involvement of the adult where appropriate (for example, understanding when to intervene to extend learning) • inviting other children into the play • providing suggestions and ideas to move the play along <p>S1.34 The student must be able to facilitate care, education and play outside of the setting by (including but not limited to):</p> <ul style="list-style-type: none"> • providing learning and play opportunities in line with the learning and development requirements of the early years curriculum • providing supervision in line with setting policies and procedures • carrying out risk assessments • ensuring children have appropriate clothing for the outdoor conditions • selecting appropriate resources and equipment <p>S1.35 The student must be able to support children to appreciate the natural environment by (including but not limited to):</p> <ul style="list-style-type: none"> • incorporating the natural environment into planning • using natural resources in activities
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<ul style="list-style-type: none"> • holophrastic stage, features include but are not limited to: infants using one-word sentences to make their needs known • two-word stage, features include but are not limited to: infants connecting 2 words together • telegraphic stage, features include but are not limited to: sentences containing enough words and structure to make sense <p>The student must understand how a range of biological and environmental factors can affect the speed of acquisition:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ hearing/speech or language impairment ○ age and stage ○ cognitive abilities and difficulties ○ the child's temperament and personality ○ ear, nose and throat infections • environmental factors, including but not limited to: <ul style="list-style-type: none"> ○ 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 <p>K1.6 The student must understand how daily exposure to stories and rhymes supports communication and vocabulary, including but not limited to:</p> <ul style="list-style-type: none"> • introducing sounds and words • allowing opportunities for recall • expanding vocabulary 	<ul style="list-style-type: none"> • ensuring frequent access to the natural environment • encouraging discussion on the natural environment
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<p>K1.7 The student must understand the potential effects and long-term impact on a child’s holistic development if atypical development is not recognised. This must include the following areas of development:</p> <ul style="list-style-type: none"> • cognitive development may impact on, including but not limited to: <ul style="list-style-type: none"> ○ 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 may impact on (including but not limited to): <ul style="list-style-type: none"> ○ concentration skills ○ feelings of frustration and negative behaviour • personal, social and emotional development may impact on, including but not limited to: <ul style="list-style-type: none"> ○ self-regulation and the ability to engage in educational activities ○ lack of social co-operation required for engagement in play opportunities • physical development may impact on (including but not limited to): <ul style="list-style-type: none"> ○ mobility difficulties hindering a child’s ability to access educational opportunities ○ slower or faster rate of physical development affecting a child’s self-confidence and self-image <p>The student must understand why practitioners must recognise atypical development as early as possible, including but not limited to:</p> <ul style="list-style-type: none"> • support the best outcomes for children • support a child’s individual needs • provide early intervention • ensure tailored planning • ensure differentiation • involve relevant external agencies <p>K1.8 The student must understand the current statutory requirements for the early years foundation stage (EYFS):</p>	
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<ul style="list-style-type: none"> • the guiding principles: • the learning and development requirements: <ul style="list-style-type: none"> ○ the 7 areas of learning and development that must be incorporated into a setting's educational provision ○ the difference between the prime and specific areas of learning ○ the 3 characteristics of teaching and learning that must be incorporated into practice: <ul style="list-style-type: none"> ▪ playing and exploring ▪ active learning ▪ creating and thinking critically ○ the early learning goals linked to the 7 areas of learning and development, which children must meet by the end of reception • the assessment requirements: <ul style="list-style-type: none"> ○ the progress check at age 2 ○ early years foundation stage profile ○ the information may be provided to the local authority if requested the information to be shared with parents • the legal requirements for safeguarding and welfare: <ul style="list-style-type: none"> ○ child protection ○ suitable people ○ staff qualifications, training, support and skills ○ key person ○ staff:child ratios ○ health ○ managing behaviour • safety and suitability of premises, environment and equipment • special educational needs • information and records <p>The student must understand the statutory requirements for the current key stage 1 national curriculum:</p> <ul style="list-style-type: none"> • statutory requirements: 	
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<ul style="list-style-type: none"> ○ subjects ○ standards ● tests and assessments: <ul style="list-style-type: none"> ○ teacher assessments ○ year 1 phonics screening check ○ assessment at the end of the key stage <p>The student must understand why practitioners promote diversity, equality and inclusion in early education, including but not limited to:</p> <ul style="list-style-type: none"> ● support and include every child to ensure equal opportunities, inclusion and recognising diversity ● fulfil legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments) ● fulfil professional responsibilities and protect the reputation of the early years setting ● develop trust and effective partnerships with parents and carers <p>K1.9 The student must understand the links between the early years foundation stage and key stage 1 national curriculum, including but not limited to:</p> <ul style="list-style-type: none"> ● how play-based learning continues into key stage 1 ● how the areas of learning and development feed into the subjects taught in KS1 ● how the characteristics of learning link to the creative curriculum in KS1 ● the information that is shared with key stage 1 teachers <p>The student must understand what information is shared with key stage 1 teachers, including but not limited to:</p> <ul style="list-style-type: none"> ● the early years foundation stage profile ● children's individual development needs and ways of learning <p>K1.10 The student must understand the purpose of a range of pedagogical strategies to support children's development of early literacy, including but not limited to:</p> <ul style="list-style-type: none"> ● story writing 	
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<ul style="list-style-type: none"> • guided reading • role play and quiet areas with books and writing resources • songs and nursery rhymes • parental/carers participation through reading journals <p>The student must understand the purpose of systematic synthetic phonics to support the teaching of reading.</p> <p>K1.11 The student must understand the purpose of a range of strategies to support children’s development of early writing skills, including but not limited to:</p> <ul style="list-style-type: none"> • providing equipment and opportunities to encourage early mark making • activities and equipment to develop fine motor skills • involving parents/carers in approaches to support early writing skills • modelling and demonstrating writing • incorporating a range of media, for example, chalks, sand and finger paints • planning opportunities for shared writing • valuing children’s personal/spontaneous attempts at early writing <p>K1.12 The student must understand how daily routines, games and stories can be used to support children’s learning and mathematical understanding:</p> <ul style="list-style-type: none"> • daily routines can support children to explore concepts of: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ numbers and counting ○ shape, size and pattern ○ positional language 	
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<ul style="list-style-type: none"> ○ weight, volume and capacity ○ matching and sorting • stories and rhymes can support children to explore concepts of: <ul style="list-style-type: none"> ○ mathematical language ○ counting and numerical order ○ subtraction ○ size ○ spatial awareness ○ capacity <p>K1.13 The student must understand the purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning, including but not limited to:</p> <ul style="list-style-type: none"> • using real-world examples and incidental learning to highlight mathematical concepts • using practical everyday tasks to reinforce these 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 to the use of mathematical learning <p>K1.14 The student must understand how number enables children to develop mathematical skills, including:</p> <ul style="list-style-type: none"> • counting confidently • developing a deep understanding of the numbers to 10 • verbally count beyond 20, recognising the pattern of the counting system • relationships and patterns between numbers <p>K1.15 The student must understand stages of play:</p> <ul style="list-style-type: none"> • unoccupied play (0 to 12 months), including but not limited to: <ul style="list-style-type: none"> ○ random movements and gestures ○ remains in one place 	
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<ul style="list-style-type: none"> ○ foundation for future play • solitary play (0 to 2 years), including but not limited to: <ul style="list-style-type: none"> ○ playing alone ○ entertaining themselves during play ○ exploring the environment • onlooker play (18 months to 2.5 years), including but not limited to: <ul style="list-style-type: none"> ○ 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), including but not limited to: <ul style="list-style-type: none"> ○ 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), including but not limited to: <ul style="list-style-type: none"> ○ playing with other children in pairs or groups ○ choosing the same toys or activities as other children ○ beginning to engage with others • cooperative play (4 to 5 years plus), including but not limited to: <ul style="list-style-type: none"> ○ playing with other children in groups ○ defining rules of play ○ beginning to work together and have shared goals <p>Children's holistic development and sense of agency are promoted through the different types of play.</p> <p>The student must understand a range of activities associated with different types of play in promoting children's development and sense of agency:</p> <ul style="list-style-type: none"> • physical, including but not limited to: <ul style="list-style-type: none"> ○ hopscotch ○ ball games 	
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- bean bags and hoops
- bead threading
- large and small block play
- creative, including but not limited to:
 - sewing
 - collage
 - painting and drawing
- imaginative, including but not limited to:
 - role play
 - puppet play
 - small-world play
- sensory, including but not limited to:
 - slime or foam messy play
 - dough
 - sand and water play
- heuristic, including but not limited to:
 - household objects
 - natural objects
 - general purpose or recycled objects

The student must understand how different types of play activities promote children's areas of development and sense of agency:

- physical play promotes (including but not limited to):
 - social and emotional development – by building confidence and improving social skills; allows for independence and decision making
 - physical development – by developing gross motor skills; helps to develop coordination
- creative play promotes (including but not limited to):
 - 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

<ul style="list-style-type: none"> ○ speech and language – by supporting the use of communication and expressive vocabulary ● imaginative play promotes (including but not limited to): <ul style="list-style-type: none"> ○ social and emotional development – by allowing children to experiment with social roles and test boundaries, developing empathy for others, nurturing the imagination ○ cognitive development – by encouraging problem-solving skills and nurturing the imagination ● sensory play, including but not limited to: <ul style="list-style-type: none"> ○ 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, including but not limited to: <ul style="list-style-type: none"> ○ cognitive development – by stimulating the senses through sound, touch, smell, colour and shape; promotes early mathematical learning such as size, shape and weight ○ physical development – by supporting coordination and motor skills <p>K1.16 The student must understand what to consider when planning and selecting resources and equipment to support children’s play and education, both indoors and outdoors, including but not limited to:</p> <ul style="list-style-type: none"> ● age and stage appropriate ● health and safety/risk assessments ● manufacturer’s instructions ● weather conditions ● opportunities for both indoor and outdoor play ● resources in good working order, safe and clean ● diversity and equality ● needs and interests of individual children 	
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<p>The student must understand how the appropriateness of resources will depend on the type of indoor or outdoor play being planned:</p> <ul style="list-style-type: none"> • physical play resources, including but not limited to: <ul style="list-style-type: none"> ○ bats and balls ○ hoops ○ sand and water trays • creative play resources, including but not limited to: <ul style="list-style-type: none"> ○ paints, brushes and sponges ○ modelling clay ○ coloured thread and embroidery material • imaginary play resources, including but not limited to: <ul style="list-style-type: none"> ○ role play props ○ puppets ○ dressing-up clothes • sensory play resources, including but not limited to: <ul style="list-style-type: none"> ○ messy play ○ natural objects from the environment ○ treasure boxes ○ foam or bubbles • heuristic play resources, including but not limited to: <ul style="list-style-type: none"> ○ range of cardboard boxes ○ range of brushes ○ use of the outdoors ○ range of metal objects <p>K1.17 The student must understand the difference between adult-led and child-initiated play:</p> <ul style="list-style-type: none"> • 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 which are planned and provided by the adult 	
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The student must understand how adults can lead and promote play, including but not limited to:

- 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

K1.18 The student must understand:

- the benefits of adult-led play, including but not limited to the ability to:
 - target specific areas of children's development
 - introduce new concepts
 - prompt conversations
 - create a stimulating and engaging learning environment
 - respond to children's cues, questions, interests and ideas
 - to engage in sustained shared thinking to extend children's knowledge and skills
 - extend children's learning through scaffolding
- the benefits of child-initiated play, including but not limited to the ability to:
 - promote choice and agency
 - allow children to develop and explore own interests
 - promote control and time management
 - allow children to practise new skills and develop new understanding
- how to offer an appropriate balance of adult-led and child-initiated play, including but not limited to:
 - 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 to that provoke their interest in child-initiated play
 - offering the appropriate level of support for children to apply their knowledge and

<p>skills to different situations and knowing when to step in</p> <p>K1.19 The student must understand how learning outside of the setting, including outdoor education, positively enhances children's education and development, including but not limited to:</p> <ul style="list-style-type: none"> • 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 animal, plants and lifecycles • improved life skills – contributes to awareness of safety, hazards, risks and challenges and develops a pupil's cognitive, social and emotional skills • independence – opportunities to develop independence, self-confidence and perseverance by overcoming challenges and fears <p>The student must understand where learning outside of the setting may take place, including but not limited to:</p> <ul style="list-style-type: none"> • school grounds and immediate surroundings • creative spaces • the built environment • heritage sites • the natural environment • farms • sacred spaces <p>K1.20 The student must understand the distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments, including but not limited to:</p> <ul style="list-style-type: none"> • greater opportunity for risk and challenge • space • animals, plants and lifecycles • changing seasons • changing weather 	
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Performance outcome 2: Develop relationships with children to facilitate their development

Knowledge - What you need to teach	Skills - What you need to teach
<p>K2.1 The student must understand the different forms of attachment:</p> <ul style="list-style-type: none"> • primary attachments - the close individual with whom the child develops a strong emotional bond; usually with the child's main carers • significant attachments - the wider individuals with whom the child develops a strong bond; usually the key person in the setting, siblings, grandparents or family friends • the student must analyse and evaluate the key aspects of attachment theories related to current practice and the key person's role <p>K2.2 The student must understand the features of secure attachment in children, including but not limited to:</p> <ul style="list-style-type: none"> • 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. <p>The student must understand how secure attachment can have a positive impact on children's development and behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • 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 	<p>S2.11 The student must be able to develop professional relationships with children by (including but not limited to):</p> <ul style="list-style-type: none"> • communicating with children in a positive and appropriate way • maintaining professional boundaries to foster fairness, trust and respect • following a setting's policies and procedures in relation to: <ul style="list-style-type: none"> ○ maintaining confidentiality ○ ensuring inclusion and diversity ○ maintaining health, safety and wellbeing <p>S2.12 The student must be able to promote secure attachments with children by (including but not limited to):</p> <ul style="list-style-type: none"> • providing consistent care • considering the attachment styles children display • being responsive and sensitive to the child's likes, dislikes, interests, needs • considering the age and stage of development related to attachment • meeting individual needs through care routines • appropriate information sharing with parents/carers <p>S2.13 The student must be able to support children's group learning and socialisation by (including but not limited to):</p> <ul style="list-style-type: none"> • 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 <p>S2.14 The student must be able to apply a range of strategies to prepare and support</p>

<p>K2.3 The student must understand the potential positive and negative effects of a range of transitions and significant events that children may experience. Transitions may include but are not limited to:</p> <ul style="list-style-type: none"> • moving to school • moving between settings and carers • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people/bereavement • illness <p>Potential positive and negative effects include but are not limited to:</p> <ul style="list-style-type: none"> • anxious, insecure or clingy • motivated or confident • regress and demonstrate behaviour which is atypical against the age and stage of development • excited about the new experience or challenge • not wanting to engage in education or activities 	<p>children during transitions and significant life events by (including but not limited to):</p> <ul style="list-style-type: none"> • 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 <p>S2.15 The student must be able to apply a range of strategies to alleviate separation anxiety by, including but not limited to:</p> <ul style="list-style-type: none"> • 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
<p>K2.4 The student must understand typical behaviours for age and stage of development, to inform practice when developing relationships with children:</p> <ul style="list-style-type: none"> • 0 to 1 year old, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ 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 old, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ becoming more self-aware ○ becoming more independent from primary carers 	<p>S2.16 The student must be able to apply a range of strategies to support children to develop self-regulation by, including but not limited to:</p> <ul style="list-style-type: none"> • providing a calm, soothing space • encouraging self-reflection • using appropriate resources • using games, for example, sharing and turn-taking • modelling positive behaviour • clearly defined boundaries • negotiating • using praise <p>S2.17 The student must be able to encourage children's participation by ensuring a balance between adult-led and child-</p>

<ul style="list-style-type: none"> ○ 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, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ pushing more boundaries to explore their autonomy and independence ○ ability to self-sooth 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 ○ more prone to emotional outbursts or 'temper-tantrums' ● 3 to 5 year olds, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ 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 ○ still prone to demonstrate extreme emotions, particularly when displeased with people or events ● 5 to 7 year olds, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ 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 	<p>initiated activities, including but not limited to:</p> <ul style="list-style-type: none"> ● 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 and knowing when to step back <p>S2.18 The student must be able to encourage positive behaviours, including independence and confidence, by, including but not limited to:</p> <ul style="list-style-type: none"> ● setting reasonable expectations for age and stage ● praising perseverance ● encouraging children to try new things ● giving children freedom to make their own choices <p>S2.19 The student must be able to model and promote positive behaviours expected of children by, including but not limited to:</p> <ul style="list-style-type: none"> ● encouraging turn-taking ● role modelling positive behaviours including respect and courtesy ● actively listening ● encouraging turn-taking ● having plans and routines for the day, including free play ● planning the environment and available resources <p>S2.20 The student must be able to support children to manage their own behaviour in relation to others by, including but not limited to:</p> <ul style="list-style-type: none"> ● 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
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<ul style="list-style-type: none"> ○ 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 <p>K2.5 The student must understand the implications of the following behavioural signs that a child may display, including but not limited to:</p> <ul style="list-style-type: none"> • regression • withdrawal • attention seeking • anti-social behaviour • self-damaging behaviour • distress • acting out of character • depression and anxiety <p>The student must understand approaches to the management of inappropriate behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • involving children in setting rules and boundaries • collaborative problem solving • praise, encouragement and use of incentives • applying rules fairly and consistently in line with the settings policies • modelling and reinforcing positive behaviour • clarifying expectations on an ongoing basis • building positive relationships and maintaining effective communication • encouraging self-regulation and co-regulation 	<ul style="list-style-type: none"> • 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 <p>S2.21 The student must be able to support children’s development of a positive self-concept by, including but not limited to:</p> <ul style="list-style-type: none"> • 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 and ability to express themselves and communicate own needs and feelings
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<p>K2.6 The student must understand the concept of self-regulation in children, including but not limited to:</p> <ul style="list-style-type: none"> • the ability to manage own thoughts, emotions and behaviour • the ability to adjust to changing situations <p>The student must understand the stages of self-regulation in babies and children linked to brain maturation:</p> <ul style="list-style-type: none"> • babies, including but not limited to: <ul style="list-style-type: none"> ○ may suck a dummy or their fingers to self-soothe • toddlers, including but not limited to: <ul style="list-style-type: none"> ○ are beginning to understand that they may have to wait to have certain needs met • pre-school, including but not limited to: <ul style="list-style-type: none"> ○ begin to recognise what behaviour is required in certain situations, for example, whispering in a library ○ school-aged children, including but not limited to <ul style="list-style-type: none"> ○ are growing in ability to control their own wants and understand the needs that others may have • older school-aged children, including but not limited to <ul style="list-style-type: none"> ○ are able to express their emotions and feelings related to situations <p>The student must understand how self-regulation supports children's holistic development, including but not limited to:</p> <ul style="list-style-type: none"> • behaviour – children who can self-regulate are able to: <ul style="list-style-type: none"> ○ control impulsive outbursts such as anger ○ lose during a game or activity without becoming frustrated or unhappy ○ conform to the rules, boundaries and expectations given to them • relationships with others – children who can self-regulate are able to: <ul style="list-style-type: none"> ○ work well in small or large group activities 	
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<ul style="list-style-type: none"> ○ co-operate effectively with others ○ cope effectively if not always included in games ● education – children who can self-regulate are able to: <ul style="list-style-type: none"> ○ 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 <p>K2.7 The student must understand factors affecting children’s behaviour, including but not limited to:</p> <ul style="list-style-type: none"> ● tiredness ● hunger ● stress ● changes to routine ● attachment and emotional security ● planned or unplanned transition ● safeguarding needs <p>K2.8 The student must understand how children’s effective and ineffective communication skills may impact on relationships with others:</p> <ul style="list-style-type: none"> ● a child who can communicate effectively can (including but not limited to): <ul style="list-style-type: none"> ○ 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 cooperate with others ● a child who has ineffective communication skills may (including but not limited to): <ul style="list-style-type: none"> ○ feel unheard or misunderstood ○ experience frustration with self and others ○ have difficulty bonding with peers and adults 	
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<ul style="list-style-type: none"> ○ display behaviour which could be interpreted as inappropriate <p>The student must understand how a range of biological and environmental factors can affect the development of communication and speech:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ health – illness ○ personality traits – motivation ○ SEND • environmental factors, including but not limited to: <ul style="list-style-type: none"> • physical – stimulation, language-rich environment, parental engagement • cognitive ability – development of early speech • bilingualism – dual language <p>K2.9 The student must understand how a range of factors can affect children’s self-concept, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>K2.10 The student must understand effective practice to develop self-efficacy in children in order to promote their independence, skills and wellbeing during educational activities and care routines by (including but not limited to):</p> <ul style="list-style-type: none"> • providing opportunities for choice • providing opportunities for exploration 	
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<ul style="list-style-type: none"> • encouraging perseverance • setting realistic and attainable goals • praising effort regardless of outcome 	
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Performance outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Knowledge - What you need to teach	Skills - What you need to teach
<p>K3.1 The student must understand how well-considered planning and provision supports children’s educational and developmental progress by, including but not limited to:</p> <ul style="list-style-type: none"> • meeting the individual needs and circumstances of children • targeting specific support that children require • increasing participation through incorporating children’s interests • including ongoing assessment to support the learning and development process including opportunities for stretch and challenge • adapting activities to ensure differentiation <p>K3.2 The student must understand the purpose of observation, assessment and planning to support children’s progress:</p> <ul style="list-style-type: none"> • observation – to see and gather information on a child • assessment – to identify a child’s needs, interests and current stage of learning and development • planning – to utilise information collected during observation to plan appropriate provision and support developmental progress <p>The student must understand different approaches towards the assessment of children, including but not limited to:</p> <ul style="list-style-type: none"> • observations • question and answer • group activities 	<p>S3.6 The student must be able to identify the needs, interests and stages of development of individual children through, including but not limited to:</p> <ul style="list-style-type: none"> • observation of babies and children • feedback from parents • collaboration with the child’s key person and external practitioners • records and progress trackers • communicating directly with children individually and in group settings <p>S3.7 The student must be able to plan educational opportunities that:</p> <ul style="list-style-type: none"> • enable children to progress • support the 7 areas of learning and development within the current early education curriculum: <ul style="list-style-type: none"> ○ communication and language (extending vocabulary, language structure, and dialogue, for example) ○ physical development ○ personal, social and emotional development ○ literacy ○ mathematics ○ understanding the world ○ expressive arts and design • prepare them for the next stage of development • fully reflect the stage of development, individual needs and circumstances of

