

Level 5 Early Years Lead Practitioner v1.0

Innovate Awarding Assessment Specification



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Innovate Awarding

Meet our Managing Director



Welcome to the Level 5 Early Years Lead Practitioner Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

Charlotte Bosworth



“

We recognise the need for a clear specification, resources and support.

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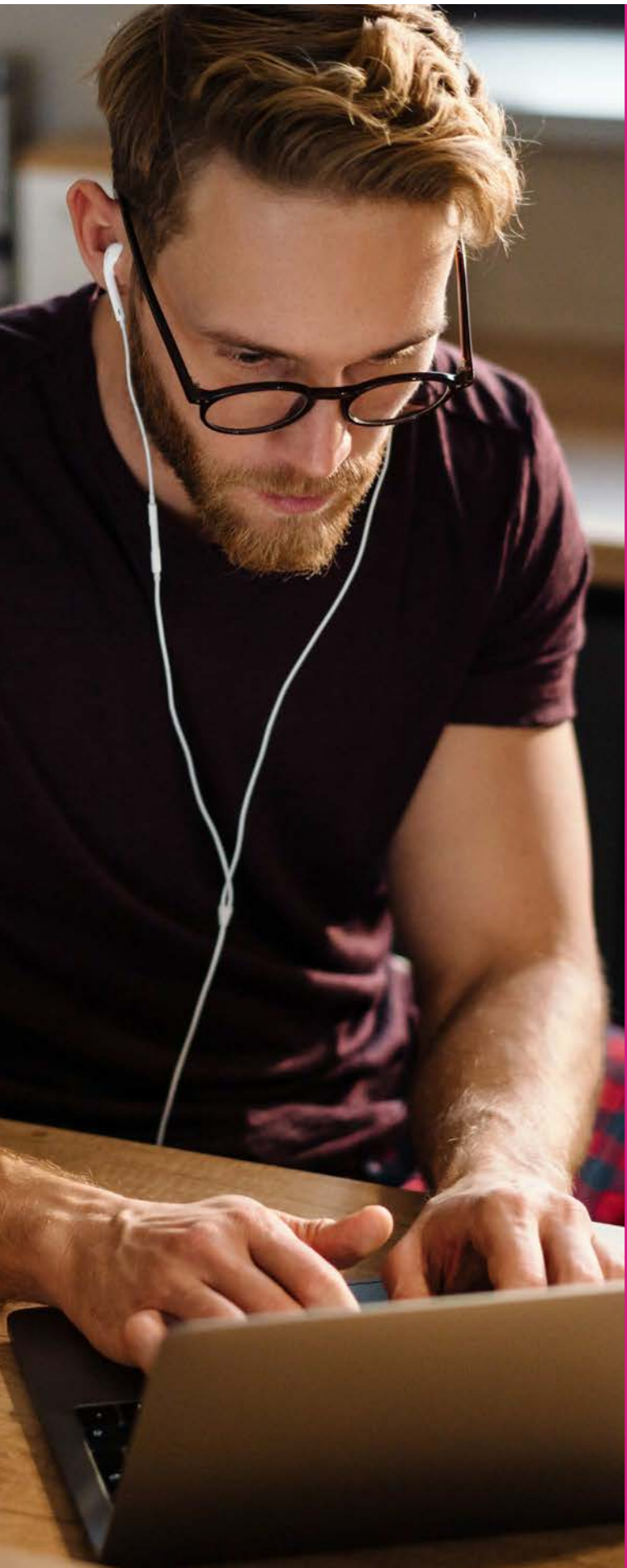
About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certifying thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

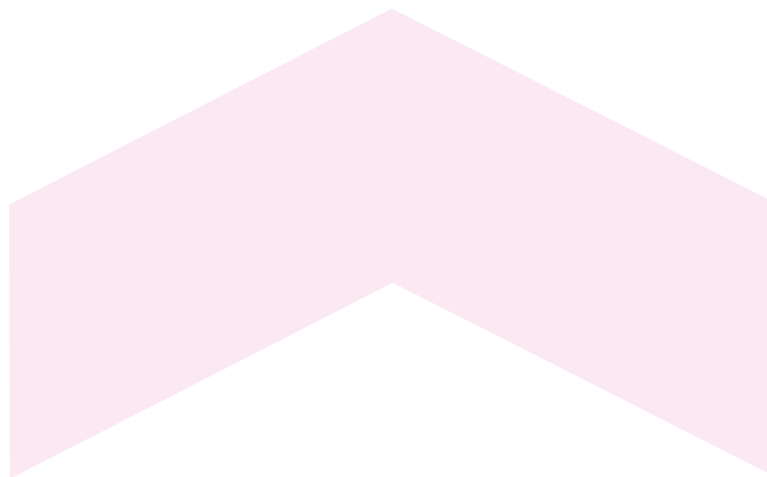
<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 5 Early Years Lead Practitioner EPA Journeys are available to download on epaPRO.