<ul style="list-style-type: none"> • partnerships with parents, carers and other professionals • standardised testing <p>The student must understand different approaches towards planning and how they are used in practice, including but not limited to:</p> <ul style="list-style-type: none"> • the planning cycle – plan, do review process • short – 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 – termly planning, taking into consideration the daily/weekly observations, children’s needs/wants • long – longer-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. They can also include the strategies that will 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 <p>K3.3 The student must understand a range of developmental indicators that may suggest a child is in need of additional support:</p> <ul style="list-style-type: none"> • cognitive, including but not limited to: <ul style="list-style-type: none"> ○ not meeting developmental milestones ○ limited understanding ○ short attention span • speech, language and communication development, including but not limited to: <ul style="list-style-type: none"> ○ delayed speech and language • physical development, including but not limited to: <ul style="list-style-type: none"> ○ failure to thrive ○ ongoing health problems 	<p>children, including those with additional needs</p> <p>S3.8 The student must be able to provide and lead care, educational experiences, environments and purposeful play opportunities in accordance with plans that:</p> <ul style="list-style-type: none"> • are appropriate to the age, stage and needs of individual and groups of children • meet additional needs, working in partnership with parents and/or carers and other professionals where appropriate • are flexible in order to make best use of spontaneous learning opportunities • incorporate children’s ideas and interests • enhance learning through meaningful questioning or modelling • include enough time for children to complete tasks <p>S3.9 The student must be able to recognise indicators that may suggest there are causes for concern regarding a child’s development by (including but not limited to):</p> <ul style="list-style-type: none"> • carrying out ongoing assessment • comparing children’s progress to developmental milestones <p>The student must be able to take action when there are causes for concern regarding a child’s development, including but not limited to:</p> <ul style="list-style-type: none"> • following policies and procedures for reporting concerns • implementing appropriate interventions, which may include: <ul style="list-style-type: none"> ○ a specific SEND support plan ○ adapting planning and provision to meet individual needs ○ partnership working with relevant external agencies <p>S3.10 The student must be able to use formal and informal monitoring and observation techniques:</p> <ul style="list-style-type: none"> • formal – planned observational assessment
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<ul style="list-style-type: none"> • personal, social and emotional development, including but not limited to: <ul style="list-style-type: none"> ○ lacking in confidence ○ withdrawing or isolating themselves ○ increased dependence on adults <p>K3.4 The student must understand different types of assessment and their purpose:</p> <ul style="list-style-type: none"> • formative assessment, in line with statutory requirements, to identify any gaps in learning and development • summative assessment, in line with statutory requirements <p>K3.5 The student must understand practitioner responsibilities to undertake continued professional development, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining up to date early years knowledge and practice • adhering to framework/curriculum requirements • supporting curriculum development • supporting reflective practice for assessment, planning and provision • promoting best outcomes for children and families • keeping up to date with legislation changes to inform policies and procedures • unifying and making meaningful contribution to the team • improving own skills and quality of practice • improving opportunities for progression and promotion in own role <p>The student must understand how to meet own developmental needs, including but not limited to:</p> <ul style="list-style-type: none"> • feedback from others • self-directed learning • shadowing other professionals • internal and external training courses • observing other practitioners • researching or reading 	<ul style="list-style-type: none"> • informal – in-the-moment/unplanned observational assessment <p>S3.11 The student must be able to apply assessment techniques to make assessments within the current early education curriculum framework using:</p> <ul style="list-style-type: none"> • observations with children during day-to-day interactions • observations shared by parents and/or carers <p>S3.12 The student must be able to carry out and record observational assessments and draw conclusions from them through:</p> <ul style="list-style-type: none"> • relevant observation methods, including: <ul style="list-style-type: none"> • narrative, running/written records • time sample • child tracker • online learning journal • checklist • sociograms • jottings/sticky notes • reliable recording of the observation • drawing conclusions <p>S3.13 The student must be able to assess babies and young children’s development against the expected milestones. Development areas must include:</p> <ul style="list-style-type: none"> • physical development • language development • emotional and social development • cognition, including the acquisition of concepts <p>S3.14 The student must be able to make use of formative and summative assessment to inform next steps and shape educational opportunities, including but not limited to:</p> <ul style="list-style-type: none"> • formative assessment – assessment for learning to: <ul style="list-style-type: none"> ○ inform effective day-to-day planning ○ provide appropriate provision ○ consolidate and check retention of previous learning
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<ul style="list-style-type: none"> • focused reflection • visits to other settings 	<ul style="list-style-type: none"> ○ work with others, parents and other practitioners and plan next steps for learning • summative assessment – assessment of learning to: <ul style="list-style-type: none"> ○ support with transitions into new settings ○ share records of achievement and concerns with parents and carers ○ inform longer-term planning ○ demonstrate achievement linked to the early years foundation stage profile <p>S3.15 The student must be able to reflect on the effectiveness of the planned educational experiences/activities and play opportunities, including but not limited to:</p> <ul style="list-style-type: none"> • using the reflective cycle • referring to activity plans • considering children’s participation • discussing own practice with colleagues • identifying areas for improvement <p>S3.16 The student must be able to use the reflective cycle to evaluate own strengths and weaknesses and others’ practice.</p> <p>S3.17 The student must be able to engage in activities that contribute to continued professional development.</p>
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Performance outcome 4: Safeguard and promote the health, safety and wellbeing of children

Knowledge - What you need to teach	Skills - What you need to teach
<p>K4.1 The student must understand the key principles of safeguarding:</p> <ul style="list-style-type: none"> • the paramountcy principle – the welfare of the child comes first • early intervention is crucial to protect children • safeguarding is the responsibility of all practitioners in a setting • the guiding principles from the EYFS that shape practice 	<p>S4.12 The student must be able to identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children by:</p> <ul style="list-style-type: none"> • following the policies and procedures of the setting • following accurate lines of reporting

<p>K4.2 The student must understand different types of abuse:</p> <ul style="list-style-type: none"> • physical abuse – when a baby or child is physically hurt or harmed • emotional abuse – when a baby or child is continually emotionally mistreated • sexual abuse – when sexual activity is forced upon a baby or child • neglect – when a baby’s or child’s basic needs are persistently not met • domestic abuse – when there is violent behaviour within a relationship; young children witnessing abuse is child abuse <p>The student must understand a range of associated signs of abuse:</p> <ul style="list-style-type: none"> • physical abuse, associated signs may include: <ul style="list-style-type: none"> ○ repeated illnesses and/or medical investigations ○ bruising, bites, burns ○ non-accidental injury ○ fractures or broken bones ○ reluctance to remove clothes ○ flinching and cowering • emotional abuse, associated signs may include: <ul style="list-style-type: none"> ○ withdrawal ○ changes in behaviour, such as behaviour associated with comfort seeking ○ toileting problems ○ developmental regression ○ poor concentration ○ difficulty making friends ○ indiscriminately affectionate • sexual abuse, associated signs may include: <ul style="list-style-type: none"> ○ sexualised behaviour or language ○ sexually transmitted diseases (STDs), infections, swelling, soreness, discharge 	<p>S4.13 The student must be able to follow the safeguarding policies and procedures of the setting, including but not limited to:</p> <ul style="list-style-type: none"> • safeguarding children policy • child protection • health and safety policy • risk assessment policy • administering medicine policy • whistle-blowing policy • accident and emergency procedure • illness/infection disease and exclusion • complaints procedure <p>S4.14 The student must be able to carry out a risk assessment to support children’s safety and security and effectively manage the risk, in line with the setting’s policies and procedures, by:</p> <ul style="list-style-type: none"> • step 1: identifying the hazards – where and what the hazard is, such as fire, personal safety, physical, security or food safety • step 2: identifying who is at risk – childcare practitioners, children, parents/carers • step 3: evaluating the risk and selecting control measures • step 4: recording the findings and implementing them • step 5: monitoring and reviewing risk management <p>S4.15 The student must be able to contribute to the effective supervision of babies and children by, including but not limited to:</p> <ul style="list-style-type: none"> • 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 which enables clear view of children within the environment • reminding children of the safety rules
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<ul style="list-style-type: none"> • neglect, associated signs may include: <ul style="list-style-type: none"> ○ failure to thrive ○ health problems ○ hungry/thirsty ○ failure to attend setting ○ housing issues • domestic abuse, associated signs may include: <ul style="list-style-type: none"> ○ aggression ○ anti-social behaviour ○ depression or anxiety ○ problems in the setting <p>The student must be made aware that the above list is not exhaustive and that there may be other signs of abuse.</p> <p>K4.3 The student must understand how health and wellbeing supports babies and children’s:</p> <ul style="list-style-type: none"> • resilience • curiosity and independence • brain development • play opportunities and learning experiences • holistic development <p>K4.4 The student must understand how a range of factors can contribute to children’s wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • sleep and rest • physical activity • health and nutrition • stability and safe environments • adult care • secure attachments • opportunities for indoor/outdoor play • friendships <p>The student must understand the relevance of a range of signs that may indicate a child needs support, including but not limited to:</p>	<ul style="list-style-type: none"> • explaining why certain behaviours may be hazardous • explaining the safe use of equipment • responding quickly to alerts regarding children’s safety <p style="text-align: right;">(GMC3)</p> <p>As part of S4.16 the student must be able to recognise how changes in staffing numbers will impact on staff:child ratios in order to effectively supervise babies and children.</p> <p>S4.16 The student must be able to maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, by ensuring legibility and data protection of information.</p> <p>Records and reports may include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents • daily registers <p>S4.17 The student must be able to recognise causes for concern in children, including but not limited to:</p> <ul style="list-style-type: none"> • physical appearance of the child • changes in behaviour • behaviour which is out of character • withdrawal and self-isolation • obvious distress <p>The student must be able to act upon causes of concern regarding a child’s safety and wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • following policies and procedures of the setting • knowing who to report concerns to, such as designated safeguarding lead
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<ul style="list-style-type: none"> • lack of personal hygiene • recurring health problems • not meeting developmental milestones • isolated from friendship groups <p>K4.5 The student must understand how meeting basic care needs impacts on children’s self-actualisation, in accordance with Maslow’s hierarchy of needs.</p> <p>The student must understand how practitioners routinely provide physical care for babies and children appropriate to the age and stage of development, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>K4.6 The student must understand how practitioners use a range of strategies to support children to develop self-care skills, including but not limited to:</p> <ul style="list-style-type: none"> • promoting hygiene – including toileting, hand washing, 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 	<ul style="list-style-type: none"> • knowing when to take concerns outside of the setting <p>S4.18 The student must be able to apply a range of strategies to support children to make and maintain friendships, including but not limited to:</p> <ul style="list-style-type: none"> • role modelling co-operation and collaboration • practising sharing • using encouragement and praise when they recognise good behaviour towards other children • small-world play and role play opportunities • time and space for interaction and negotiation • paired or group activities or projects • team sports <p>S4.19 The student must be able to plan a range of daily care routines, taking into account:</p> <ul style="list-style-type: none"> • the age/stage of development • the child’s individual needs • the care routines being followed in the home • timings for the care routines • any health and safety requirements/infection control/latest government guidelines/policies and procedures of the setting <p>S4.20 The student must be able to carry out a range of care routines in ways that:</p> <ul style="list-style-type: none"> • maintain children’s dignity – where possible, it is good practice for the key person to be involved in carrying out the physical care routines promote their development – talking through the care routine and why you are doing it can promote a child’s development • maintain a child’s privacy, such as during nappy changing, toileting • promote choices for the child, such as giving children a choice at mealtimes, snacks <p>S4.21 The student must be able to promote healthy lifestyles by:</p> <ul style="list-style-type: none"> • providing healthy snacks and drinks
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<ul style="list-style-type: none"> • practising self-serving food and drinks • providing size-appropriate facilities <p>The student must understand how self-care skills impact on children's health, safety and wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • privacy and dignity • independence and self-efficacy • confidence and resilience • personal hygiene and prevention of infection <p>K4.7 The student must understand how sleep and rest enhances babies and children's holistic development, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>The student must understand the current NHS guidance regarding sleep requirements for babies and children aged:</p> <ul style="list-style-type: none"> • new born • 3 to 6 months • 6 to 12 months • 12 months + • 2 years • 3 to 4 years <p>The student must understand safe sleeping procedures for babies to reduce the risk of sudden infant death syndrome in relation to:</p> <ul style="list-style-type: none"> • sleeping positions • room temperature • safe cot • safety mattress 	<ul style="list-style-type: none"> • role modelling healthy behaviour • giving information and advice to parents • activities, such as physical activities, cooking activities, growing food, role play • using books to help educate children and parents/carers <p>S4.22 The student must be able to respond appropriately to a child showing signs of a common illness, including but not limited to:</p> <ul style="list-style-type: none"> • following setting's policies and procedures • knowing who to contact, such as first aider to assess the child, parents/carers • isolating the child • reassuring the child • monitoring the child (temperature) • keeping the child hydrated • referring to the child's medical records • administering medicine, if parental consent has been given • recording the illness • knowing when to escalate concerns <p style="text-align: right;">(GMC1)</p> <p>As part of S4.23 the student must be able to administer medicine to children with accuracy and precision.</p> <p>S4.23 The student must be able to undertake tasks, ensuring the prevention and control of infection by:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene, such as tying back long hair, washing uniform • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • decontamination of equipment, such as sterilisation and disinfection • up-to-date immunisation schedule • isolation and exclusion
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<p>K4.8 The student must understand the concept of a balanced diet for babies and children aged 0 to 7, including but not limited to the following requirements:</p> <ul style="list-style-type: none"> • macronutrients • micronutrients • hydration • salt and sugar intake <p>The student must understand a range of special diets that children may have and provision to meet these needs, including but not limited to:</p> <ul style="list-style-type: none"> • intolerances, including but not limited to: <ul style="list-style-type: none"> ○ dairy-free options • allergies, including but not limited to: <ul style="list-style-type: none"> ○ nut-free environments • religious or cultural, including but not limited to: <ul style="list-style-type: none"> ○ halal options • lifestyle choices, including but not limited to: <ul style="list-style-type: none"> ○ vegetarian and vegan options <p>The student must understand the potential consequences of not meeting special dietary needs.</p> <p>The student must understand a range of short- and long-term impacts of an unbalanced diet, including but not limited to:</p> <ul style="list-style-type: none"> • short-term – lack of concentration and energy, anxiety, behavioural problems, headache, tiredness, problems sleeping, stomach pains, mood and tantrums • long-term – dental health problems, obesity, chronic diseases, high blood pressure, diabetes, bone growth, negatively impacts on cognitive development <p>The student must understand how oral health can be promoted in the setting, including but not limited to:</p>	<p>S4.24 The student must be able to respond appropriately to emergencies, including fire, by:</p> <ul style="list-style-type: none"> • following evacuation procedures, including knowledge of how to raise the alarm, where the closest fire exits are and correct assembly points • staying calm • ensuring safety of self and others • communicating emergency to relevant people • accurately recording what has happened
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- incorporating oral health into planned activities and care routines
- 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

K4.9 The student must understand the observable signs of common illnesses and infections and the associated symptoms, including but not limited to:

- chickenpox, signs may include:
 - rash (spots)
 - fever
- measles, signs may include:
 - appearance of bad cold
 - cough
 - sore watery eyes
 - fever
 - rash (raised spots)
- mumps, signs may include:
 - fever
 - pain and swelling under the chin
 - discomfort when chewing
- slapped cheek disease, signs may include:
 - fever
 - nasal discharge
 - bright red rash on cheeks/body
- rubella, signs may include:
 - mild cold
 - rash (flat spots)
 - swollen glands
- whooping cough, signs may include:
 - similar to cough and cold gradually getting worse
 - coughing fits
 - difficulty in breathing

- possible choking and vomit
- may experience a whooping noise when breathing in
- colds, signs may include:
 - runny nose
 - cough
 - raised temperature
 - sore throat
 - conjunctivitis, signs may include:
 - red, sticky eyes
 - yellow discharge
- ear infection, signs may include:
 - ear pain
 - difficulty hearing
- viral infection, signs may include:
 - diarrhoea
 - constipation
 - stomach pain
 - sickness
 - loss of appetite
- head lice, signs may include:
 - itchy scalp
 - eggs on hair shaft
 - lice
- hand, foot and mouth disease, signs may include:
 - sore throat
 - high temperature
 - lack of appetite
 - mouth ulcers
 - blisters and rash on hands and feet
- meningitis, signs may include:
 - fever
 - pale blotchy skin
 - stiff neck
 - cold hands and feet
 - confusion