The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 5 Early Years Lead Practitioner apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 24 months on-programme, working towards the Level 5 Early Years Lead Practitioner Standard, all apprentices must spend a minimum of 12 months on-programme, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last five months, consisting of:

- Observation with questions
- Professional discussion underpinned by a portfolio of evidence
- Case study with report and presentation and questioning

Assessment Journey

On Programme Learning



The minimum on programme duration for the Level 5 Early Years Lead Practitioner Standard is 12. During this time, the apprentice will train to develop their knowledge, skills and behaviours and compile a portfolio of evidence.

01

Gateway



02

To reach Gateway the employer will need to be satisfied that the apprentice is consistently working at, or above, the occupational competence of a Level 5 Early Years Lead Practitioner. At Gateway the apprentice must have achieved Level 2 English and Maths. At Gateway the apprentice will submit their portfolio of evidence and a summary of their proposed case study project for review.

Planning Meeting



The planning meeting with the apprentice and a member of the Innovate Awarding team will take place remotely and will last around 45 minutes. The employer should also be present and dates for submissions and assessment will be agreed.

03

Observation with Questions



04

The observation will last for 60 minutes, followed by 30 minutes of questioning by the Innovate Awarding Assessor. The apprentice will need to prepare a session plan, including relevant risk assessments, and will need to give this to the Innovate Awarding Assessor at least one hour prior to the observation. The observation will take place in the apprentice's normal workplace.

Professional Discussion underpinned by a Portfolio



The professional discussion will be between the apprentice and an Innovate Awarding Assessor. It will last for 60 minutes. They will ask at least six questions after reviewing the apprentice's portfolio of evidence. The professional discussion will take place remotely.

05

Case Study with Report and Presentation and Questioning



06

The case study report will have a maximum word limit of 4,000 words. The apprentice will prepare a presentation based on their case study and present this to the Innovate Awarding Assessor. The presentation should be 20 minutes in length, and this will be followed by 20 minutes of questioning by the Innovate Awarding Assessor. The presentation will take place remotely.

Grading and Certification



The assessments will be graded as Distinction/Merit/Pass/Fail. The last step along the journey is the receipt of the certificate which will be sent to the employer by the ESFA.

07

The Apprentice

An Early Years Lead Practitioner is found in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.

The broad purpose of being an Early Years Lead Practitioner is to be proactive and influential in the role, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play-based learning, supporting others to develop their own practice. They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies. In their daily work, an Early Years Lead Practitioner interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies.

An Early Years Lead Practitioner will be responsible for supporting the quality of learning and development in their setting. They will lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition.



Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 5 Early Years Lead Practitioner Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as an Early Years Lead Practitioner and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

✦ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 5 Early Years Lead Practitioner Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 5 Early Years Lead Practitioner
- Compiled, and be ready to submit, a portfolio of 20 discrete pieces of evidence towards the professional discussion
- Completed and be ready to submit a summary of their case study project
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 5 Early Years Lead Practitioner Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

✦ What happens during Gateway?

At Gateway, the apprentice will have scoped out their project in advance and will need to provide a summary of their project and submit this to the Innovate Awarding Assessor at Gateway.

- The summary should demonstrate that the work-based project will provide sufficient opportunity for the KSBs to be met
- The summary is not assessed and will typically be no longer than 500 words
- The summary needs to outline the project plan, research requirements, and an overview of time frames
- The title and scope of the case study will be agreed between the apprentice, employer and Innovate Awarding at Gateway

Innovate Awarding will approve the project title in consultation with the employer within two weeks of Gateway.