<ul style="list-style-type: none"> ○ muscle pain ○ severe headache <p>The student must understand the signs that require immediate medical intervention, including but not limited to:</p> <ul style="list-style-type: none"> • raised temperature • rash • unresponsive • difficulty breathing <p>K4.10 The student must understand how illnesses and infections are spread, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>The student must understand effective practice to prevent and control infection:</p> <ul style="list-style-type: none"> • promoting immunisation – according to the immunisation schedule • removing unwell children or staff members from the setting – by adhering to the exclusion policy • following hygiene processes and procedures • referring on where medical intervention is necessary <p>K4.11 The student must understand the difference between an accident and an emergency situation:</p> <ul style="list-style-type: none"> • an accident is an unintended incident which may cause physical injury to a child or member of staff • an emergency is a situation which poses an immediate risk. Common emergency situations include: <ul style="list-style-type: none"> ○ fire ○ breaches of security ○ missing child 	
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<ul style="list-style-type: none">○ extreme weather (including floods)○ hazardous substance release○ bomb threats○ criminal activity <p>The student must understand effective practice to prevent accidents occurring, including but not limited to:</p> <ul style="list-style-type: none">● 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 <p>The student must understand the responsibilities and limitations of their role when responding to accidents and emergencies, including but not limited to:</p> <ul style="list-style-type: none">● following the policies and procedures of the setting● who to report the accident/emergency to, such as designated fire warden/safeguarding lead● remaining calm and professional● maintaining accurate and coherent records and reports● sharing information only when required● maintaining confidentiality <p>The student must understand a range of fire safety precautions, including but not limited to:</p> <ul style="list-style-type: none">● fire safety officer/warden within the setting● fire exits signs● fire extinguishers● fire doors closed at all times● smoke detectors	
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<ul style="list-style-type: none"> • evacuation procedure displays • clear assembly points 	
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Performance outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Knowledge - What you need to teach	Skills - What you need to teach
<p>K5.1 The basis of positive partnership working includes respecting a child's family as the primary caregivers and recognising the rights and responsibilities that parents, carers and families have in a child's life. The student must understand the definition of a parent:</p> <ul style="list-style-type: none"> • all biological parents, whether they are married or not • any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, foster parent, step-parent, guardian or other relative • any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person <p>The student must understand the legal rights of parents and carers to:</p> <ul style="list-style-type: none"> • receive information about their child • participate in statutory activities – such as voting in elections for parent governors (for example, in maintained nurseries) • be asked to give consent – such as to the child taking part in school trips • be informed about meetings involving the child – such as a governors' meeting on the child's exclusion <p>The student must understand the responsibilities of parents and carers for:</p> <ul style="list-style-type: none"> • providing a home for the child • protecting and maintaining the child • disciplining the child 	<p>S5.5 The student must be able to contribute to developing and maintaining professional relationships with parents and carers by, including but not limited to:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own values and behaviour on others • fulfilling obligations and commitments <p>S5.6 The student must be able to 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 by, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>S5.7 The student must be able to encourage parents and carers to take an active role in their child's play, learning and development, by including but not limited to:</p> <ul style="list-style-type: none"> • sending books home to share together • holding parents' evening or open days • maintaining an open-door policy

<ul style="list-style-type: none"> • choosing and providing for the child’s education • agreeing to the child’s medical treatment • looking after the child’s property <p>K5.2 In order to work in partnership with parents and carers and effectively support children’s development, the student must understand how a range of family contexts may impact on parenting, including but not limited to:</p> <ul style="list-style-type: none"> • family structure, including but not limited to: <ul style="list-style-type: none"> ○ how the number of parents in a household may affect time available to engage in children’s education • parenting style, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on the types of boundaries and interactions parents have with children • income, including but not limited to: <ul style="list-style-type: none"> ○ how this may positively or negatively impact on stress within families and opportunities for children • education, including but limited to: <ul style="list-style-type: none"> ○ how this impacts on parental expectations and engagement with their children’s education • culture, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on parental values, norms and traditions • stress and mental health, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on family interactions inside and outside of the home <p>K5.3 The student must understand the roles and responsibilities of external agencies that may work in partnership with early years settings, including but not limited to:</p> <ul style="list-style-type: none"> • children’s services: <ul style="list-style-type: none"> ○ child protection agencies if abuse or harm is suspected ○ family hubs offer coordinated support for families within the local area 	<ul style="list-style-type: none"> • providing information and ideas for indoor and outdoor play activities • encouraging parents to volunteer for outings or activities • including parents in decisions about their child’s learning and development • consulting parents regarding the child’s needs and interests • signposting resources and sources of support <p>S5.8 The student must be able to signpost appropriate resources and sources of support to parents and carers, including but not limited to:</p> <ul style="list-style-type: none"> • English language lessons • parenting classes • financial aid • where to take children on educational/recreational visits • health care <p>S5.9 The student must be able to work collaboratively with other professionals to meet the needs of babies and children and enable them to progress by, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining effective and ongoing communication to discuss child’s progress • sharing knowledge, expertise and experience • arranging and attending regular meetings to review and revise progress • fulfilling own professional responsibilities <p style="text-align: right;">(GDC3)</p> <p>As part of S5.9 the student must be able to verbally and digitally communicate and collaborate with other professionals to meet the needs of babies and children and enable them to progress.</p> <p style="text-align: right;">(GEC3)</p>
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<ul style="list-style-type: none"> ○ 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 ● health care services: <ul style="list-style-type: none"> ○ 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 specialist or school nurse 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 <p>K5.4 The student must understand circumstances in which working with other professionals would be appropriate if, including but not limited to:</p> <ul style="list-style-type: none"> ● abuse was suspected, such as neglect ● a child was at risk from harm ● a child has special educational needs ● the child requires an EHCP ● the progress of the child requires discussion in order to plan next stages in their education ● the child is ‘cared for’ 	<p>As part of S5.9 the student must be able to alter the style of communication to suit the intended purpose and audience – for example, report, observation, minutes of meetings – including providing the appropriate level of detail as required.</p> <p style="text-align: right;">(GEC4)</p> <p>As part of S5.9 the student must be able to listen actively to other professionals and record information about babies and children accurately, factually and concisely, requesting clarification where appropriate.</p> <p>S5.10 The student must be able to discuss children’s progress and plan next stages in their education with the key person, colleagues, parents and carers. This can take place:</p> <ul style="list-style-type: none"> ● when parents drop off/collect children ● after carrying out planned/spontaneous observations ● ahead of parent meetings ● during planning meetings with colleagues and other practitioners, including multi-disciplinary teams <p>S5.11 The student must be able to deliver education, health and care plans and strategies in consultation with the children’s families, colleagues and external services by, including but not limited to:</p> <ul style="list-style-type: none"> ● understanding the required adjustments, interventions and support with parent/carers and other professionals ● discussing the expected impact on development, progress or behaviour ● working towards the desired outcomes for the child ● delivering agreed interventions ● providing feedback to the teacher, parents/carers and other professionals where appropriate
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<ul style="list-style-type: none">• trauma is experienced <p>The student must understand the purpose and benefits of working with other professionals, including but not limited to:</p> <ul style="list-style-type: none">• 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	
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Occupational specialism – Assisting Teaching

Knowledge and skills are set out side-by-side within their themed sections. The numbering is sequential throughout the performance outcome, from the first knowledge statement, following on through the skills statements. The 'K' and 'S' indicate whether the statement belongs to knowledge or skills.

Mandatory content

Performance outcome 1: Support the class teacher to enhance children's education, individually and in groups

Performance outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Performance outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

Performance outcome 4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access the curriculum

Performance outcome 1: Support the class teacher to enhance children's education, individually and in groups

Knowledge - What you need to teach	Skills - What you need to teach
<p>K1.1 The student must understand the requirements of each key stage of the school curriculum:</p> <ul style="list-style-type: none"> • key stages 1 and 2 requirements: <ul style="list-style-type: none"> ○ compulsory national curriculum subjects ○ provision of religious education ○ relationship and sex education ○ other subjects which may be taught • assessments: <ul style="list-style-type: none"> ○ 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 requirements: <ul style="list-style-type: none"> ○ compulsory national curriculum subjects ○ core and foundation subjects ○ English baccalaureate (EBacc) ○ rules around provision of religious education and sex and relationships education 	<p>S1.8 The student must be able to work closely with teachers to ensure own contribution aligns with the teaching, including but not limited to:</p> <ul style="list-style-type: none"> • clarifying own role within lessons and the teacher's expectations • understanding the lesson plan and the learning objectives • identifying the individuals or groups to support • knowing general and specific behaviour management strategies • understanding the specific needs of pupils such as arrangements for an education, health and care plan (EHCP) and targeted interventions <p>S1.9 The student must be able to ensure regular communication with teachers to provide clarity and consistency of role within lessons, including but not limited to:</p> <ul style="list-style-type: none"> • working within boundaries of own role • adaptability in approach to support individual needs

<ul style="list-style-type: none"> ○ assessment, to include national qualifications, such as GCSEs ● post-16 provision requirements: <ul style="list-style-type: none"> ○ GCSE achievement in English and mathematics ○ full-time education ○ apprenticeships ○ traineeships <p>K1.2 The student must understand a range of teacher- and student-led pedagogical strategies and how they are used within a lesson:</p> <ul style="list-style-type: none"> ● teacher-led, including but not limited to: <ul style="list-style-type: none"> ○ lecture/presentation ○ rote learning ○ call-and-response questioning ○ teacher-led feedback ● student-led, including but not limited to: <ul style="list-style-type: none"> ○ collaborative learning ○ inquiry-based learning ○ discussions/debates ○ practical tasks ○ self-assessment ○ peer assessment ○ sustained shared thinking ○ digital learning communities ○ MOOCs ○ virtual reality aids ○ discussion forums ○ social networks ○ video sharing websites <p>The student must understand the advantages and disadvantages of teacher- and student-led pedagogical strategies.</p> <p>The student must understand how theoretical approaches underpin teacher- and student-led pedagogical strategies, including:</p> <ul style="list-style-type: none"> ● behaviourist 	<ul style="list-style-type: none"> ● providing feedback on pupil responses ● sharing ideas to plan next steps <p>S1.10 The student must be able to provide clear and accurate explanations of instructions, processes and concepts, including but not limited to:</p> <ul style="list-style-type: none"> ● drawing on pupils' prior knowledge ● clarifying purpose and expectations ● breaking down and rewording complex ideas ● demonstrating processes and concepts in action <p>S1.11 The student must be able to use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding, including but not limited to:</p> <ul style="list-style-type: none"> ● introducing and using the correct terminology for the subject area or topic ● using appropriate strategies to check understanding ● contextualising ● using prompts <p style="text-align: right;">(GEC1)</p> <p>As part of S1.11 the student must be able to take into account the level and experience of the pupils when giving explanations. The student must be clear and unambiguous and use appropriate grammar for the subject area or topic.</p> <p>S1.12 The student must be able to embed a range of strategies for effectively managing behaviour in line with the school's policy, including but not limited to:</p> <ul style="list-style-type: none"> ● setting ground rules and boundaries for behaviour ● supporting children to learn that their actions have consequences ● ensuring fairness and consistency ● reinforcing good behaviour ● understanding children's trigger points and how to manage them
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<ul style="list-style-type: none"> • cognitive constructivist • social constructivist • • constructivist • humanist • connectivist <p>K1.3 The student must understand the benefits of individual and group work and the strategies that support this:</p> <ul style="list-style-type: none"> • individual work: <ul style="list-style-type: none"> ○ benefits, including but not limited to: <ul style="list-style-type: none"> ▪ easier to concentrate ▪ learning can be differentiated ▪ empowers pupils to take control of their own learning ▪ easier to assess individual work ○ strategies, including but not limited to: <ul style="list-style-type: none"> ▪ lecture/presentation ▪ rote learning ▪ call-and-response questioning • group work: <ul style="list-style-type: none"> ○ benefits, including but not limited to: <ul style="list-style-type: none"> ▪ share knowledge ▪ develop social and communication skills ▪ share diverse perspectives ▪ peer support ○ strategies, including but not limited to: <ul style="list-style-type: none"> ▪ collaborative learning ▪ inquiry-based learning ▪ discussions/debates <p>K1.4 The student must understand how ongoing feedback to pupils supports and facilitates independent learning, including but not limited to:</p> <ul style="list-style-type: none"> • encourages self-reflection • gives pupils appropriate information to improve 	<p style="text-align: right;">(GEC 2)</p> <p>As part of S1.12 the student must be able to interpret and respond to non-verbal cues when managing behaviour with pupils. They must be able to use the appropriate tone, register and choice of words when talking to pupils.</p> <p>S1.13 The student must be able to use school computer systems, including specialist software, including but not limited to:</p> <ul style="list-style-type: none"> • recording and reporting on attendance, retention and achievement data • recording outcomes of intervention programmes • supporting teaching and learning <p style="text-align: right;">(GDC1)</p> <p>As part of S1.13 the student must be able use school computer systems to select and manage individual pupil data in line with their own responsibility.</p> <p>S1.14 The student must be able to use different types of technology to support educational development, including but not limited to:</p> <ul style="list-style-type: none"> • interactive white boards • computers and accessories • specialist equipment, software and applications • websites, video calls and virtual learning environments (VLE) <p style="text-align: right;">(GDC2)</p> <p>As part of S1.14 the student must be able to use different types of technology and media to enhance pupils' educational development by, for example creating interactive presentations/activities.</p> <p>S1.15 The student must be able to facilitate learning outside of the classroom, including but not limited to:</p> <ul style="list-style-type: none"> • providing a rich learning environment • providing appropriate challenge
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<ul style="list-style-type: none"> • clarifies achievement of learning aims and objectives <p>K1.5 The student must understand how to select appropriate resources in order to identify and help address weakness, consolidate strengths and develop individualised expectations, by considering:</p> <ul style="list-style-type: none"> • pupils’ age, 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 EAL or SEND • diverse in terms of race, culture, gender, identity and disability • pupils’ interests <p>K1.6 The student must understand how learning outside of the classroom, including outdoor education, positively enhances children’s education and development, including but not limited to:</p> <ul style="list-style-type: none"> • physical exercise – contributing to overall physical and mental wellbeing • scientific development – contributing to respect for the environment and the natural world, and increasing knowledge of animal, plants and lifecycles • improved life skills – contributing 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 <p>The student must understand where learning outside the classroom may take place, including but not limited to:</p> <ul style="list-style-type: none"> • school grounds and immediate surroundings 	<ul style="list-style-type: none"> • checking for and making pupils aware of health and safety • looking at practical considerations • considering the needs of all pupils
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<ul style="list-style-type: none"> • creative spaces • the built environment • heritage sites • the natural environment • farms • sacred spaces <p>The student must understand the key aspects of different theoretical and philosophical approaches that relate to outdoor education, including but not limited to:</p> <ul style="list-style-type: none"> • Forest Schools – risk and challenge • Margaret McMillan – outdoor play for health and wellbeing <p>K1.7 The student must understand what distinctive qualities are offered by the outdoors as an educational environment compared to traditional classroom environments, including but not limited to:</p> <ul style="list-style-type: none"> • greater opportunity for risk and challenge • space • animals, plants and lifecycles • changing seasons • changing weather • individuals' wellbeing 	
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Performance outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Knowledge - What you need to teach	Skills - What you need to teach
<p>K2.1 The student must understand different approaches to planning for learning and how they are used in practice, including but not limited to:</p> <ul style="list-style-type: none"> • planning cycle • short-, medium- and long-term planning <ul style="list-style-type: none"> ○ short-term – lesson plan, daily plan 	<p>S2.7 The student must be able to deliver appropriate interventions to support progress for identified pupils, including but not limited to:</p> <ul style="list-style-type: none"> • following training given, which may be specialist-based or teacher-given • appropriate to the pupils • using a flexible approach

<ul style="list-style-type: none"> ○ medium-term – weekly, half termly, termly plans ○ long-term – scheme of learning, annual plan, curriculum intent for the setting • planning according to the needs of the pupils: <ul style="list-style-type: none"> ○ class, group, individual, setting <p>The student must understand a range of approaches to assessment used in the classroom, their purpose and the strengths and weaknesses of each, including but not limited to:</p> <ul style="list-style-type: none"> • observation • question and answer • group tasks • practical problem solving • tests • written exam <p>K2.2 The student must understand different types of assessment and their purpose, including but not limited to:</p> <ul style="list-style-type: none"> • diagnostic • formative • benchmark (interim) • summative • statutory <p>K2.3 The student must understand how biological and external/environmental factors may impact on children’s learning development:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ physical and mental health ○ SEND (for example, a condition present at birth) ○ stage of development ○ atypical development • external/environmental factors, including but not limited to: 	<ul style="list-style-type: none"> • in whole-group/small-group/one-to-one situations as appropriate <p>S2.8 The student must be able to apply pedagogical understanding to deliver/lead small-group teaching within clearly defined/planned parameters, including but not limited to:</p> <ul style="list-style-type: none"> • 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 • considering theories of learning, such as constructivist, behaviourist, social learning • ensuring pupils’ motivation and interest is maintained • supporting and challenging pupils whilst understanding their needs • observing and recording pupils’ progress and achievements • ensuring all pupils are included • managing the behaviour of the group, in line with school policy <p>S2.9 The student must be able to contribute to the assessment process and use information effectively, including but not limited to:</p> <ul style="list-style-type: none"> • monitoring and recording pupils’ responses to learning activities • understanding 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 <p>S2.10 The student must be able to make use of formative and summative assessment to track children’s progress to plan next steps and shape educational opportunities by:</p> <ul style="list-style-type: none"> • consolidating and checking retention of previous learning • providing feedback to both pupils and staff
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<ul style="list-style-type: none"> ○ physical environment (for example, temperature, light, etc) ○ social, cultural and emotional environment (for example, a welcoming environment) ○ access to play spaces and the outdoor environment ○ financial ○ parental support ○ acute illness, injury or trauma ○ care status ○ interpersonal relationships and attachments <p>K2.4 The student must understand factors which may indicate a pupil is in need of additional support, including but not limited to:</p> <ul style="list-style-type: none"> • 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, such as lack of confidence and difficulty self-regulating or staying focused • sensory and/or physical factors, such as hearing loss or visual impairment <p>K2.5 The student must understand how a range of strategies are used to promote mathematical thinking, including but not limited to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • updating student records • linking assessment to relevant curriculum • working with others to plan next steps for learning <p>S2.11 The student must be able to apply relevant subject knowledge to support accurate assessment through, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>S2.12 The student must be able to help pupils make progress and plan next steps, including but not limited to:</p> <ul style="list-style-type: none"> • providing individual support as pupils are working • ensuring there are opportunities for peer assessment • encouraging pupils to reflect on their work <p>S2.13 The student must be able to use appropriate strategies to enable pupils' to access and engage in learning, including but not limited to:</p> <ul style="list-style-type: none"> • scaffolding pupils' learning • using open questioning skills, supportive language and modelling • prompting pupils to stay on task • translating or explaining words or phrases • provide 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
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<ul style="list-style-type: none"> • questioning and prompting pupils to check learning • praise and feedback to promote pupils' self-esteem in relation to mathematical skills <p>K2.6 The student must understand how a range of strategies are used to promote literacy, including but not limited to:</p> <ul style="list-style-type: none"> • the use of systematic synthetic phonics • developing reading for meaning • encouraging reading for enjoyment • providing specific feedback on the accurate use of spelling, punctuation and grammar • widening pupils' vocabulary • improving pupils' confidence in reading and writing 	<p>S2.14 The student must be able to support pupils in developing ownership of their learning and education through student-led approaches, including but not limited to:</p> <ul style="list-style-type: none"> • supporting pupils to independently set targets and action plans • giving pupils choices • using enquiry-based learning <p>S2.15 The student must be able to support the development of literacy using appropriate strategies for the context, including:</p> <ul style="list-style-type: none"> • the use of systematic synthetic phonics: <ul style="list-style-type: none"> ○ teaching letter sounds before pupils are introduced to books • developing reading for meaning: <ul style="list-style-type: none"> ○ reviewing key vocabulary and preview text before reading ○ asking pupils to make predictions about what they're reading ○ asking pupils to summarise the text in their own words ○ asking questions to check understanding • encouraging reading for enjoyment: <ul style="list-style-type: none"> ○ 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, such as dictionaries • widening pupils' vocabulary: <ul style="list-style-type: none"> ○ 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 <p>S2.16 The student must be able to use appropriate strategies and approaches to develop mathematical understanding, including</p>
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	<p>procedural fluency and conceptual understanding, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>S2.17 The student must be able to identify and use unplanned opportunities to develop mathematical understanding as they arise, including but not limited to:</p> <ul style="list-style-type: none"> • making links to previous learning • consolidating understanding • developing and extending knowledge <p>S2.18 The student must be able to build professional relationships in order to work collaboratively as part of their role, including but not limited to:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own behaviour on others • being consistent and fair • keeping promises and commitments <p>S2.19 The student must be able to work collaboratively with other professionals as</p>
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	<p>part of a multi-agency approach, which may include:</p> <ul style="list-style-type: none"> • physiotherapist/occupational therapist – working with pupils who have a physical disability or require special support or treatment. Interventions could include: <ul style="list-style-type: none"> ○ adaptations to the environment ○ activities ○ resources ○ assistive technology • psychologist – supporting or assessing pupils with social or emotional issues and possible learning difficulties. Interventions could include: <ul style="list-style-type: none"> ○ resources ○ coping strategies ○ activities ○ access to external services • speech and language therapists – supporting pupils with speech, language and communication issues. Interventions could include: <ul style="list-style-type: none"> ○ activities ○ assistive technology • social worker – intervening when there are concerns about a pupil’s welfare or social needs. Interventions could include: <ul style="list-style-type: none"> ○ access to external services ○ resources • youth justice worker – supporting pupils who have offended or who are at risk of offending. Interventions could include: <ul style="list-style-type: none"> ○ access to external services ○ resources <p style="text-align: right;">(GDC3)</p> <p>As part of S2.19 the student must be able to verbally and digitally communicate and collaborate with other professionals to meet the needs of pupils’ in order to safeguard and promote their health, safety and wellbeing.</p> <p style="text-align: right;">(GEC3)</p>
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	<p>As part of S2.19 the student must be able to alter the style of communication to suit the intended purpose and audience – for example, report, observation, minutes of meetings – including providing the appropriate level of detail as required.</p> <p style="text-align: right;">(GEC4)</p> <p>As part of S2.19 the student must be able to listen actively to other professionals and record information about pupils accurately, factually and concisely, requesting clarification where appropriate.</p>
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Performance outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

<p>K3.1 The student must understand how different factors can contribute to a pupil becoming physically or psychologically at risk, including but not limited to:</p> <ul style="list-style-type: none"> • family risk factors: <ul style="list-style-type: none"> ○ family breakdown ○ harmful relationships ○ physical or psychological abuse ○ mental health issues ○ criminality ○ substance addiction ○ bereavement ○ domestic violence ○ hereditary conditions • environmental risk factors: <ul style="list-style-type: none"> ○ unsuitable housing ○ employment issues ○ low income ○ care status • individual factors: <ul style="list-style-type: none"> ○ SEND ○ young carer 	<p>S3.23 The student must be able to:</p> <ul style="list-style-type: none"> • comply with policies and procedures for sharing confidential information appropriately, for example: <ul style="list-style-type: none"> ○ with parents and carers ○ with professionals from other agencies ○ know when and where to seek advice <p>S3.24 The student must be able to recognise and act when there are causes of concern regarding a pupil's wellbeing by:</p> <ul style="list-style-type: none"> • acting on the concern immediately, no matter how small • reporting your concerns with the safeguarding lead in a timely manner and in accordance with the settings policies and procedures <p>S3.25 The student must be able to implement their legal obligations in day-to-day practice in relation to:</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education Part 1 • safeguarding policies • prevent strategy <p>S3.26 The student must be able to participate in digital safety and cyber-bullying initiatives, in order to:</p>
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<ul style="list-style-type: none"> ○ health and wellbeing issues ○ mental health issues ● societal risk factors: <ul style="list-style-type: none"> ○ female genital mutilation ○ forced marriage ○ honour killings ○ social isolation ○ peer pressure ○ county lines ○ gender inequalities ○ bullying ○ anti-social behaviour ○ use of social media <p>The student must be made aware that this list is not exhaustive and that there may be other factors. The student must also understand that the presence of a factor does not necessarily constitute a pupil being at risk.</p> <p>The student must understand a range of associated signs of abuse:</p> <ul style="list-style-type: none"> ● physical abuse, associated signs may include: <ul style="list-style-type: none"> ○ repeated illnesses and/or medical investigations ○ bruising, bites, burns ○ non-accidental injury ○ fractures or broken bones ○ reluctance to remove clothes ○ flinching and cowering ● emotional abuse, associated signs may include: <ul style="list-style-type: none"> ○ withdrawal ○ changes in behavior, such as behaviour associated with comfort seeking ○ toileting problems ○ developmental regression ○ poor concentration ○ difficulty making friends 	<ul style="list-style-type: none"> ● ensure compliance with legislation and school policy ● keep knowledge up to date to be able to identify potential online risks ● contribute to the safeguarding of pupils <p>S3.27 The student must be able to maintain accurate and coherent records and reports that conform to data protection requirements, including but not limited to:</p> <ul style="list-style-type: none"> ● writing down all the information as soon as possible ● ensuring written records are legible, factual, accurate and up to date ● storing records for as long as required <p>Records and reports may include:</p> <ul style="list-style-type: none"> ● medication requirements ● special dietary needs ● planning ● observation and assessment ● health, safety and security ● accidents ● daily registers ● safeguarding reporting/recording <p>S3.28 The student must be able to ensure pupils use technology safely, including but not limited to:</p> <ul style="list-style-type: none"> ● training students to use equipment correctly ● only using school devices, as they will have appropriate filters applied ● limiting pupils' screen time ● drawing pupils' awareness to risks as they arise ● monitoring pupils' online activity ● using according to manufacturer's instructions <p style="text-align: right;">(GDC5)</p> <p>As part of S3.28 the student must be able to safely and responsibly support pupils to use online technology.</p>
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<ul style="list-style-type: none"> ○ indiscriminately affectionate • sexual abuse, associated signs may include: <ul style="list-style-type: none"> ○ sexualised behaviour or language ○ Sexually Transmitted Diseases (STDs), infections, swelling, soreness, discharge ○ neglect, associated signs may include: <ul style="list-style-type: none"> ▪ failure to thrive ▪ health problems ▪ hungry/thirsty ▪ failure to attend setting ▪ housing issues • domestic abuse, associated signs may include: <ul style="list-style-type: none"> ○ aggression ○ anti-social behaviour ○ depression or anxiety ○ problems in the setting <p>The student must be made aware that the above list is not exhaustive and that there may be other signs of abuse.</p> <p>The student must understand the procedures for reporting concerns, including but not limited to:</p> <ul style="list-style-type: none"> • who to report concerns to • following policies and procedures in the setting • knowing when to take concerns outside of the setting <p>K3.2 The student must understand why it's important to share relevant information in a timely manner with the safeguarding lead, including but not limited to:</p> <ul style="list-style-type: none"> • ensuring that pupils are kept safe and free from harm • ensuring effective identification and appropriate provision is put in place • complying with policies, procedures and legislation 	<p>S3.29 The student must be able to carry out a risk assessment to support pupils' safety and security, including but not limited to:</p> <ul style="list-style-type: none"> • identifying the hazard – where the hazard is and what the hazard is, such as fire, personal safety, security or food safety • identifying who is at risk – teachers, pupils, parents/carers • evaluating the risk and selecting control measures • recording the findings and implementing them • checking actions have been carried out • monitoring and reviewing risk management <p>S3.30 The student must be able to respond appropriately to a pupil showing signs of a common illness, including but not limited to:</p> <ul style="list-style-type: none"> • contacting the first aider to assess the pupil • contacting parents • isolating the pupil • reassuring the pupil • monitoring the pupil (temperature) • keeping the pupil hydrated, if appropriate • recording the illness • knowing when to escalate <p>It's important that students are aware of the boundaries of their own role, for example, in administering medicine.</p> <p>The student must also understand what notifiable diseases must be reported to the local authority so that these can be monitored in case of local outbreaks and immunisation exclusion periods.</p> <p>S3.31 The student must be able to respond appropriately to emergencies such as fire, including but not limited to:</p> <ul style="list-style-type: none"> • following the school's relevant policies and procedures • staying calm • ensuring safety of self and others
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<p>K3.3 The student must understand how to promote the safe use of the technology and the web, including but not limited to:</p> <ul style="list-style-type: none"> • discussing appropriate online behaviour • reporting concerns • identifying trustworthy sources • explaining online security, such as privacy settings, software, secure URLs • sharing appropriate search techniques • explaining copyright infringement • recognising techniques used for persuasion, such as phishing and how online apps encourage users to stay on longer • discussing online risks when sharing personal information <p>The student must understand the 3 areas of risk pupils can fall into online:</p> <ul style="list-style-type: none"> • 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 <p>The student must understand the difference between cyber-bullying and cyber-grooming:</p> <ul style="list-style-type: none"> • cyber-bullying – when someone bullies others using electronic means, it can follow the pupil wherever they go, is usually repeated and can be subtle. It can consist of, including but not limited to: <ul style="list-style-type: none"> ○ threats and intimidation ○ harassment and stalking ○ defamation ○ rejection and exclusion ○ identify theft 	<ul style="list-style-type: none"> • calling for assistance if required • communicating the accident, injury or emergency to relevant people • following evacuation procedures, including knowing where the fire exits and correct assembly points are located <p>S3.32 The student must be able to recognise the difference between pastoral and academic issues in order to implement the most appropriate strategy.</p> <ul style="list-style-type: none"> • academic issues relate to educational progress and achievement • pastoral issues relate to personal, social, emotional and behavioural problems <p>S3.33 The student must be able to foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements, including but not limited to:</p> <ul style="list-style-type: none"> • supporting learning and development to take place according to the needs of the pupils • addressing behavioural issues immediately and fairly • carry out risk assessments as appropriate • giving praise and encouragement • giving pupils opportunities to be independent and take ownership of their learning <p>S3.34 The student must be able to use appropriate strategies to prepare and support pupils during transitions and significant life events, including but not limited to:</p> <ul style="list-style-type: none"> • providing information and giving opportunities to ask questions • moving-up days or visits to new settings • assemblies • personal, social, health and economic (PSHE) education lessons • using targeted activities and resources • implementing a buddy system • liaising with parents/carers • referring pupils to appropriate support
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<ul style="list-style-type: none"> ○ publically posting personal information about other people ○ manipulation ● cyber-grooming – when someone builds a relationship with a pupil online so they can abuse, exploit or traffic them <p>The students must understand the signs of cyber-bullying and cyber-grooming, including but not limited to the pupil:</p> <ul style="list-style-type: none"> ● spending more or less time online ● acting out of character ● changes in appearance ● 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 <p>K3.4 The student must understand a range of signs of common illnesses/infections and the associated symptoms, so that are able to respond appropriately should a pupil display any, including but not limited to:</p> <ul style="list-style-type: none"> ● chickenpox: <ul style="list-style-type: none"> ○ rash (spots) ○ fever ● measles: <ul style="list-style-type: none"> ○ appearance of bad cold ○ cough ○ sore watery eyes ○ fever ○ rash (raised spots) ● mumps: <ul style="list-style-type: none"> ○ fever ○ pain and swelling under the chin ○ discomfort when chewing ● slapped cheek disease: <ul style="list-style-type: none"> ○ fever 	<p>S3.35 The student must be able to provide a calm and accepting environment which allows pupils to experience and express their feelings safely, including but not limited to:</p> <ul style="list-style-type: none"> ● celebrating differences as well as similarities ● having quiet areas for pupils to use ● modelling positive behaviour and relationships ● actively listening to pupils ● modelling organisational skills <p>S3.36 The student must be able to use appropriate strategies to support pupils in managing failure and disappointment, including but not limited to:</p> <ul style="list-style-type: none"> ● developing an environment where pupils are not afraid to fail ● praising pupils' best efforts ● highlighting own mistakes and modelling how to deal appropriately with failure ● knowing when to step back and allow the pupils to fail ● supporting pupils to learn from their experience <p>S3.37 The student must be able to help pupils choose realistic goals that are challenging but achievable by working with pupils to create targets which are specific, measurable, achievable, realistic and time-bound (SMART).</p> <p>S3.38 The student must be able to support the development of perseverance, self-reliance and curiosity, including but not limited to:</p> <ul style="list-style-type: none"> ● helping pupils develop strategies to overcome challenges ● creating an enabling learning environment ● using pupils' interests to develop learning activities to promote enhanced curiosity and perseverance ● providing activities that encourage independence ● ensuring stretch and challenge
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<ul style="list-style-type: none"> ○ nasal discharge ○ bright red rash on cheeks/body ● rubella: <ul style="list-style-type: none"> ○ mild cold ○ rash (flat spots) ○ swollen glands ● whooping cough: <ul style="list-style-type: none"> ○ similar to cough and cold, gradually getting worse ○ coughing fits ○ difficulty in breathing ○ possible choking and vomit ○ may experience a whooping noise when breathing in ● colds: <ul style="list-style-type: none"> ○ runny nose ○ cough ○ raised temperature ○ sore throat ● conjunctivitis: <ul style="list-style-type: none"> ○ red, sticky eyes ○ yellow discharge ● ear infection: <ul style="list-style-type: none"> ○ ear pain ○ difficulty hearing ● viral infection: <ul style="list-style-type: none"> ○ diarrhoea ○ constipation ○ stomach pain ○ sickness ○ loss of appetite ● head lice: <ul style="list-style-type: none"> ○ itchy scalp ○ eggs on hair shaft ○ lice ○ hand, foot and mouth disease: ○ sore throat 	<p>S3.39 The student must be able to encourage pupils to take decisions and make informed choices, including but not limited to:</p> <ul style="list-style-type: none"> ● providing opportunities to make choices and decisions ● helping pupils to consider all the information available ● using coaching techniques for older pupils ● involving pupils in voting and debates ● letting older pupils run clubs or interest groups <p>S3.40 The student must be able to model good behaviour, including but not limited to:</p> <ul style="list-style-type: none"> ● being punctual ● dressing appropriately ● demonstrating good manners ● acting responsibly ● remaining calm ● not interrupting when others are speaking ● treating others with respect <p>S3.41 The student must be able to support pupils to develop strategies to manage their own behaviour, including but not limited to:</p> <ul style="list-style-type: none"> ● supporting pupils to deal with conflict effectively and taking time to understand how others may feel ● actively listening and asking questions to help pupils verbalise feelings ● managing their emotions and behaviour ● reassuring pupils that you are there to support them ● giving pupils opportunities to practise socialisation skills such as sharing and turn-taking ● responding to challenges appropriately <p>S3.42 The student must be able to recognise patterns and triggers to avoid inappropriate behavioural responses, including:</p> <ul style="list-style-type: none"> ● observing the pupil to identify early warning signs
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<ul style="list-style-type: none"> ○ high temperature ○ lack of appetite ○ mouth ulcers ○ blisters and rash on hands and feet ● meningitis: <ul style="list-style-type: none"> ○ fever ○ pale blotchy skin ○ stiff neck ○ cold hands and feet ○ confusion ○ muscle pain ○ severe headache <p>The student must understand the signs that require immediate medical intervention, including but not limited to:</p> <ul style="list-style-type: none"> ● raised temperature ● rash ● unresponsive ● difficulty breathing <p>K3.5 The student must understand how illnesses and infections are spread, including but not limited to:</p> <ul style="list-style-type: none"> ● 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 <p>The student must understand how to prevent and control infection, including but not limited to:</p> <ul style="list-style-type: none"> ● modelling and encouraging effective hygiene practice to pupils ● promoting immunisation ● removing unwell children or staff members from the setting ● following hygiene processes and procedures 	<ul style="list-style-type: none"> ● taking note of what is going on around the pupil when the behaviour begins ● working with parents/carers and other professionals to identify potential triggers <p>The student must be able to take appropriate actions and pre-empt problems, including:</p> <ul style="list-style-type: none"> ● updating pupil records regarding triggers for challenging behaviour ● being aware of how to deal with inappropriate behaviours ● planning activities and learning opportunities that take into account individual pupils' needs and peer relationships ● responding quickly to warning signs
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<ul style="list-style-type: none"> • being aware of the required exclusion periods • report notifiable diseases to the local authority <p>K3.6 The student must understand the difference between accidents, injuries or emergency situations, including but not limited to:</p> <ul style="list-style-type: none"> • accidents – such as a spillage or breakage, a trip, slip or fall • injuries – such as a graze, cut, bump or broken bone • emergency situations – such as endangering life - for example, fire, threat of harm or violence, gas leak, lockdown <p>The student must understand how to respond to accidents, injuries or emergency situations, including but not limited to:</p> <ul style="list-style-type: none"> • following the policies and procedures for dealing with the situations within the setting • acting within the responsibilities and limitations of their role • recording and reporting appropriately <p>K3.7 The student must understand how a range of factors can contribute to pupils' wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • physical: <ul style="list-style-type: none"> ○ sleep and rest ○ physical activity ○ health and nutrition • emotional: <ul style="list-style-type: none"> ○ stable and safe environments ○ adult care ○ secure attachments ○ interpersonal relationships <p>The student must understand how the following signs may indicate a lack of one or more of the above factors:</p> <ul style="list-style-type: none"> • poor appearance and hygiene 	
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<ul style="list-style-type: none"> • recurring health problems • not meeting developmental milestones • negative self-concept • changes in behaviour • inappropriate behaviour such as attention seeking, stealing or emotional instability <p>K3.8 The student must understand a range of transitions that a pupil will experience through school and the possible positive and negative effects on pupils' wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • starting and leaving school • transition between schools • moving between key stages • puberty • undertaking significant tests or assessments <p>Possible positive and negative effects, including but not limited to:</p> <ul style="list-style-type: none"> • changes in motivation or confidence • excitement about the new experience or challenge • change in levels of resilience and self-reliance • development of independence • development of maturity • anxiety • uncharacteristic behaviour • disengagement in education or activities • lack of concentration • problems eating or sleeping • lack of self-care <p>K3.9 The student must understand why stable adult and peer relationships are important and the impact of disruption, including placement disruption on a pupil's development and behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • insecurity and withdrawn behaviour 	
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- frustration and aggressive behaviour
- lack of self-esteem and confidence
- not meeting academic milestones

K3.10 The student must understand how a range of factors, in relation to family context, may impact on parenting:

- family structure, including but not limited to:
 - how the number of parents in a household may affect time available to engage in children's education
- parenting style, including but not limited to:
 - how this impacts on the types of boundaries and interactions parents have with children
- income, including but not limited to:
 - how this may positively or negatively impact on stress within families and opportunities for children
- education, including but limited to:
 - how this impacts on parental expectations and engagement with their children's education
- culture, including but not limited to:
 - how this impacts on parental values, norms and traditions
- stress and mental health, including but not limited to:
 - how this impacts on family interactions inside and outside of the home

K3.11 The student must understand why physical care needs of pupils are important and the impact they may have on health and development, in accordance with Maslow's hierarchy of needs.