✦ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The Innovate Awarding Assessor will book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 5 Early Years Lead Practitioner 45 minute planning meeting will book assessment timeslots for the:

- Observation with questions
- Professional discussion underpinned by a portfolio of evidence
- Case study with report and presentation and questioning

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



✦ Portfolio of Evidence Guidance

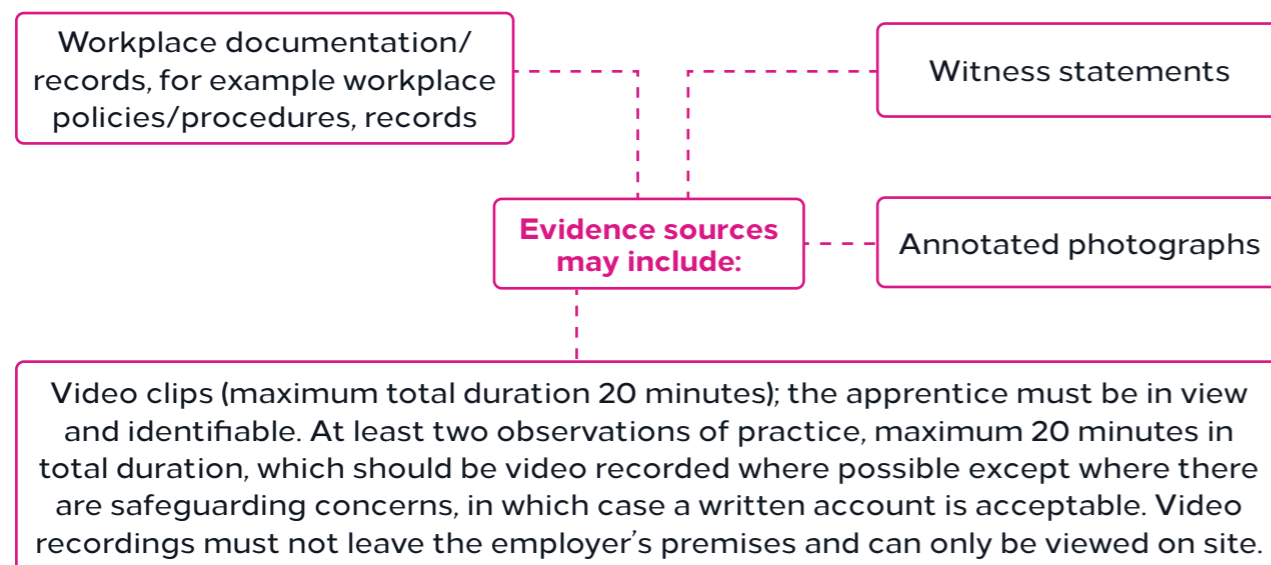
Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will contain 20 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested



End-Point Assessment

✦ Assessment Methods

Assessment Method 1

Observation with questions

An observation with questions involves an Innovate Awarding Assessor observing and questioning the apprentice undertaking work, as part of their normal duties in their workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. Simulation is not permitted.

In advance of the observation, the apprentice must prepare an observation plan, including relevant risk assessments prior to the observation outlining:

- What opportunities and experiences will be supported (outline of learning focus)
- Who is involved (i.e. number of children/children’s profiles/parents/guardians/colleagues).
- Why these areas of focus for learning have been selected (i.e. how it provides the apprentice the opportunity to provide coverage of the KSBs)
- When it will occur (i.e. scheduled date/time)
- How the session will be supported (i.e. the probable skills and approaches that the apprentice will use to support and extend the children’s learning)
- Where it will begin (i.e. indoors/outdoors)

The apprentice must present their plan to the Innovate Awarding Assessor at least an hour before the observation takes place.

The observation plan itself does not form part of the assessment, but the Innovate Awarding Assessor may use this to provide focus to their questions at the end of the observation.

It is imperative that the apprentice has sought the permission of parents/guardians of all children that are likely to be present during the observation. The apprentice should provide clear information to the children, parents or guardians on the purposes of the observation and where any notes related to the observation will be stored. The apprentice should explain to all parents or guardians that there will be no recorded information that would enable identification of any participants apart from the apprentice. The apprentice must ensure any children who want to take part in the observation have parental/guardian consent prior to the activity taking place. This must be evidenced and submitted to the Innovate Awarding Assessor two weeks before the observation takes place.

The total time for the assessment on the day is 90 minutes. This will include a 60 minute observation of the opportunities and experiences outlined in the apprentice's observation plan and 30 minutes of questioning, which will include a minimum of seven questions.

The following activities must be observed during the observation:

- The apprentice interacting with a group of children through an opportunity or experience for learning based on the observation plan
- The apprentice leading/supervising colleagues during this session
- The apprentice communicating with parents/carers/guardians of the children under their supervision

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

- Employer's premises
- Workplace other than that of employer
- Detached and outreach locations



Level 5 Early Years Lead Practitioner v1.0

Depending on the nature of the setting, the location, number of children and age range varies from employer to employer, but some examples of this could be as follows:

- Session in a woodland area
- Session working within messy play
- Session working with pre-school children

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

Please see Annex 3 for Assessment Method Grading Descriptors.

Assessment Method 2:

Professional discussion underpinned by a portfolio

The professional discussion is a structured two-way conversation between the apprentice and the Innovate Awarding Assessor. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. The apprentice will lead the discussion.

Apprentices will be given at least two weeks' notice ahead of the professional discussion. The professional discussion will last 60 minutes and will include a minimum of six questions asked by the Innovate Awarding Assessor.

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

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

- Employer's premises
- Remotely with the agreement of the apprentice and the employer
- A suitable venue selected by the Innovate Awarding (for example a provider's premises)
- Video conferencing

Please see Annex 3 for Assessment Method Grading Descriptors.



Assessment Method 3

Case study with report and presentation and questioning

This assessment method has two components: case study with report, and presentation and questioning.

The table below summarises the tasks required during this assessment method:

Task to complete	Owner of task
Before Gateway	
Scope out case study project	Apprentice
At Gateway	
Submit a summary of the proposed case study project	Apprentice
Two weeks after Gateway	
The proposed case study project will be agreed and approved by Innovate Awarding	Innovate Awarding Assessor
Within twelve weeks after Gateway	
Complete the case study comprising of a series of observations taking place over a six week period	Apprentice
Produce a case study report	Apprentice
Prepare a presentation summarising the case study report and the findings	Apprentice
Submit case study report and presentation content to Innovate Awarding	Apprentice
Within two weeks after submission of the report and presentation	
The case study and report will be reviewed in preparation for the presentation and questioning	Innovate Awarding Assessor
Two weeks after submission	
The 40 minute presentation and questioning will take place	Apprentice and Innovate Awarding Assessor
After the delivery of the case study report and presentation	
The Innovate Awarding Assessor will review and assess the case study report, presentation and questioning holistically to make a final grading decision on this assessment method	Innovate Awarding Assessor

Assessment Method 3 Component 1:

Case study report

The case study report will be based on a case study that the apprentice has completed with an individual child or group of children. The case study report should include an analysis of observations that they have made. The presentation will complement the report by allowing the apprentice the opportunity to provide more information about the report and to answer questions on it.

A case study must be based on a real-life workplace situation which involves completing a relevant and defined piece of work. The work must have a real benefit to the children or setting that they are working in.

The case study may be based on the following:

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

This should include:

- An element of practice that has been observed and is seen to be affecting children's learning and development
- Evidence of how the apprentice has used reflective practice to create change and improve practice

- A detailed analysis of the children's learning and development over the period including observations, assessment, and further planning to evidence effective use of a planning cycle
- A reflection of implications for future practice both for the child/children, the practitioner, and the setting

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

The case study starts after the apprentice has gone through Gateway. Apprentices will have 12 weeks to produce a report, with the observations occurring in the first six weeks of this.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the case study. The case study will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes.

The apprentice will have 12 weeks to write and submit the case study report and the presentation following approval of the case study's scope and title.

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

Assessment Method 3 Component 2: Presentation and questioning

The apprentice will prepare and deliver a presentation summarising their case study report. The presentation content must be completed and submitted with the case study report to Innovate Awarding 12 weeks after Gateway. The presentation submission must be a hard copy and/or electronic slide deck.

The assessment will take 40 minutes comprising of a 20 minute presentation followed by 20 minutes of questioning, during which the Innovate Awarding Assessor will ask a minimum of four questions.

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

- Their case study report and case study
- A copy of their presentation (hard copy or electronic)
- Notes

The Innovate Awarding Assessor will review and assess the case study report holistically together with the presentation and questioning.