The student must understand how adults can support physical care for pupils appropriate to the age and stage of development, including but not limited to:

- nutrition
- hydration
- rest/sleep

<ul style="list-style-type: none">• physical activity, including access to the outdoors• suitable clothing for activities• safety needs• consideration for medical conditions <p>K3.12 The student must understand the positive impact of helping pupils to develop self-care skills and the strategies that can be used to support this, including but not limited to:</p> <ul style="list-style-type: none">• promoting good hygiene routines – such as using the toilet, hand washing, encouraging bathing and hair care• encouraging self-care and independence• promoting healthy food choices• encouraging care of belongings• understanding how to keep themselves safe <p>K3.13 The student must understand the connection between pupils relating to others and their emotional resilience and wellbeing, and how this affects a pupil's ability to, including but not limited to:</p> <ul style="list-style-type: none">• resolve problems• develop empathy• communicate their needs• develop a support network• understand the difference between right and wrong• listen to feedback and advice <p>K3.14 The student must understand the possible impact of inappropriate behaviours, including but not limited to:</p> <ul style="list-style-type: none">• regression• withdrawal• attention seeking• anti-social behaviour• self-damaging behaviour	
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The student must understand the approaches to the management of negative behaviours, including but not limited to:

- establishing the cause of the behaviours
- involving pupils in setting rules and boundaries
- applying rules fairly and consistently in line with the setting's policies
- modelling and reinforcing positive behaviour
- clarifying expectations on an ongoing basis
- building positive relationships
- collaborative problem solving
- praise, encouragement and use of incentives
- encouraging self-regulation

K3.15 The student must understand the strategies to help pupils understand, express and manage their feelings, including but not limited to:

- creating an enabling environment
- teaching pupils strategies to manage their feelings
- modelling appropriate behaviours
- providing a safe place for pupils to talk
- developing an awareness of the 'language to express feelings'
- using targeted activities and resources

The student must understand the benefits of pupils being able to understand, express and manage their feelings, including but not limited to:

- helping prepare them for adult life
- have fewer behavioural issues
- have more positive and stable relationships
- have a positive self-concept
- have good mental health and wellbeing
- being able to contextualise experiences

K3.16 The student must understand the positive effects of encouraging pupils to challenge and test their abilities, including but not limited to:

- increasing motivation and interest
- experiencing regular success
- making effective progress
- developing emotional resilience
- learning from mistakes
- increasing confidence

The student must understand how the above effects can impact on pupils' self-esteem and progress.

K3.17 The student must understand why the following policies and procedures are important within a school:

- first aid:
 - preserves life
 - prevents the condition worsening
 - promotes recovery
 - knowing the appropriate actions to take
- health and safety:
 - protects the wellbeing of pupils and staff
 - knowing the requirements and boundaries of own role
 - knowing the appropriate actions to take
 - knowing who to report to and lines of responsibility
- recording and reporting incidents:
 - complies with legislation
 - helps complete future risk assessments
 - helps develop solutions to potential risks

K3.18 The student must understand the link between Henri Tajfel's and John Turner's social identity theory and a pupil's self-concept.

<p>The student must understand how a range of factors can affect a pupil's self-concept, including but not limited to:</p> <ul style="list-style-type: none">• the expectations and reactions of adults and peers• age• media• culture• abuse• relationships• identity• socio-economic background• environment <p>The student must understand how to support the development of a positive self-concept, including but not limited to:</p> <ul style="list-style-type: none">• celebrating the diversity and individuality of all pupils• role modelling• implementing praise and reward strategies in the setting, such as star/helper of the day <p>The student must understand opportunities to support a pupil's self-efficacy through:</p> <ul style="list-style-type: none">• mastery experiences• vicarious experience• modelling experience• emotional and physical experience <p>K3.19 The student must understand why it's important to give pupils independence and control, including but not limited to:</p> <ul style="list-style-type: none">• 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	
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<ul style="list-style-type: none"> • improves academic performance • engages pupils' curiosity in learning • develops new skills • begins to assess risks • develops a sense of achievement • increases motivation • increases confidence • increases pupils' understanding of own strengths and limitations <p>K3.20 The student must understand how a range of factors impact on pupils' behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • lack of secure attachments • planned or unplanned transition • safeguarding needs • short-term factors: <ul style="list-style-type: none"> ○ tiredness ○ hunger ○ stress ○ changes to routine <p>The student must understand the link between the factors and the following changes in behaviour that a pupil may display, including but not limited to:</p> <ul style="list-style-type: none"> • distress • acting out of character • regression • withdrawal • attention seeking • anti-social behaviour • self-damaging behaviour • depression and anxiety <p>K3.21 The student must understand why it's important to recognise and reward positive behaviour with reference to behaviourist approaches, including but not limited to:</p> <ul style="list-style-type: none"> • operant conditioning: 	
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- Skinner
- Thorndike
- classical conditioning:
 - Watson
- social learning theory:
 - Bandura

The student must understand how to reward positive behaviour in an age and stage appropriate way, including but not limited to:

- verbal praise
- reward charts
- merit certificates
- assemblies
- house/class points
- agreed enrichment activities
- feeding back to pupils/parents/carers

K3.22 The student must understand the expected levels of self-reliance and social behaviour at different ages and developmental stages, including but not limited to:

- pupils aged 5 to 7 will typically:
 - start to understand what it means to be embarrassed
 - have preferred friends
 - take turns and share
 - understand the purpose of rules
 - seek approval from adults
 - respond well to being given responsibilities
- pupils aged 7 to 12 will typically:
 - be more settled and predictable
 - have a wider circle of friends
 - form close friendships with same-sex peers
 - have greater empathy
- pupils aged 12 to 16 will typically:
 - experience a range of emotional changes with puberty

<ul style="list-style-type: none"> ○ enjoy the feeling of maturity ○ still require adult support and guidance ○ value friends' and others' opinions more • pupils aged 16 to 19 will typically: <ul style="list-style-type: none"> ○ still need guidance as they develop in emotional maturity 	
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Performance outcome 4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

Knowledge - What you need to teach	Skills - What you need to teach
<p>K4.1 The student must understand theories of language acquisition and how speech and language may impact on pupils' development, including but not limited to:</p> <ul style="list-style-type: none"> • cognition and learning • ability to verbalise and express thoughts • ability to reason and discuss • ability to socialise and interact with adults and peers <p>Theories of language acquisition, including but not limited to:</p> <ul style="list-style-type: none"> • Chomsky • Piaget • Bruner • Vygotsky • BF Skinner <p>The student must understand how a range of factors may affect communication and speech development, including but not limited to:</p> <ul style="list-style-type: none"> • environment • sensory and physical impairments • EAL • long-term medical conditions • communication and language delays and disorders 	<p>S4.9 The student must be able to recognise and act when there are causes for concern regarding a pupil's development by, including but not limited to:</p> <ul style="list-style-type: none"> • collecting and assessing evidence to support concerns • using information from formal and informal observations and assessments • sharing the information with teachers, parents/carers and SENDCO • following setting's policies and procedures <p>S4.10 The student must be able to plan and provide activities to meet pupils' additional needs by, including but not limited to:</p> <ul style="list-style-type: none"> • using all available information about a pupil to plan the activities • working in partnership with parents and/or carers and other professionals, where appropriate <p>S4.11 The student must be able to differentiate work provided by the teacher, depending on the individual needs by, including but not limited to:</p> <ul style="list-style-type: none"> • providing resources as needed to meet the individual learning needs of the pupil • allowing a differentiated amount of time to complete activities

<ul style="list-style-type: none"> • autistic spectrum disorder <p>K4.2 The student must understand a range of cognitive difficulties and how they may impact on language development, communication, behaviour and education, including but not limited to:</p> <ul style="list-style-type: none"> • cognitive difficulties: <ul style="list-style-type: none"> ○ 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 which includes symptoms that may include inattentiveness, hyperactivity and impulsiveness • impacts, including but not limited to: <ul style="list-style-type: none"> ○ difficulties communicating ○ difficulties accessing the curriculum ○ low self-esteem ○ difficulties interacting with peers ○ poor organisational skills ○ behavioural problems ○ withdrawal ○ anxiety ○ reduced academic performance <p>K4.3 The student must understand the relationship between pupil self-esteem and self-management and how this can impact on their education, both positively and negatively, including but not limited to:</p> <ul style="list-style-type: none"> • pupils with low self-esteem may struggle with their own self-concept, believe they are not good enough, be less organised in their approach to their learning, and be less likely to ask for help 	<ul style="list-style-type: none"> • using appropriate technology • modifying or simplifying tasks • talking through the activity with the pupil to ensure understanding <p>S4.12 The student must be able to support in the delivery of education, health and care plans by, including but not limited to:</p> <ul style="list-style-type: none"> • understanding the required adjustments, interventions and support • discussing the expected impact on development, progress or behaviour • working in partnership towards the desired outcomes for the child • delivering and feeding back on agreed interventions • developing further actions with the teacher, parents/carers and other professionals where appropriate <p>S4.13 The student must be able to recognise and differentiate approaches to meet pupils’ individual needs to support them in accessing the curriculum by:</p> <ul style="list-style-type: none"> • using different communication methods when working with pupils with SEND, including but not limited to: <ul style="list-style-type: none"> ○ visual supports ○ sign language or British Sign Language ○ technologies such as AAC • using a range of strategies to communicate when working with pupils with different needs, including but not limited to: <ul style="list-style-type: none"> ○ visual prompts and cues including non-verbal communication ○ picture exchange communication systems (PECS) ○ developing vocabulary ○ developing social skills to support communication • having a flexible approach in order to respond and adapt to pupils’ needs and the situation <p style="text-align: right;">(GDC2)</p>
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<ul style="list-style-type: none"> • pupils with high self-esteem, however, will feel a greater sense of efficacy and self-worth, and be more motivated to effectively manage their own learning. This could also result in a pupil becoming over confident <p>K4.4 The student must understand how a range of services can support pupils who have been abused, bullied or persecuted, or who are at risk of harm or danger or becoming involved in offending behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • charities (NSPCC, Barnardo’s, Child Exploitation Online Protection Centre (CEOP) - 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) – ensures that organisations work together to protect children or young people • Child and Adolescent Mental Health Services (CAMHS) – working with pupils who may be suffering from mental health issues or learning difficulties • school or college – should identify signs of abuse or bullying and refer any concerns to appropriate professionals • 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 <p>K4.5 The student must understand the definition of a parent and carer as:</p> <ul style="list-style-type: none"> • all biological parents, whether they are married or not • any person who, although not a biological parent, has parental responsibility for a child/young person – this could be an adoptive parent, a step-parent, a guardian or other relative • any person who, although not a biological parent and does not have parental 	<p>As part of S4.13 the student must be able to use a range of technology to effectively support pupils with specific needs such as dyslexia, dyscalculia or English as an additional language. This may include audio, visual, animated, virtual or augmented technologies.</p> <p>S4.14 The student must be able to encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions by, including but not limited to:</p> <ul style="list-style-type: none"> • using praise • giving effective feedback • getting to know your 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 required <p>S4.15 The student must be able to support pupils’ social inclusion by, including but not limited to:</p> <ul style="list-style-type: none"> • understanding the individual needs of pupils • delivering intervention sessions that focus on addressing areas for development, such as turn-taking, communication skills, proximity and wider friendship skills • supporting lesson activities with the wider class to encourage the active participation of all pupils • contribute to school initiatives that focus on social inclusion, such as anti-bullying campaigns • encouraging understanding and interactions from peers <p>S4.16 The student must be able to provide opportunities that allow pupils to experience</p>
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<p>responsibility, has care of a child or young person</p> <p>The student must understand the responsibilities parents and carers have in their children's lives:</p> <ul style="list-style-type: none"> • providing a home for the child/young person and meeting their emotional needs • protecting and maintaining the child/young person • disciplining the child/young person • choosing and providing for the child's/young person's education • agreeing to the child's/young person's medical treatment • looking after the child's/young person's property <p>The student must understand the legal rights of parents and carers in relation to the education system to:</p> <ul style="list-style-type: none"> • receive information from the school, such as pupil reports • participate in statutory activities, such as voting in elections for parent governors • be asked to give consent, such as to the child taking part in school trips • be informed about meetings involving the child such as parents' evenings and educational reviews <p>K4.6 The student must understand the possible practical and emotional impacts that having a child with a disability or special educational need may have on a family, including but not limited to:</p> <ul style="list-style-type: none"> • practical: <ul style="list-style-type: none"> ○ practicalities of the disability or special education need itself (equipment, toileting needs, relationships with others, managing hospital appointments and taking medication on time) ○ coping with everyday challenges (attitudes of others, decision making, knowing the best course of action) 	<p>a sense of achievement and encourage independence by, including but not limited to:</p> <ul style="list-style-type: none"> • working with pupils to create smart targets • celebrating success • diversifying the school curriculum, such as in sport • providing social skills • devising appropriate learning activities <p>S4.17 The student must be able to support pupils with disabilities or special educational needs by providing care and encouragement, including but not limited to:</p> <ul style="list-style-type: none"> • listening to pupils and talking with them when needed • providing support and any medical care • enabling the support of other pupils • providing encouragement on a day to day basis <p>S4.18 The student must be able to support pupils' confidence and self-esteem in order to help them manage their own learning by, including but not limited to:</p> <ul style="list-style-type: none"> • 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 and trying hard • supporting pupils in organising their learning and talking through their approach • encouraging a level of challenge which gives pupils opportunities to succeed • working with experienced staff to support pupils <p>S4.19 The student must be able to support the development of a positive self-concept through, including but not limited to:</p> <ul style="list-style-type: none"> • establishing a welcoming environment • focusing on the pupils' needs • facilitating self-praise
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<ul style="list-style-type: none"> ○ increased demands on time ○ cost of equipment, training, specific foods or medicines ● emotional: <ul style="list-style-type: none"> ○ impact on other children in the family (less time/money for them, jealousy, possible influences on behaviour) ○ impact on parents and carers (tiredness, stress, relationship difficulties, emotional concerns about child) <p>K4.7 The student must understand the potential barriers pupils may face in the learning environment:</p> <ul style="list-style-type: none"> ● environment, including but not limited to: <ul style="list-style-type: none"> ○ accessibility ○ suitability ● teaching and learning, including but not limited to: <ul style="list-style-type: none"> ○ teaching quality ○ lack of support ○ poorly planned and organised teaching ○ limited or no differentiation ● the pupil, including but not limited to: <ul style="list-style-type: none"> ○ learning or behavioural difficulties ○ peer pressure ○ low ability <p>The student must understand how to support pupils to overcome potential barriers, including but not limited to:</p> <ul style="list-style-type: none"> ● environment: <ul style="list-style-type: none"> ○ ensuring that lighting and noise levels are appropriate ○ making adjustments to the physical space to accommodate disabilities ○ ensuring availability of appropriate resources ● teaching and learning: <ul style="list-style-type: none"> ○ clarifying learning objectives for pupils 	<ul style="list-style-type: none"> ● promoting individual responsibility and accountability for choices ● helping pupils to set realistic goals ● praising positive attitudes and behaviours ● helping pupils to reframe negative thinking <p>S4.20 The student must be able to provide social and physical support by, including but not limited to</p> <ul style="list-style-type: none"> ● working one to one in a wider classroom environment to support pupils with their social skills ● providing appropriate interventions for pupils' individual needs ● understanding the roles and responsibilities of a teaching assistant in providing physical support for identified pupils ● working within the boundaries of own role <p>S4.21 The student must be able to promote equality of opportunity and anti-discriminatory practice by, including but not limited to:</p> <ul style="list-style-type: none"> ● challenging discrimination ● celebrating diversity of culture and family background within the setting ● modelling appropriate behaviour ● partnership working with parents/carers and other professionals ● ensuring individual needs and interests are considered in planning and provision ● providing appropriate resources and adapting as necessary <p>S4.22 The student must be able to provide support to bilingual pupils or those with EAL to ensure they are able to access the full curriculum, using appropriate strategies including but not limited to:</p> <ul style="list-style-type: none"> ● understanding and developing a basic vocabulary in pupils' first language ● using pictures and photographs to help pupils make sense of new information ● using tables or grids to help pupils organise their thinking
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<ul style="list-style-type: none"> ○ adapting learning activities to pupils' individual needs, including using AAC ○ providing bilingual resources to pupils with EAL ○ ensuring resources are prepared in advance ○ preparing and understanding resources in advance ○ providing appropriate feedback to support progression ○ include all pupils in the activity, and consider their needs and interests ● the pupil: <ul style="list-style-type: none"> ○ intervening to manage disruptive behaviour ○ keeping pupils focused on tasks ○ encouraging pupils to participate ○ breaking down learning into smaller steps as needed ○ following a pupil's education, health and care plan (EHCP) where appropriate ○ referring any concerns to appropriate colleagues or professionals ○ developing confidence and self-esteem <p>K4.8 The student must understand a range of strategies that support pupils to access the curriculum, including but not limited to:</p> <ul style="list-style-type: none"> ● modifying or adapting learning activities ● using targeted interventions ● using resources which are accessible to all in order to support learning ● providing individual attention or support when needed ● providing motivation and encouragement ● use of specific equipment, materials and resources and skills including communication systems such as AAC, use of technology, hearing loops ● knowing about and working towards pupils' individual targets 	<ul style="list-style-type: none"> ● thinking about the language demands of the curriculum in advance and planning useful resources ● using drama and role play to make learning memorable and encourage empathy ● getting pupils to work with partners or in small groups using the language for a specific purpose rather than out of context ● maintaining and developing pupils' first language alongside improving their English ● providing opportunities to talk before writing and using drills to help pupils memorise new language ● supporting language development through key phrases and structures rather than key words <p>S4.23 The students must be able to value a pupil's home language and support them to acquire English by, including but not limited to:</p> <ul style="list-style-type: none"> ● incorporating a variety of languages into the classroom environment ● involving parents and carers in school events ● using audio texts in the first language to enhance comprehension of English texts ● using bilingual resources such as books and dictionaries ● pairing pupils, where possible, to work initially in language groups and feed back in English ● using culturally relevant resources ● celebrating different cultures and languages through the wider curriculum
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Occupational specialism – Supporting and Mentoring Students in Educational Settings

Knowledge and skills are set out side-by-side within their themed sections. The numbering is sequential throughout the performance outcome, from the first knowledge statement, following on through the skills statements. The 'K' and 'S' indicate whether the statement belongs to knowledge or skills.

Mandatory content

Performance outcome 1: Advise, guide and supervise mentees to acquire the most benefit from their educational programme

Performance outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience

Performance outcome 3: Support student mentors' progress and wellbeing

Performance outcome 4: Promote students' motivation, aspiration and engagement

Performance outcome 1: Advise, guide and supervise mentees to acquire the most benefit from their educational programme

Knowledge - What you need to teach	Skills - What you need to teach
<p>K1.1 The student mentor must understand the differences between vocational and pastoral advice and guidance:</p> <ul style="list-style-type: none"> • vocational advice and guidance: intended to enable mentees to develop new perspectives and make informed choices about educational and occupational progression • pastoral advice and guidance: intended to enable mentees to understand themselves, their needs, overcome personal barriers and resolve issues with safety and wellbeing <p>The student mentor must understand the difference between information, advice and guidance:</p> <ul style="list-style-type: none"> • information: the provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice, and how to access it • advice: a possible course of action is suggested based on the mentee's goals and circumstances 	<p>S1.8 The student mentor must be able to comply with relevant regulatory and legal standards, in relation to:</p> <ul style="list-style-type: none"> • ethical practice: <ul style="list-style-type: none"> ○ acting with integrity: working in an honest, lawful, professional and accountable way ○ maintaining confidentiality of any relevant information disclosed within mentoring sessions ○ declaring any conflicts of interests, for example, personal relationships or prior involvement with the mentee ○ reporting unethical or unprofessional behaviour observed in colleagues ○ ensuring excellent practice: only carrying out tasks they are trained and fit to do and referring mentees to more experienced colleagues where appropriate • regulatory and legal standards:

<ul style="list-style-type: none"> • guidance: help or impartial advice about actions which could be taken based on the mentee's goals and circumstances <p>The student mentor must understand the considerations to make prior to implementing vocational/pastoral advice and guidance, including but not limited to:</p> <ul style="list-style-type: none"> • the mentee's current situation • the most appropriate approach for the mentee's needs, for example, information, advice or guidance • whether there is a crisis moment which requires a quick decision, for example, does the mentee require immediate referral to other professionals to prevent risk or harm? <p>The student mentor must understand the key concepts of Zachary's Four-phase Mentoring Model (2000):</p> <ul style="list-style-type: none"> • Preparing: evaluating own motivations and skills to assess the viability of the relationship and identify own areas for development • Negotiating: agreeing learning goals with the mentee and establishing ground rules and expectations • Enabling: establishing and maintaining a positive and constructive relationship through effective communication • Closing: evaluating, acknowledging and celebrating the achievement of the mentee's learning goals and reflecting on own personal and professional development <p>K1.2 The student mentor must understand the basic principles of the following techniques and how to use them in order to support the mentee's progress, including but not limited to:</p> <ul style="list-style-type: none"> • effective questioning techniques: <ul style="list-style-type: none"> ○ using a range of questioning techniques, for example, open and closed questions ○ using appropriate non-verbal cues, for example, body language and proximity 	<ul style="list-style-type: none"> ○ promoting equality of opportunity and inclusion, for example, The Equality Act 2010 ○ safeguarding, for example, Keeping Children Safe in Education 2021 ○ ensuring health and safety, for example, Health and Safety at Work etc. Act 1974 ○ ensuring confidentiality, for example, 'General Data Protection Regulation (GDPR) 2018' <p>S1.9 The student mentor must be able to maintain professional boundaries with mentees by, including but not limited to:</p> <ul style="list-style-type: none"> • establishing and maintaining rules, as part of the mentoring contract • working within limits and boundaries of own role • keeping the mentoring relationship structured and focused • respecting confidentiality while ensuring the mentee's safety and wellbeing • respecting all mentees' personal space and privacy • ensuring mutual respect and trust • using appropriate language <p>S1.10 The student mentor must be able to comply with the 'General Data Protection Regulation (GDPR) 2018', when maintaining appropriate records from the mentoring sessions, including but not limited to:</p> <ul style="list-style-type: none"> • recording data accurately • maintaining confidentiality of data • ensuring personal data and records are stored securely • only sharing information when appropriate <p>S1.11 The student mentor must be able to comply with internal and external quality assurance requirements, including but not limited to:</p> <ul style="list-style-type: none"> • using the educational setting's standardised forms to record mentoring sessions • accurately recording mentoring sessions within agreed timescales
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<ul style="list-style-type: none"> ○ using the appropriate level of vocabulary ○ using instructional scaffolding ● active listening techniques: <ul style="list-style-type: none"> ○ interpreting and evaluating ○ interpreting non-verbal cues, for example, body language ○ allowing thinking time ○ paraphrasing/reflecting back for confirmation ● assertive techniques: <ul style="list-style-type: none"> ○ being open and honest when communicating ○ using constructive, non-confrontational language <p>K1.3 The student mentor must understand why it is important to plan authentic or realistic work-based learning for mentees, including but not limited to:</p> <ul style="list-style-type: none"> ● engaging the mentee in education through practical experience ● meeting curriculum outcomes ● enabling mentees to apply academic and technical skills ● developing the mentee’s employability skills and capacity for progression <p>K1.4 The student mentor must understand their role in supporting a mentee’s progress and development, including but not limited to:</p> <ul style="list-style-type: none"> ● agreeing and writing action plans ● setting clear and manageable targets ● organising and leading drop-in sessions and events ● supporting mentees with expected and unexpected transitions ● scheduling regular mentoring sessions to maintain momentum ● liaising with parents/carers to offer advice and support, where appropriate ● liaising with other professionals in accordance with referral procedures 	<ul style="list-style-type: none"> ● complying with audit requirements, including risk assessments of the mentoring environment, for example, to ensure the environment is an accessible, safe and confidential space ● following relevant statutory guidance ● following the educational setting’s policies and procedures, for example, maintaining professional boundaries, sharing and storing mentees’ information, referring any concerns to relevant staff or agencies, for example, mental health, radicalisation <p>S1.12 The student mentor must be able to promote equality of opportunity and anti-discriminatory practice by:</p> <ul style="list-style-type: none"> ● requesting reasonable adjustments as appropriate, for example, extra time to complete assessments ● supporting a positive ethos ● modelling positive behaviour ● celebrating diversity ● treating mentees as individuals ● recognising and removing barriers to participation ● addressing, and encouraging mentees to address prejudicial and discriminatory behaviour ● advocating on the mentee’s behalf, where appropriate ● referring or signposting mentees to appropriate support, when required <p>S1.13 The student mentor must be able to promote an ethos of motivation, aspiration and a passion for education by developing a mentee’s intrinsic motivation, including but not limited to:</p> <ul style="list-style-type: none"> ● setting achievable goals ● encouraging self-reflection ● using appropriate praise and incentives ● celebrating successes ● identifying and referring to appropriate role models
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<p>K1.5 The student mentor must understand how to provide valid evidence of a mentee's progress and achievement, including but not limited to:</p> <ul style="list-style-type: none"> • previous and current data: <ul style="list-style-type: none"> ○ retention and achievement figures ○ attendance and progress records ○ records of assessment • the mentee's self-assessment based on specific targets • records and documentation from mentoring sessions • feedback from others <p>K1.6 The student mentor must understand how information and learning technology (ILT) is used to support the mentoring process and the mentee's development, including but not limited to:</p> <ul style="list-style-type: none"> • supporting the mentoring process by: <ul style="list-style-type: none"> ○ generating reports and tracking the mentee's progress ○ using online initial assessment results ○ working in partnership with wider teams ○ arranging meetings and staying in contact with the mentee, for example, virtual meetings ○ gathering feedback on own practice • supporting the mentee's development by: <ul style="list-style-type: none"> ○ using virtual learning environments ○ using game-based learning ○ using assistive technology, for example, Augmentative and Alternative Communication (AAC) ○ using online learning programmes <p>K1.7 The student mentor must understand the importance of adhering to quality assurance requirements relating to the mentoring environment, including but not limited to:</p> <ul style="list-style-type: none"> • complying with legal and statutory requirements 	<p>S1.14 The student mentor must be able to use an appropriate mentoring model to give practical, technical and/or pastoral support and guidance, such as:</p> <ul style="list-style-type: none"> • GROW (Whitmore, 1992): <ul style="list-style-type: none"> ○ Goal setting: agreeing and understanding the mentee's goals for the session ○ Reality checking: exploring the facts and the mentee's feelings around the identified issue or topic ○ Options/Obstacles: exploring the options, solutions or barriers with the mentee to help resolve or move the issue or topic along ○ Will/Way forward: ensuring the mentee fully understands the actions they need to take, and the support they may need, by agreeing specific actions and a timeframe for completion. • ACHIEVE (Dembowski and Eldridge, 2003): <ul style="list-style-type: none"> ○ Assess current situation: using open questioning techniques to understand the mentee's current circumstances and build rapport before focusing on a chosen area ○ Creative brainstorming of alternatives to a current situation: exploring with the mentee different approaches to the issue or topic ○ Hone goals: working with the mentee to identify or refine SMART goals ○ Initiate options: helping the mentee to explore the different options available ○ Evaluate options: helping the mentee to evaluate the different options ○ Valid action programme design: working with the mentee to develop an action plan, which should identify where the mentee is now and the steps they need to take to achieve their desired outcome ○ Encourage momentum: working with the mentee to keep them on track and maintain motivation <p>S1.15 The student mentor must be able to encourage mentees to take responsibility for their own education, by helping them to:</p>
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<ul style="list-style-type: none"> • complying with the educational setting's policies and procedures • ensuring consistency in the mentoring process within the educational setting • ensuring a safe, supportive and inclusive mentoring environment 	<ul style="list-style-type: none"> • recognise their own strengths and areas for development • create targets which are specific, measurable, achievable, realistic and time-bound (SMART) • review actions from their action plan <p>S1.16 The student mentor must be able to liaise with relevant colleagues to support the implementation of the mentee's action plan by, including but not limited to:</p> <ul style="list-style-type: none"> • contributing to review meetings • sharing the contents of the action plan, for example, sharing expectations of the mentee • ensuring consistency of expectations across colleagues • utilising support mechanisms, for example, buddying mentees with peers <p style="text-align: right;">(GDC3)</p> <p>As part of S1.16, the student mentor must be able to verbally and digitally communicate and collaborate with relevant colleagues to support the implementation of the mentee's action plan</p> <p>S1.17 The student mentor must be able to provide clear, accurate instructions and explanations of processes and concepts, including but not limited to:</p> <ul style="list-style-type: none"> • being specific and concise, repeating or explaining information, if necessary, to ensure clarity of understanding • breaking down and rewording complex ideas • setting clear expectations and timescales of any agreed actions <p>S1.18 The student mentor must be able to use appropriately varied vocabulary to ensure the mentee's understanding, by:</p> <ul style="list-style-type: none"> • using correct terminology for the subject area or topic • being able to rephrase explanations to ensure understanding • using questions to check the mentee's understanding
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	<ul style="list-style-type: none"> • using real-life experiences or examples to contextualise learning for the mentee <p style="text-align: right;">(GEC1)</p> <p>As part of S1.18 the student mentor must be able to take into account the level and experience of the mentee when giving explanations. The student mentor must be clear and unambiguous and use appropriate vocabulary for the subject area or topic</p> <p>S1.19 The student mentor must be able to use appropriate strategies within a mentoring session to enable access and engagement in education, including but not limited to:</p> <ul style="list-style-type: none"> • using appropriate and contextualised learning resources • removing unnecessary barriers • providing specific feedback • using scaffolding to build and support mentees' understanding • using open questions • presenting information in a variety of ways <p>S1.20 The student mentor must be able to use specific feedback during a mentoring session to help mentees make progress, including but not limited to:</p> <ul style="list-style-type: none"> • using factual information • providing timely feedback • providing information on what the mentee did well and areas for improvement • highlighting how the mentee has developed in their approach • ensuring the feedback is goal-orientated, realistic, achievable and actionable <p style="text-align: right;">(GEC5)</p> <p>As part of S1.20, the student mentor must be able to read, understand and synthesise information from various sources to highlight the mentee's progress and any areas of further development</p> <p>S1.21 The student mentor must be able to encourage mentees to make decisions and</p>
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	<p>informed choices by, including but not limited to:</p> <ul style="list-style-type: none"> • reflecting on current experiences • encouraging the mentee to critically analyse and evaluate their own strengths and limitations • providing information and resources that encourage mentees to make informed choices about next steps • exploring potential options to meet the needs of the mentee <p>S1.22 The student mentor must be able to support the development of perseverance, self-reliance and curiosity by, including but not limited to:</p> <ul style="list-style-type: none"> • praising the mentee's best efforts • helping the mentee develop strategies to overcome challenges and identify blind spots, for example, problem solving • modelling how to deal appropriately with failure • creating an enabling learning environment • including the mentee's interests in learning activities <p>S1.23 The student mentor must be able to support the development of a positive self-concept by, including but not limited to:</p> <ul style="list-style-type: none"> • focusing on the mentee and treating them with respect • encouraging self-praise • encouraging the mentee to take responsibility for their choices and action plan • setting realistic goals • emphasising the mentee's successes <p>S1.24 The student mentor must be able to use appropriate strategies to support mentees to manage their own behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • modelling responsible behaviour • encouraging self-reflection
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	<ul style="list-style-type: none"> • establishing clear expectations • using restorative practice approaches <p>S1.25 The student mentor must be able to support the mentee to recognise own patterns and triggers for inappropriate behaviour using an appropriate behavioural management technique, including but not limited to:</p> <ul style="list-style-type: none"> • STAR technique: <ul style="list-style-type: none"> ○ Settings: the context or environment in which the behaviour occurs ○ Triggers: the antecedents (signs or signals) which pre-empt the behaviour ○ Actions: the inappropriate behaviour itself ○ Results: the consequences of inappropriate behaviour <p style="text-align: right;">(GEC 2)</p> <p>As part of S1.25, the student mentor must be able to interpret and respond to non-verbal cues when supporting the mentee to manage their own behaviour. They must be able to present information orally using digital and non-digital tools and other aids, using the appropriate tone, register and vocabulary.</p> <p>S1.26 The student mentor must be able to reflect on the effectiveness of the educational experiences that have been provided for the mentee by regularly evaluating evidence from a range of sources:</p> <ul style="list-style-type: none"> • the mentee’s achievement of targets and priorities • feedback from the mentee • feedback from other colleagues <p>S1.27 The student mentor must be able to critically evaluate own and others’ practice by, including but not limited to:</p> <ul style="list-style-type: none"> • identifying strengths of own and others’ practice • identifying limitations of own and others’ practice, and establishing why they may not be effective • identifying areas for improvement to support the mentee’s future outcomes
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Performance outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience

Knowledge - What you need to teach	Skills - What you need to teach
<p>K2.1 The student mentor must understand how assessors, coaches and teachers provide practical help with assessment processes and requirements, including but not limited to:</p> <ul style="list-style-type: none"> • assessors: <ul style="list-style-type: none"> ○ carrying out observations throughout the study programme and work experience ○ making judgements based on the assessment requirements ○ giving constructive, supportive and developmental feedback regarding progress and achievement ○ sharing information with colleagues • coaches: <ul style="list-style-type: none"> ○ supporting access to learning by using appropriate strategies and resources ○ working with other colleagues to help plan, evaluate and adjust learning activities as appropriate ○ providing motivation for the mentee • teachers: <ul style="list-style-type: none"> ○ planning, preparing and delivering lessons ○ encouraging participation and maintaining motivation ○ tracking progress and sharing this with relevant colleagues ○ providing targeted feedback to support improvements <p>K2.2 The student mentor must understand the roles of workplace and education provider colleagues in contributing to mentees fulfilling their action plans, including but not limited to:</p>	<p>S2.7 The student mentor must be able to plan education and work placement/experiences to meet the mentee's needs, taking into account:</p> <ul style="list-style-type: none"> • the programme requirements • the mentee's individual needs, access arrangements and preferences • barriers to education and work placement/experiences (financial, physical, social) • existing stakeholder/employer contacts <p>S2.8 The student mentor must be able to provide structured education opportunities that meet the mentee's needs and prepare them for work placement/experience, including but not limited to:</p> <ul style="list-style-type: none"> • engaging with employers to develop pre-work placement/experience activities, for example, to develop the mentee's employability skills and help prepare them for the work placement/experience • researching the work placement/experience setting • roleplaying interviews • engaging with employers to develop an appropriate induction programme for the mentee • working with mentees to develop agreed objectives for the work placement/experience <p>S2.9 The student mentor must be able to work with colleagues and others to organise work placement/experiences that meet the needs of the mentee and the demands of their course of study, by:</p>

<ul style="list-style-type: none"> • careers advisors: <ul style="list-style-type: none"> ○ providing advice and guidance to mentees about: <ul style="list-style-type: none"> ▪ skills development ▪ suitable training courses ▪ job application process and CV writing ▪ suitable careers • workplace co-ordinators: <ul style="list-style-type: none"> ○ sourcing and securing appropriate and engaging work experience activities with employers ○ ensuring employers are aware of any issues which may impact on the workplace experience, in line with confidentiality ○ maintaining records and feedback of the mentee's experiences and outcomes and sharing relevant information with the delivery team ○ informing the mentor and other colleagues if there are concerns about the mentee's performance, conduct or wellbeing ○ taking part in regular staff meetings to discuss outcomes of action plans • counsellors: <ul style="list-style-type: none"> ○ providing counselling as per the mentee's needs ○ working with individuals, families or groups as required ○ listening to the mentee's concerns, empathising with them, and helping them to see things more clearly, or in a different way, to begin to resolve issues ○ informing the mentor if there are concerns about the mentee's performance, conduct or wellbeing ○ taking part in regular staff meetings to discuss outcomes of action plans • special educational needs and disability coordinators (SENDCO): <ul style="list-style-type: none"> ○ assessing mentees with SEND to identify their specific needs and monitor progress 	<ul style="list-style-type: none"> • identifying the relevant colleagues who should be involved in organising work placement/experiences • communicating the mentee's programme requirements, career progression goals, preferences, individual needs and any barriers • identifying solutions to potential barriers (financial, physical, social) to experience, in partnership with key colleagues • communicating with the mentee to ensure that the work placement/experience meets their needs <p>S2.10 The student mentor must be able to work with mentees and work placement/experience providers to ensure that the work placement/experience meets the objectives set out for them, by:</p> <ul style="list-style-type: none"> • ensuring that the mentee and work placement/experience provider understand the placement requirements • monitoring the mentee's attendance records • encouraging mentees to reflect on whether or not the work placement/experience is meeting their objectives • carrying out regular evaluation of the mentee and work placement/experience provider • feeding back results of evaluations and revising objectives <p>S2.11 The student mentor must be able to identify issues that may affect the mentee's progress, and refer issues to relevant education providers and/or workplace colleagues, including but not limited to:</p> <ul style="list-style-type: none"> • using available sources of data and information from colleagues to identify mentees that may be in need of additional support • using referral processes to engage with specialist practitioners within the educational setting, for example, SENDCO • complying with referral processes for external agencies and following up as appropriate <p style="text-align: right;">(GEC1, GMC6)</p>
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<ul style="list-style-type: none"> ○ providing advice, guidance and training on how to support mentees with SEND ○ working with workplace and education provider colleagues as required ○ taking part in regular staff meetings to discuss outcomes of action plans ● learning support assistants: <ul style="list-style-type: none"> ○ supporting mentees on a one-to-one basis in the classroom ○ providing targeted support outside of the classroom ○ providing differentiated activities with groups ○ taking part in regular staff meetings to discuss outcomes of action plans <p>K2.3 The student mentor must understand how workplace training supports academic and vocational education for the mentee, including but not limited to:</p> <ul style="list-style-type: none"> ● linking theory to practice ● developing teamwork skills ● gaining work experience ● increasing employability opportunities ● developing self-reliance <p>K2.4 The student mentor must understand what makes an effective work placement/experience, including but not limited to:</p> <ul style="list-style-type: none"> ● an effective induction programme ● shared understanding of objectives ● smart target setting ● defined roles within the work placement/experience ● ongoing communication between all parties, for example, mentee, education provider and work placement/experience provider ● ensuring equality of opportunity and inclusion <p>K2.5 The student mentor must understand the benefits of ongoing communication with the work placement/experience provider to</p>	<p>As part of S2.11, the student mentor must be able to collate and understand data relating to the mentee's performance, identifying where this shows that they may need additional support. They must communicate with relevant professionals, both verbally and in written format in a clear and unambiguous way. In all communication they must be able to ask questions to check for understanding and use appropriate grammar, vocabulary, spelling and punctuation.</p> <p>S2.12 The student mentor must be able to use appropriate techniques to support the mentee's progress in the work placement/experience, including but not limited to:</p> <ul style="list-style-type: none"> ● effective questioning to establish a clear picture of the mentee's experiences ● active listening to gather information to inform progress ● assertiveness when providing open and honest feedback on the mentee's progress ● advocacy to represent the mentee's best interests as appropriate, for example, if any issues occur within the work placement/experience <p>S2.13 The student mentor must be able to liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of the mentee's skills and knowledge by, including but not limited to:</p> <ul style="list-style-type: none"> ● communicating progress, successes and/or concerns ● discussing assessment expectations <p>S2.14 The student mentor must be able to make use of formative and summative assessment to:</p> <ul style="list-style-type: none"> ● track the mentee's progress ● plan next steps ● identify options for progression, for example, educational or vocational opportunities ● present data, as appropriate
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<p>support the mentee's objectives, including but not limited to:</p> <ul style="list-style-type: none"> • resolving issues • improving working relationships • providing meaningful work experience • contributing to shared understanding of the objectives • providing feedback on progress and revising targets as needed <p>K2.6 The student mentor must understand a range of factors that may disrupt work placement/experiences, including but not limited to:</p> <ul style="list-style-type: none"> • the mentee's health and wellbeing: <ul style="list-style-type: none"> ○ ongoing health condition or experience of ill health, including mental health ○ relationship difficulties, including family, friends and personal ○ conflict of commitments ○ previous negative experience within a work placement/experience • financial: <ul style="list-style-type: none"> ○ additional costs, for example, uniform, additional transport, equipment ○ impact on earnings, for example, missing part-time employment • transport: <ul style="list-style-type: none"> ○ unreliable transport services ○ availability of transport ○ number of modes of transport ○ journey time ○ cost • disengagement: <ul style="list-style-type: none"> ○ mentee placed on an unsuitable placement ○ mentee cannot see if/how they are making progress ○ ineffective work placement/experience induction 	<p style="text-align: right;">(GMC 5)</p> <p>As part of S2.14 the student mentor must be able to collect or generate suitable data and use software to review or communicate information to an intended audience, for example, to mentees or other colleagues.</p> <p>S2.15 The student mentor must be able to work with others to improve equality of opportunity and inclusion, including but not limited to:</p> <ul style="list-style-type: none"> • using the educational setting's targets, that relate to equality of opportunity and access, to consider and inform own practice • collaborating with the learning support team to consider the accessibility of provision to all groups • contributing to specific initiatives aimed at increasing participation from under-represented groups, for example, girls into science, technology, engineering and maths • challenging any negative perceptions of inclusion
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<ul style="list-style-type: none"> ○ work placement/experience lacking structure ○ work placement/experience provider lacks commitment <p>The student mentor must understand a range of ways to overcome the disruption of work placement/experiences, including but not limited to:</p> <ul style="list-style-type: none"> ● providing information on expectations within the work placement/experience ● providing sessions focusing on time management and effective planning ● signposting bursary schemes in the educational setting and wider area ● identifying any alternative placements available ● working with the mentee on a growth mindset approach 	
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Performance outcome 3: Support student mentors' progress and wellbeing