The presentation and questioning elements will be conducted in a suitable controlled environment in any of the following:

- Employer’s premises
- Other suitable venue selected by Innovate Awarding (for example a provider’s premises)

Please see Annex 3 for Assessment Method Grading Descriptors.



Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor will grade the observation with questions, the professional discussion and the case study with report and presentation and questioning.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve distinction in both assessment methods.

To achieve an overall merit, the apprentice must achieve a pass in one assessment method and a distinction in the other.

To achieve an overall pass, the apprentice must achieve a pass in all the assessment methods.

If the apprentice fails one or more assessment method, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Observation with Questions	Professional Discussion underpinned by a Portfolio of Evidence	Case Study with Report and Presentation and Questioning	Overall Grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Merit
Distinction	Pass	Distinction	Merit
Pass	Distinction	Distinction	Merit
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass

Annex 1

✧ Assessment Plan and Occupational Standard

The Level 5 Early Years Lead Practitioner Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-lead-practitioner-v1-0>

**Level 5 Early Years Lead Practitioner ST0551
Version 1.0
Sector: Education and Early Years
EQA Organisation: Ofqual**



Annex 2 Additional Information

✧ Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

✧ Re-sits and Re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit

or re-take any failed assessment methods only. In the event of a resit/retake the apprentice can use the same portfolio of evidence. If the case study assessment method is failed, the apprentice is not required to undertake a new project. Instead, they should submit an amended project report or presentation.

The timescales for a re-sit or a re-take will be agreed between the employer and Innovate Awarding. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within four months of the EPA outcome notification. All assessment methods must be taken within a six month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

✧ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Annex 3

Support Materials

✦ Assessment Method 1 Grading Descriptors

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
The Unique Child		
<p>K1 Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.</p> <p>S2 Promote equality of opportunity and anti-discriminatory practice.</p> <p>S24 Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.</p>	<p>Advocates to ensure the child's voice is always heard, respected and acted upon in their best interest, demonstrating a clear understanding of an inclusive and ethical approach to practice which is responsive and respectful to the individual child and takes account of the social and cultural context.</p> <p>Demonstrates how they continuously evaluate the quality of the childcare environment.</p> <p>(K1 S2 S24)</p>	<p>Demonstrates how their practice challenges both explicit and implicit discrimination, and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1 S2 S24)</p>
<p>K4 Current and contemporary schools of thought to enable respectful and nurturing personal care.</p> <p>S17 Plan, carry out and guide appropriate physical care routines for individual children.</p> <p>B3 Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</p>	<p>Demonstrates respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children.</p> <p>Acts in a way that is person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</p> <p>(K4 S17 B3)</p>	<p>N/A</p>

<p>K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.</p>	<p>Responds to a child's individual needs and circumstances, through planning that reflects the child's need for consistent care as well as being able to adapt to the child's and families' needs during change, including transitions. Responds to a child's needs by being consistent in the planning and provision needed for their individual care and development. (K14 S4)</p>	<p>Critically evaluate all systems including transitions and develop processes, accounting for all children's and families' needs. (K14 S4)</p>
<p>S4 Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.</p>	<p>Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)</p>	<p>Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome. (S23)</p>
Learning and Development		
<p>S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	<p>Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7)</p>	<p>Applies and justifies their approach to using frameworks, theory and strategies to both ongoing assessment systems and within daily playful interactions with individual children. (S7 S3)</p>
<p>S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.</p>	<p>Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3)</p>	

<p>S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.</p> <p>B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.</p>	<p>Co-ordinates an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children. (S5 B7)</p>	<p>Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5 S6)</p>
<p>S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.</p>		
<p>B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.</p>		
<p>B8 Flexible and adaptable; responding to children's spontaneous activities.</p>		
<p>S8 Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.</p>	<p>Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children. (S6 B4 B8)</p>	<p>Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)</p>

Leaderful Practice		
<p>K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.</p>	<p>Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches.</p>	<p>Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17 S22)</p> <p>Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10 S14 B2)</p>
<p>S22 Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.</p>	<p>Inspires, motivates and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice.</p> <p>(K17 S22 B2)</p>	
<p>B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.</p>		
<p>B5 Positive and proactive member of the team, being assertive and exercising diplomacy.</p>	<p>Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (B5 S10)</p>	
<p>S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.</p>		
<p>S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.</p>	<p>Co-ordinates an effective and robust key person system to support children's development. (S14)</p>	
<p>S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.</p>	<p>Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15)</p>	<p>Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)</p>

S20 Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.

Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modeling, and evaluating within practice. **(S20)**

Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures. **(S20)**

Annex 3

Support Materials

✦ Assessment Method 2 Grading Descriptors

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
Effective Implementation of Legislation and Guidance		
<p>K5 Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.</p> <p>S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p> <p>S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>	<p>Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews.</p> <p>Explains current legislation and guidance and how this is implemented through policy and procedure.</p> <p>Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children.</p>	<p>Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5 S25 S26)</p>
<p>K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.</p>	<p>Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)</p>	<p>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers, and other professionals. (K21)</p>
<p>S11 Advocate for the child, cultivating professional partnerships with parents/ carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.</p>	<p>Understand their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)</p>	<p>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</p>

<p>K16 How to promote inclusion, equality and diversity in the sector and why it is essential.</p>	<p>Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16 B1)</p>	<p>Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16 B1)</p>
<p>B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.</p>		
<p>K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within local, national, historical and global contexts.</p>	<p>Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>	<p>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</p>
Effective Promotion of Development, Health and Wellbeing		
<p>K6 Theories of self-regulation, resilience and wellbeing and the impact of adverse early childhood experiences.</p>	<p>Explains theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)</p>	<p>Analyses the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with learning. (K6)</p>
<p>K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.</p>	<p>Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)</p>	<p>Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)</p>
<p>S18 Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.</p>	<p>Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)</p>	<p>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</p>
<p>S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.</p>	<p>Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting. (S19)</p>	<p>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)</p>

Continuous Professional Development

<p>K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.</p>	<p>Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)</p>	<p>Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence. (K18 S16 B6 B9)</p>
<p>S16 Use reflection to develop themselves both professionally and personally to enhance their practice.</p>	<p>Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16 B6 B9)</p>	
<p>B6 Reflective practitioner.</p>		
<p>B9 Receptive and open to challenge and constructive criticism.</p>		

Administrative

<p>K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.</p>	<p>Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and current legislation. (K19 S21)</p>	<p>N/A</p>
<p>S21 Ensure the security and confidentiality of data, records and information in line with current legislation.</p>		<p>N/A</p>

Annex 3

Support Materials

✦ Assessment Method 3 Grading Descriptors

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor		
Child Development				
<p>K2 How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p> <p>K3 Factors that have an impact upon health, wellbeing and early learning that can affect children from conception to 8 years.</p> <p>S1 Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.</p>	<p>Analyses and applies to practice, theoretical stances with regards to all areas of development, factors that impact upon health, wellbeing and early learning, and how individual learning can be affected by these factors for children from conception to the age of 8. (K2 K3 S1)</p>	<p>Critically evaluates theoretical approaches to children's development and articulates clearly the decisions made in the complexities of daily developmental practice. (K2 K3 S1)</p>		
<p>K8 The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.</p>			<p>Demonstrates how they consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child. (K8)</p>	<p>N/A</p>

<p>S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.</p>	<p>Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child/children and how that partnership has enabled a greater understanding of the child/children leading to enhanced opportunities. (S12)</p>	<p>Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12)</p>
<p>K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</p>	<p>Explains theories of attachment that promote effective relationships between staff and children. (K7)</p>	<p>N/A</p>
Observation and Assessment Planning		
<p>K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.</p> <p>S9 Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.</p>	<p>Uses theoretical knowledge of the importance of play, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences. (K9 S9)</p>	<p>Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for child/children. (K9 S9)</p>
<p>K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.</p>		

<p>K13 How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.</p>	<p>Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved practice in relation to needs-based assessment and early intervention.</p>	<p>N/A</p>
<p>S13 Make use of formative and summative assessment, tracking children’s progress to plan for future learning possibilities including early interventions based on individual developmental needs.</p>	<p>(K13 S13)</p>	<p>N/A</p>
<p>Reflective Practice</p>		
<p>K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p>	<p>Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)</p>	<p>Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)</p>
<p>K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.</p>	<p>Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)</p>	<p>Facilitates an enabling environment through application of theoretical knowledge. (K15)</p>

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org

Level 5 Early Years Lead Practitioner v1.0

Innovate Awarding Assessment Specification

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