Knowledge - What you need to teach	Skills - What you need to teach
<p>K3.1 The student mentor must understand how mentees may become physically or psychologically at risk, including but not limited to:</p> <ul style="list-style-type: none"> ● family risk factors: <ul style="list-style-type: none"> ○ family breakdown ○ harmful relationships ○ physical or psychological abuse ○ mental/physical health issues ○ criminality ○ substance addiction ○ bereavement ○ domestic violence ○ hereditary conditions ● environmental risk factors: 	<p>S3.10 The student mentor must be able to be vigilant in safeguarding mentees and others in contact with them, by:</p> <ul style="list-style-type: none"> ● maintaining professional boundaries and adhering to the mentoring contract ● recognising safeguarding concerns/indicators ● maintaining up to date knowledge of policies and procedures <p>S3.11 The student mentor must be able to recognise and act when there are causes of concern regarding a mentee's wellbeing by:</p> <ul style="list-style-type: none"> ● acting on concerns immediately ● discussing concerns with the mentee, where appropriate ● reporting concerns to the designated safeguarding lead

<ul style="list-style-type: none"> ○ unsuitable housing ○ employment issues ○ low income ○ pandemic/infections/virus ● individual factors: <ul style="list-style-type: none"> ○ SEND ○ young carer ○ health and wellbeing issues ○ mental health issues ○ care status ● societal risk factors <ul style="list-style-type: none"> ○ radicalisation ○ female genital mutilation (FGM) ○ forced marriage ○ honour killings ○ social isolation ○ peer pressure ○ county lines ○ cultural values ○ gender inequalities ○ bullying ○ anti-social behaviour ○ use of social media <p>The student mentor must be made aware that this list is not exhaustive and that there may be other factors. The student mentor must also understand that the presence of a factor does not necessarily constitute a mentee being at risk.</p> <p>The student must understand a range of associated signs of abuse:</p> <ul style="list-style-type: none"> ● physical abuse, associated signs may include: <ul style="list-style-type: none"> ○ repeated illnesses and/or medical investigations ○ bruising, bites, burns ○ non-accidental injury ○ fractures or broken bones 	<ul style="list-style-type: none"> ● complying with data protection legislation ● following the educational setting's safeguarding policy and referring to specialist services, when appropriate <p>S3.12 The student mentor must be able to evaluate the mentee's progress and refer issues to education providers and/or workplace colleagues, including but not limited to:</p> <ul style="list-style-type: none"> ● using available sources of data and information to assess the mentee's progress towards objectives ● communicating issues to relevant providers and/or workplace colleagues <p>S3.13 The student mentor must be able to comply with policies and procedures for sharing confidential information, including but not limited to:</p> <ul style="list-style-type: none"> ● sharing only the necessary, relevant information for those who need it ● recording high quality information, so that it can later be relied upon ● ensuring information recorded is accurate and up to date, containing facts, rather than opinion ● sharing information in a timely manner ● sharing information in a secure way ● recording all decisions made ● seeking advice from data protection officer and/or senior colleague, as appropriate <p>S3.14 The student mentor must be able to identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of mentees by:</p> <ul style="list-style-type: none"> ● working within boundaries of own role ● following appropriate lines of reporting ● following the educational setting's policies and procedures <p>S3.15 The student mentor must be able to use and ensure mentees use, technology safely and appropriately, including but not limited to:</p>
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<ul style="list-style-type: none"> ○ flinching and cowering ● emotional abuse, associated signs may include: <ul style="list-style-type: none"> ○ withdrawal ○ changes in behaviour, for example, behaviour associated with comfort seeking ○ developmental regression ○ poor concentration ○ difficulty making friends ○ indiscriminately affectionate ● sexual abuse, associated signs may include: <ul style="list-style-type: none"> ○ sexually inappropriate behaviour or language ○ physical problems, for example, Sexually Transmitted Infections (STIs) ○ changes in behaviour, for example, being aggressive, withdrawn or have difficulties sleeping ● neglect, associated signs may include: <ul style="list-style-type: none"> ○ health problems ○ hungry/thirsty ○ failure to attend educational setting ○ housing issues ● domestic abuse, associated signs may include: <ul style="list-style-type: none"> ○ aggression ○ anti-social behaviour ○ depression or anxiety <p>The student must be made aware that the above list is not exhaustive and that there may be other signs of abuse.</p> <p>The student mentor must understand the channels for reporting concerns if they suspect a mentee is physically or psychologically at risk, including but not limited to:</p> <ul style="list-style-type: none"> ● knowing to whom to report concerns, for example, designated safeguarding lead 	<ul style="list-style-type: none"> ● following the educational setting's policies and procedures in relation to the use of technology, for example, not sharing sensitive or inappropriate information online ● only using approved devices, for example, those with appropriate filters applied ● using technology according to manufacturer's instructions ● drawing attention to the risks associated with excessive screen time ● monitoring online activity <p style="text-align: right;">(GDC5)</p> <p>As part of S3.15, the student mentor must be able to advise mentees on being safe and responsible online by highlighting the effects, implications, risks and issues associated with using technology.</p> <p>S3.16 The student mentor must be able to participate in digital safety and cyber-bullying initiatives, in order to:</p> <ul style="list-style-type: none"> ● ensure compliance with legislation and the educational setting's policies ● keep knowledge up to date to be able to identify potential online risks ● contribute to the safeguarding of mentees <p>S3.17 The student mentor must be able to recognise signs of distraction, overload and stress in mentees, caused by digital information and media, including but not limited to:</p> <ul style="list-style-type: none"> ● disruption to studies and attention to learning ● changes in behaviour influenced by media trends ● failure to reduce the use of social media ● signs of mental and physical exhaustion <p>S3.18 The student mentor must be able to use a range of strategies to prepare and support mentees during transitions and significant life events, including but not limited to:</p> <ul style="list-style-type: none"> ● discussing the transition process with reference to theoretical models, as
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<ul style="list-style-type: none"> • following the safeguarding policies and procedures of the educational setting • knowing when to report concerns to professionals outside of the educational setting <p>K3.2 The student mentor must understand a range of indicators which may suggest that a mentee is at risk of, including but not limited to:</p> <ul style="list-style-type: none"> • mental health issues, including eating disorders: <ul style="list-style-type: none"> ○ feeling low ○ feeling anxious ○ losing motivation ○ losing interest in life ○ weight gain or weight loss ○ carelessness with appearance ○ overworking/absenteeism ○ sleep problems ○ becoming withdrawn • substance abuse: <ul style="list-style-type: none"> ○ a change in peer group ○ change in visual appearance and behaviours ○ decline in academic performance ○ absenteeism ○ loss of interest in activities they used to enjoy ○ changes in sleeping or eating habits ○ worsening relationships with family or friends ○ changes in financial status • domestic abuse: <ul style="list-style-type: none"> ○ physical injuries and excuses for frequent injuries ○ stress, anxiety or depression ○ absenteeism ○ changes in personality ○ low self-esteem and self-blame ○ lack of independent communication 	<p>appropriate, for example, John Fisher (2012) Personal Transition Curve, William Bridges (1991) Bridges Transition Model, Kurt Lewin's (1947) Change Management Model</p> <ul style="list-style-type: none"> • providing information about life skills, for example, building resilience and independence • giving opportunities for the mentee to ask questions • organising information events • arranging mentee support groups • referring mentees to appropriate support • liaising with parents/carers as appropriate • organising orientation visits <p>S3.19 The student mentor must be able to support mentees' social inclusion, including but not limited to:</p> <ul style="list-style-type: none"> • organising social events and trips • encouraging mentees to attend clubs around specific interests or expertise • providing information about equality, diversity and inclusion in relation to mentees' needs and experiences • organising specific roles where peers support mentees with social difficulties <p>S3.20 The student mentor must be able to use a range of methods to monitor progress and achievement using, including but not limited to:</p> <ul style="list-style-type: none"> • records of meeting outcomes • attendance figures • academic results • effort grades • feedback from teaching staff • feedback from the mentee • observations • reviews <p>S3.21 The student mentor must be able to work collaboratively when supporting and</p>
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<ul style="list-style-type: none"> ○ financial restrictions ● female genital mutilation (FGM): <ul style="list-style-type: none"> ○ at risk of FGM: <ul style="list-style-type: none"> ▪ a family history of FGM ▪ a family which has a limited level of integration within UK community ▪ the parents express views which show that they value the practice and believe FGM is integral to cultural or religious identity ▪ a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent ○ FGM may have taken place: <ul style="list-style-type: none"> ▪ difficulty walking or standing up ▪ taking longer in the toilet ▪ changes in behaviour ▪ being quiet, anxious or depressed ▪ reluctance to go to the doctors ● modern slavery: <ul style="list-style-type: none"> ○ have few personal belongings ○ may not be able to move around freely ○ appear frightened or withdrawn ○ have physical injuries ○ reluctance to talk to strangers or authorities ○ reluctance to make relationships ● extremism: <ul style="list-style-type: none"> ○ a change in peer group ○ quick to condemn those who do not agree with their views ○ becoming socially withdrawn and spending lots of time online ○ voicing hostile and/or conspiratorial ideas about the government and foreign policy ○ expressing themselves in a decisive 'them and us' way when talking about people with alternative beliefs ○ justifying the use of violence 	<p>reviewing a mentee's progress, including but not limited to:</p> <ul style="list-style-type: none"> ● reviewing how well any targets are progressing ● drawing on feedback from a range of colleagues to present a holistic view of the mentee ● promoting reflective practice for the mentee ● formally recording evidence of the mentee's progress to inform the educational setting's retention and achievement data <p style="text-align: right;">(GEC4)</p> <p>As part of S3.21, the student mentor must be able to select key information from written text/oral discussions, selecting fact from opinion and using appropriate technical terms.</p>
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<p>The student mentor must be made aware that the above list is not exhaustive and that there may be other indicators.</p> <p>K3.3 The student mentor must understand the importance of sharing relevant information with the designated safeguarding lead, in a timely manner, including but not limited to:</p> <ul style="list-style-type: none"> • complying with legal requirements • ensuring the mentee's safety • reducing the risk of missed opportunities to offer support and protection <p>K3.4 The student mentor must understand who has a legitimate need to be kept informed of issues impacting on the mentee's wellbeing and progress:</p> <ul style="list-style-type: none"> • parents and carers, dependent on the age of the mentee • other professionals, including support staff, involved in the academic or pastoral care of the mentee, for example, designated safeguarding lead • workplace provider/supervisor, as appropriate • external agencies <p>K3.5 The student mentor must understand how to promote the safe use of technology and the web, including but not limited to:</p> <ul style="list-style-type: none"> • discussing appropriate online behaviour • sharing appropriate search techniques • explaining online security, for example, privacy settings, software, secure URLs • explaining copyright infringement • discussing online risks when sharing personal information • reporting concerns • identifying and sharing trustworthy sources • discussing techniques used for persuasion, for example, phishing and how online apps encourage users to interact longer 	
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<ul style="list-style-type: none"> • signposting mentees to relevant policies and procedures within the educational setting <p>The student mentor must understand how mentees can fall into 3 areas of risk online:</p> <ul style="list-style-type: none"> • 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: engaging in online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying <p>The student mentor must understand the difference between cyber bullying and cyber grooming:</p> <ul style="list-style-type: none"> • cyber bullying – when someone bullies others using electronic means; it can follow the mentee wherever they go, is usually repeated and can be subtle. It can consist of, including but not limited to: <ul style="list-style-type: none"> ○ threats and intimidation ○ harassment and stalking ○ defamation ○ rejection and exclusion ○ identity theft ○ publicly posting personal information about other people ○ manipulation • cyber grooming – when someone builds a relationship with a mentee online so they can abuse, exploit or traffic them <p>The student mentor must understand the signs of cyber bullying and cyber grooming in mentees, including but not limited to:</p> <ul style="list-style-type: none"> • spending more or less time online than usual • having lots of new phone numbers, texts or email addresses on their devices 	
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- having unexplained gifts, possessions or wealth
- being secretive about what they are doing online and who they are talking with
- seeming distant, angry or upset after being online
- acting out of character
- change of appearance

K3.6 The student mentor must understand the possible causes of different types of negative behaviours in the mentee, including but not limited to:

- regression:
 - stress
 - distress or trauma
 - insecurity or fear
 - medical or psychological issue
 - mental health issues
- withdrawal:
 - insecurity or lack of confidence
 - lack of social skills or awareness
 - failure
 - anger issues
 - attention seeking
 - sensory overload
- attention seeking:
 - jealousy
 - low self-esteem
 - loneliness
 - personality disorder
- anti-social behaviour:
 - poor education
 - lack of engagement
 - ill health
 - poverty
 - family problems or poor parental care
 - peer pressure
 - abuse

- self-damaging behaviour:
 - alcohol or drug use
 - childhood trauma, neglect, or loneliness
 - emotional or physical abuse
 - peer influence from others who self-injure
 - low self-esteem
 - social isolation, exclusion
 - mental health issues

The student mentor must understand the approaches to the management of negative behaviours, including but not limited to:

- modelling and reinforcing positive behaviour
- actively listening and asking questions to help the mentee verbalise feelings
- providing encouragement and support
- encouraging self-regulation
- dealing with conflict constructively and fostering empathy for others
- applying rules fairly and consistently in line with the educational setting's policies
- solving problems collaboratively
- clarifying expectations on an ongoing basis
- referring to specialist practitioners, as appropriate

K3.7 The student mentor must understand how to help mentees express and manage their feelings by, including but not limited to:

- creating an enabling environment
- teaching mentees strategies to manage their feelings, for example, keeping a mood journal, deep breathing, counting to 10
- modelling appropriate behaviours and language
- providing a safe place for mentees to talk
- developing the mentee's awareness of the 'language to express feelings'

<ul style="list-style-type: none"> • using targeted activities and resources <p>K3.8 The student mentor must understand the difference between accidents, injuries or emergency situations that may occur in educational settings:</p> <ul style="list-style-type: none"> • accidents – such as a spillage or breakage, a trip slip or fall • injuries – such as damage to the body, for example, a graze, cut, bump or broken bone • emergency situations – such as endangering life, for example, fire, threat of harm or violence, gas leak <p>The student mentor must understand how to respond to accidents, injuries or emergency situations, including but not limited to:</p> <ul style="list-style-type: none"> • following the policies and procedure for dealing with situations within the educational setting • acting within the responsibilities and limitations of their role • recording and reporting appropriately <p>K3.9 The student mentor must understand the specialist support services available to mentees within and outside of the educational setting, including but not limited to:</p> <ul style="list-style-type: none"> • within the setting: <ul style="list-style-type: none"> ○ learning support team, for example, providing tests for processing speeds and literacy capabilities, requesting reasonable adjustments ○ counselling service, for example, to help manage anxiety and stress ○ mental health support ○ sexual health advice • outside the setting: <ul style="list-style-type: none"> ○ primary care providers, for example, a GP practice providing sexual health advice ○ Child and Adolescent Mental Health Service, (CAMHS), for example, 	
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<p>supporting a mentee with mental health issues</p> <ul style="list-style-type: none"> ○ local authority drug and alcohol team, for example, supporting a mentee with concerns about their drug use <p>The student mentor must understand how to signpost possible services to mentees, including but not limited to:</p> <ul style="list-style-type: none"> ● organising activities within the educational setting, for example, health promotion activities ● providing resources, for example, information leaflets, displays, school website ● providing information on self-referral services, for example, the Samaritans, BEAT Eating Disorders Association or Talking Matters ● following the appropriate policies and referral procedures of the educational setting 	
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Performance outcome 4: Promote students' motivation, aspiration and engagement

Knowledge - What you need to teach	Skills - What you need to teach
<p>K4.1 The student mentor must understand how to support mentees on a one-to-one basis to identify barriers and set achievable goals, including but not limited to:</p> <ul style="list-style-type: none"> ● establishing a mentoring contract: <ul style="list-style-type: none"> ○ agreeing the purpose of the mentoring relationship ○ defining boundaries, roles and responsibilities ○ outlining potential topics for discussion ○ defining practical arrangements for mentoring sessions ● creating an action plan: <ul style="list-style-type: none"> ○ defining the mentee's ambitions and goals ○ setting SMART objectives 	<p>S4.11 The student mentor must be able to support mentees with lateness/absence and under-achievement issues, using appropriate strategies, including but not limited to:</p> <ul style="list-style-type: none"> ● establishing potential barriers ● investigating opportunities to overcome the barriers ● agreeing an action plan ● identifying alternative support, as required ● reviewing progress and adjusting the plan as appropriate <p>S4.12 The student mentor must be able to liaise closely with parents/guardians/carers as part of the mentoring process, as appropriate to the age of the mentee, by:</p>

<ul style="list-style-type: none"> ○ monitoring the mentee's progress ● using communication skills: <ul style="list-style-type: none"> ○ active listening ○ verbal/nonverbal skills ○ a non-judgemental approach ○ alternative communication methods if required ● arranging regular in-person meetings: <ul style="list-style-type: none"> ○ building a mentoring relationship ○ recognising patterns and trends ○ identifying reasons for patterns and trends ○ planning, recording and implementing interventions <p>K4.2 The student mentor must understand the common barriers to achievement for mentees within education, including but not limited to:</p> <ul style="list-style-type: none"> ● environmental, for example, geographical location, facilities, home setting ● financial, for example, bus fares, resources, equipment ● emotional, for example, prior learning experiences, mental health, personal relationships, confidence ● social, for example, family experience of education, peer relationships, preferred activities <p>K4.3 The student mentor must understand the importance of promoting aspiration, including but not limited to:</p> <ul style="list-style-type: none"> ● positively impacts on an individual's self-concept, independence and confidence ● helps mentees to identify the options available to them ● fosters lifelong learning ● improves attainment ● improves motivation ● fosters a desire for success 	<ul style="list-style-type: none"> ● following the educational setting's policies and procedures ● maintaining the mentee's confidentiality, where necessary: <ul style="list-style-type: none"> ○ mentees over 18 years are adults and must give permission ○ mentees with a disability may already have consent in place <p style="text-align: right;">(GEC 6)</p> <p>As part of S4.12, the student mentor must be able to effectively take part in or lead meetings where they can make relevant contributions, express opinions that are relevant to the topic and adapt their communication methods to meet the needs of the other participants. They must be able to use an appropriate tone of voice and recognise non-verbal cues if presented.</p> <p>S4.13 The student mentor must encourage mentees to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions, including but not limited to:</p> <ul style="list-style-type: none"> ● establishing the mentee's strengths and weaknesses ● setting meaningful goals/participation appropriate to the mentee's strengths, weaknesses and career goals ● providing optimal challenges ● using praise ● giving effective feedback ● identifying additional support required <p>S4.14 The student mentor must be able to use the most appropriate strategies to support and encourage mentees to move towards independent and self-regulated learning, including but not limited to:</p> <ul style="list-style-type: none"> ● developing accurate notetaking skills ● developing higher-level study skills: <ul style="list-style-type: none"> ○ research techniques ○ academic writing
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<p>K4.4 The student mentor must understand how to support the mentee’s motivation to learn, using the following theories:</p> <ul style="list-style-type: none"> • Deci and Ryan’s self-determination theory – intrinsic and extrinsic motivation: <ul style="list-style-type: none"> ○ using the mentee’s strengths and weaknesses to encourage active participation ○ giving autonomy, control and responsibility for outcomes ○ recognising achievements by giving effective praise/feedback ○ promoting a sense of belonging to a group • Dweck’s growth mindset theory – fixed mindset vs growth mindset <ul style="list-style-type: none"> ○ helping the mentee to understand how their brain functions ○ acting as a role model for the mentee ○ challenging the mentee to improve through effective feedback ○ changing the mentee’s negative perceptions of learning ○ supporting meaningful goals and challenges and encouraging problem solving 	<ul style="list-style-type: none"> ○ academic referencing ○ self-monitoring ○ self-reflection <p style="text-align: right;">(GEC 5)</p> <p>As part of S4.14, the student mentor must be able to read, understand and present relevant information and strategies to support independent notetaking and higher-level study skills.</p> <p>S4.15 The student mentor must be able to support and promote a mentee’s speech, language and communication development through the use of appropriate strategies and Augmentative and Alternative Communication (AAC), including but not limited to:</p> <ul style="list-style-type: none"> • understanding the mentee’s support needs • planning and implementing support • liaising with appropriate support services when required • following the educational setting’s policies and procedures • following recommendations in the mentee’s individual learning plan, which may include the use of Augmentative and Alternative Communication (AAC)
<p>K4.5 The student mentor must understand how to use a range of strategies to support mentees to improve their organisational, time-management and study skills:</p> <ul style="list-style-type: none"> • organisational skills: <ul style="list-style-type: none"> ○ developing a folder system ○ using diaries/planners/calendars ○ managing resources • time-management skills: <ul style="list-style-type: none"> ○ using reminders and alarms ○ goal-setting ○ planning ahead ○ setting priorities • study skills: <ul style="list-style-type: none"> ○ using an appropriate environment 	<p>S4.16 The student mentor must be able to use appropriate strategies to support the mentee’s literacy skills, including but not limited to:</p> <ul style="list-style-type: none"> • using systematic synthetic phonics in a way that recognises the needs and sensitivities of mentees to develop reading and writing skills: <ul style="list-style-type: none"> ○ sounding out words phonetically ○ encouraging word recognition/use of memory • widening the mentee’s vocabulary: <ul style="list-style-type: none"> ○ introducing new words from course work vocabulary, for example, building a word bank • encouraging reading for meaning:

<ul style="list-style-type: none"> ○ daily reviewing of learning materials ○ developing effective notetaking skills ○ using interactive templates ○ studying individually and/or in groups ○ finding the right balance between study and breaks ○ eliminating distractions <p>K4.6 The student mentor must understand how peer pressure can positively and negatively impact on a mentee’s level of engagement, in relation to:</p> <ul style="list-style-type: none"> ● attitudes – for example, confidence, interests ● behaviour – for example, relationships, respect, timekeeping, attendance, conforming, risk-taking ● values and beliefs – for example, goals, relationships, self-worth, sense of belonging ● aspirations – for example, independence, goals, achievements, prospects <p>K4.7 The student mentor must understand how evidence-based theories can be applied when mentoring students in educational settings, including but not limited to:</p> <ul style="list-style-type: none"> ● intrinsic and extrinsic motivation, – for example, understanding factors which motivate mentees in their pursuit of a goal, choice or option ● Goals, Operators, Methods and Selection (GOMS) model, for example, helping mentees to achieve their goals more efficiently by reducing and eliminating non-beneficial actions ● metacognition, for example, helping mentees to better understand how they learn, through specific strategies for planning, monitoring and self-evaluation ● project-based learning, for example, supporting mentees in developing in-depth knowledge and skills through investigating and responding to a complex problem or challenge over a period of time ● Kolb’s Experiential Learning Cycle, for example, giving mentees a framework in 	<ul style="list-style-type: none"> ○ contextualising vocabulary using the mentee’s own interests <ul style="list-style-type: none"> ● improving the mentee’s confidence in reading and writing: <ul style="list-style-type: none"> ○ selecting reading and writing material that is age-appropriate and accessible ○ breaking large text down into manageable chunks ○ using praise and incentives as appropriate ● supporting the accurate use of spelling, punctuation and grammar: <ul style="list-style-type: none"> ○ providing learning activities ● encouraging reading and writing for enjoyment: <ul style="list-style-type: none"> ○ encouraging the mentee to choose their own texts in line with their interests <p>S4.17 The student mentor must be able to use appropriate strategies and approaches to develop procedural fluency and conceptual understanding in mathematics, including but not limited to:</p> <ul style="list-style-type: none"> ● using a range of data to help identify the mentee’s baseline level, for example, initial assessments ● reinforcing teaching points ● explaining and emphasising the correct use of mathematical vocabulary ● supporting the mentee to understand and follow instructions ● questioning and prompting the mentee ● supporting the mentee to select and use appropriate mathematical resources ● using appropriate rewards to encourage the mentee to stay on task ● consolidating the mentee’s learning by providing follow-on tasks ● providing effective feedback to the mentee ● using scaffolding and personalised learning <p>S4.18 The student mentor must be able to support mentees with disabilities or special</p>
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<p>which to plan and carry out actions, reviewing what happened, consolidating knowledge and putting learning into action</p> <ul style="list-style-type: none"> • Harry-Augstein and Thomas' theory of self-organised learning, for example, supporting mentees to diagnose gaps in their knowledge or learning, formulate learning goals, and identify the required resources to meet those goals • collaborative learning, for example, facilitating mentees to work as part of a team • Vygotsky's Zone of Proximal Development, for example, identifying what a mentee can do without help, then scaffolding and supporting their development appropriately, until the mentee can achieve a goal independently <p>K4.8 The student mentor must understand the purpose of evidence-based interventions and approaches that support mentees to improve their literacy skills, including but not limited to:</p> <ul style="list-style-type: none"> • accelerating a mentee's progress and preventing them from falling behind • facilitating engagement in learning • identifying a mentee's baseline level, for example, using data from initial assessments • helping mentees to decode, assemble and blend words together • widening a mentee's vocabulary in order to understand more about what is written or spoken • developing a mentee's confidence and self-esteem • helping a mentee communicate effectively <p>K4.9 The student mentor must understand the purpose of evidence-based interventions and approaches that support mentees to improve their mathematical skills, including but not limited to:</p> <ul style="list-style-type: none"> • accelerating a mentee's progress and prevent them from falling behind • facilitating engagement in learning 	<p>educational needs by providing care and encouragement, including but not limited to:</p> <ul style="list-style-type: none"> • ensuring reasonable adjustments are put in place • adapting support to match the mentee's needs • referring the mentee to appropriate support or medical care • facilitating the support of peers • ensuring identified needs in an EHCP (Education, Health and Care Plan) are met <p>S4.19 The student mentor must be able to use appropriate strategies to support bilingual mentees or those with EAL, including but not limited to:</p> <ul style="list-style-type: none"> • using pictures and photographs to help the mentee make sense of new information • using tables or grids to help the mentee organise their thinking • thinking about the language demands of the curriculum in advance and planning useful resources • using drama and roleplay to make learning memorable and encourage empathy • getting the mentee to work with partners or in small groups • using the language for a specific purpose rather than out of context • providing opportunities to talk before writing and using drills to help the mentee memorise new language • supporting language development through key phrases and structures rather than key words • not using jargon, slang or colloquialisms
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<ul style="list-style-type: none">• helping to identify the mentee's baseline level, for example, using data from initial assessments• helping develop the mentee's confidence and self-esteem• increasing the mentee's employability• developing logical thinking, reasoning strategies and problem-solving skills• helping support decision-making in everyday life <p>K4.10 The student mentor must understand ways in which to monitor their own performance and identify when they themselves require support, including but not limited to:</p> <ul style="list-style-type: none">• using models of reflection, for example, Kolb, Gibbs or Boud, Keogh and Walker• being observed by, and receiving feedback from, more experienced colleagues• undertaking continuing professional development• observing more experienced colleagues• discussing their own performance with more experienced colleagues and sharing best practice	
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Section 5: TQ glossary

TQ specification

Student:

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

Tutor:

The individual delivering the technical qualification.

Provider

The centre delivering the technical qualification.

Core

Child and 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 ('The student must ...').

Early Years Educator

Child and 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 ('The student must ...').

Assisting Teaching

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 ('The student must ...').

Supporting and Mentoring Students in Educational Settings

Educational settings could include:

- schools and academies
- further education (FE) and sixth-form colleges
- university technical colleges (UTC)
- higher education institutions (HEI)

Mentee

The individual in the setting.

Tutor

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

Student mentor

The person studying the Technical Qualification ('The student mentor must . . .').

Series

Assessments which must be attempted in the same assessment window, such as paper A and paper B of the core examination.

Assessment mode

The assessment mode is how an assessment is made available and/or administered to students. For example, a written examination can be administered to students via an on-screen platform or via a traditional paper-based document.

Section 6: Additional information

Annual monitoring visits

Our quality assurance team will monitor all approved 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.

Guided learning hours (GLH)

Guided learning is the activity of a student being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes, the activity of 'participating in education or training' shall be treated as including the activity of being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total qualification time (TQT)

Total qualification time is an estimate of the minimum number of hours that an average student would require in order to complete a qualification.

Total qualification time comprises:

- the guided learning hours for the qualification
- an estimate of the number of hours a student will likely spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training

Registration periods

This qualification will incur late and very late registration fees for any registrations made outside of the standard registration period per academic session as outlined below:

- standard registration period
 - 01 September to 01 November
- late registration period
 - 02 November to 23 December
- very late registration period
 - 24 December to 31 July

Providers are encouraged to register students at the start of the academic year in which delivery begins, and before the standard registration cut-off date to avoid incurring late registration fees. This applies even in cases where the provider does not intend to book students onto assessments until the second year of delivery.

Essential skills

While completing this qualification, students have an opportunity to develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- appropriate workplace behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners
- understanding work practices and how different roles and departments function within an organisation

Recognition of prior learning (RPL)

Recognition of prior learning 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 policies & documents page 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

Providers delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced tutors to deliver the technical qualification to the volume of students they intend to register
- ensure that all staff involved in delivery are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective processes to ensure all delivery is sufficient and current. This should include standardisation to ensure consistency of delivery
- provide all staff involved in the delivery process with sufficient time and resources to carry out their roles effectively

Core staffing requirements

Staff involved in the delivery of the core component must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence in education and childcare, at the same level as or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

Occupational specialism staffing requirements

Staff involved in the delivery of the occupational specialism content must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence in the relevant occupational specialism area, at the same level as or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

Staff involved in the observation elements of the occupational specialisms will be provided with additional TQ CPD. Please see page 34 for further information.

Resource requirements

Providers must ensure that the student has access to the necessary materials, resources and workspaces for delivery and assessment. 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

Customer support team

Our customer support team will support you with approvals, registrations, moderation, external assessment, results and general queries.

Fees and pricing

Fees will be made available to eligible and approved providers.

Training and support for providers

Our curriculum team's primary purpose is to support providers and teaching teams in the delivery of this qualification. There are a number of ways in which we can do this, which include:

- providing tailored one-to-one support at your centre
- delivering 'Teaching the T' events at numerous locations throughout the country
- facilitating on-boarding and content webinars
- signposting you to teaching and learning resources
- providing you with delivery updates on the technical qualification

The variety of support available includes:

- content structure
- teaching strategies
- SEN guidance
- quality assurance
- assessment preparation and blended learning

Should you wish to discuss your teaching and delivery requirements, please email: curriculum@ncfe.org.uk.

Key Facts

This document outlines the key information of this qualification for the provider, student and employer.

Useful websites and sources of information

Core

- Education Endowment Foundation (2019) Improving Behaviour in Schools: https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf
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- Rosenthal, R. & Jacobsen, L. (1968) *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston

Early Years Educator

- www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

- DfE (2021) Keeping Children Safe in Education: Statutory guidance for schools and colleges, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KC_SIE_2021_September_guidance.pdf
- www.gov.uk/national-curriculum/key-stage-1-and-2
- www.earlyyearsmatters.co.uk/wp-content/uploads/2011/03/eyfs_unique_child_incl_prac1.pdf
- www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf
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- learning.nspcc.org.uk
- www.nhs.uk/conditions/pregnancy-and-baby/reducing-risk-cot-death/
- www.gov.uk/government/publications/the-eatwell-guide
- www.safefood.eu/Healthy-Eating/The-Food-Pyramid-and-The-Eatwell-Guide/The-Food-Pyramid.aspx
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- Tassoni, P. (2014) 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. Bloomsbury Publishing
- Mortimer, H. (2017) Understanding behaviour in early years settings. Routledge
- Williams, L. (2016) Positive behaviour management in early years settings: An essential guide. Jessica Kingsley Publishers
- Bruce, T. (2015) Early childhood education. London: Hodder Education

Assisting Teaching

- DfE (2021) Keeping Children Safe in Education: Statutory guidance for schools and colleges, available at: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

- www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report#list-of-notifiable-diseaseswww.gov.uk/national-curriculum
- nspcc.org.uk
- www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- www.mentalhealth.org.uk/a-to-z/c/children-and-young-people
- www.youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306370/guidance_on_first_aid_for_schools.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
- www.interventionsforliteracy.org.uk
- www.tes.com
- www.literacytrust.org.uk/
- www.thecommunicationtrust.co.uk
- www.naldic.org.uk
- Bosanquet, P., Radford, J. and Webster, R. (2015) The teaching assistant's guide to effective interaction: How to maximize your practice. Oxon: Routledge
- Gershon, M. (2015) How to use Bloom's Taxonomy in the classroom: The complete guide. CreateSpace Independent Publishing Platform
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Supporting and Mentoring Students in Educational Settings

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- www.hse.gov.uk/
- www.nspcc.org.uk/
- www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/
- Miller A, (2002), Mentoring students and young people: A handbook of effective practice, Falmer press

- Wallace S and Gravells J. (2005). Mentoring in Further Education. Learning Matters

Learning resources

We offer a wide range of bespoke learning resources and materials to support the delivery of this qualification, including:

- scheme of work
- session plans
- classroom activities
- blended learning activities (eLearning)
- tutor delivery guides
- home study tasks

Please check the qualifications page on the NCFE website for more information on the resources available for this qualification.

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We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our diversity and equality policy is available on request.

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This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Students who require reasonable adjustments or special consideration should discuss their requirements with their tutor.

The most up-to-date version of the policy can be found on the NCFE website where providers can find details of how to request a reasonable adjustment or special consideration.

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Change history record

Version	Description of change	Date of Issue
0.1	Published version	April 2020
0.2	Changes to Core Assessment information: <ul style="list-style-type: none"> Total marks Subject content to be assessed 	June 2020
	Changes to Element 4: Behaviour - 4.9: <ul style="list-style-type: none"> Element 4: Behaviour 	June 2020
	Additional information around retakes: <ul style="list-style-type: none"> Retakes 	June 2020
	New section added: <ul style="list-style-type: none"> Core component 40%/Occupational specialism 60% 	June 2020
0.3	Web link added to general competency framework.	June 2020
0.4	Update to % split between the Core and OS.	July 2020
0.5	Update to GLH scheme of assessment for each component.	August 2020
	Changes to Element 3: Safeguarding, health and safety and wellbeing – 3.8	August 2020
	Changes to Element 4: Behaviour 4.9 and 4.11	August 2020
0.6	Update to General Competencies: <ul style="list-style-type: none"> GDC2 GDC4 GDC4 GEC4 GDC5 	August 2020
	Update to Assisting Teaching PO3 – K3.6	

1.0	<p>Final published version</p> <p>Updates to the following sections:</p> <ul style="list-style-type: none"> • Assessment availability • Assessment conditions • Sample assessment materials • Placement hours and COVID-19 • TQT • Early Years Educator • Assisting Teaching • Element 3 • Performance outcome 3 • K3.1 – What you need to teach • Registration periods 	01 September 2020
1.1	Updates to the Placement hours and COVID-19.	04 September 2020
1.2	Added information about sample assessment materials.	28 October 2020
1.3	Updated information about retakes.	07 December 2020
1.4	Branding and layout updated.	18 December 2020
2.0	Updated to include Supporting and Mentoring Students in Educational Settings (Occupational Specialism).	April 2020
	Updates to achieving this qualification section.	
2.1	Branding updated Update to Section 2 (Institute reference ODSR_EC_149)	September 2021
2.2	ODSR_EC_361-367: Updates to the qualification summary section, including information relating to placement hours and Covid-19.	April 2022
3.0	<p>Document changes</p> <ul style="list-style-type: none"> • removing the word 'new' in relation to the TQ • adding clarification regarding the status of T Level students under 17 while on placement • amending language to make it more consistent • adding additional web addresses to the useful links section <p>Significant content changes</p> <ul style="list-style-type: none"> • core statement 2.3 has been rewritten to better emphasise the theories (rather than, primarily, the theorists), the pedagogical approaches and the underpinning evidence • core statements 3.1 to 3.3 have been rewritten to provide greater clarity regarding the required depth of teaching, and to make stronger links between regulations and practice • statement K4.3 has moved from the Early Years Educator specialisms to the core <p>Smaller content improvements</p> <ul style="list-style-type: none"> • updating legislation or regulations with current dates • reflecting recent changes to the Early Years Foundation Stage (EYFS) framework • updating and standardising language that practitioners use in relation to behaviour management • separating or merging bullet points that cover different or similar information • updating references to specific roles (for example, designated safeguarding lead) 	September 2022

	<ul style="list-style-type: none">• adding additional information for providers in relation to children's neurological development• adding more up-to-date topics (for example, county lines)• adjusting content in line with NCFE house style	
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