

Overview of the role

Working directly with children, skilfully leading day to day practice.

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Standard in development

L5: Early years lead practitioner

Version 1.1

Title of occupation

Early years lead practitioner

UOS reference number

ST0551

Core and options

No

Level of occupation

Level 5

Occupational maps data

Route: Education and early years

Pathway: Education and Early Years

Cluster: Early years education support practitioner

Typical duration of apprenticeship

24 months

Target date for approval

15/01/2025

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

Yes

Regulated occupation**Is this a statutory regulated occupation?**

No

Occupational summary

This occupation 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 the occupation is to be a proactive and influential practitioner, 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 employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals and appropriate agencies. An employee in this occupation will be responsible for supporting the quality of learning and development in their setting. They 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. They usually report directly to the head of the setting (The Manager, The Leader, The Director).

Typical job titles:

Room leader, Deputy manager, Assistant manager, Senior practitioner, Lead practitioner, Pre-school leader, Early years coordinator

Early years practitioner, Nursery officer, Early years officer, Key worker, Senior key worker, Baby room leader, Lead baby room practitioner, Play leader

Early years support worker, Higher level teaching and learning assistant, Early years foundation Stage lead or coordinator

Pastoral care manager, Pastoral assistant, Education welfare officer

Specialist practitioner in child development (health), Community nursery nurse, Health play specialist, Hospital play worker.

Typical job titles

Assistant manager Baby room leader Deputy manager Early years coordinator Early years foundation stage lead or coordinator Early years officer Early years practitioner Early years support worker Education welfare officer Health play specialist Higher level teaching and learning assistant Hospital play worker Key worker Lead baby room practitioner Lead practitioner Nursery officer Pastoral assistant Pastoral care manager Play leader Pre-school leader Room leader Senior key worker Senior practitioner Specialist practitioner in child development (health), community nursery nurse

Are there any statutory / regulatory or other typical entry requirements?

Yes

Entry requirement label

Undertake the Disclosure and Barring Service process and provide the result.

Occupation duties

Duty**KSBs**

Duty 1 Promote the health and well-being of all children, self-regulation and resilience through learning rich environments, opportunities for challenging play and a healthy attitude towards risk taking.

K1 K2 K3 K4 K5 K7 K8 K9 K10 K11 K13 K15 K17 K18 K19 K20 K21
S2 S6 S7 S8 S9 S12 S13 S17 S21 S22 S23 S24 S25
B1 B2 B3 B4 B5 B6

Duty 2 Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations in order to facilitate and extend deep level learning.

K1 K2 K3 K7 K8 K9 K11 K12 K13 K14 K15 K16 K17 K19 K20
S3 S4 S5 S6 S7 S8 S12 S13 S15 S16 S17 S18 S19 S20 S21
B1 B3 B4 B6

Duty

3 Participate in and lead daily routines and practice, including childrens'

K1 K2 K3 K5 K7 K11 K12 K13 K15 K18 K21
S2 S3 S4 S5 S8 S9 S12 S13 S18 S23
B3 B4 B5 B6

Duty**KSBs**

personal care,
play and
maintaining the
physical
environment.

Duty 4 To be an effective key person and advocate for the child, supporting the child's developmental, emotional and daily needs within a secure and caring relationship. To ensure the effectiveness of the key person approach across the aspect or environment for which they are responsible.

K1 K2 K3 K4 K5 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20

S2 S3 S4 S5 S6 S7 S8 S9 S10 S12 S13 S14 S15 S16 S17 S18 S21 S22 S23 S24 S25 S

B1 B2 B3 B4 B5 B6

Duty 5 To take the lead and provide support in disseminating best practice in the use of observation, assessments

K1 K2 K3 K4 K7 K8 K10 K11 K12 K13 K14 K15 K16 K19 K20

S3 S4 S5 S6 S7 S8 S12 S15 S16 S17 S18 S19 S20 S21 S23 S24 S26

B1 B2 B3 B4 B5 B6

Duty**KSBs**

and planning to meet children's needs and extend their holistic development within the aspect or environment for which they are responsible.

Duty

6 Promote, demonstrate and facilitate a clear understanding of diversity and equality to support all children, including those with additional needs, those of high ability, those with English as an additional language and those with disabilities. To be able to use and evaluate distinctive approaches which engage and support

K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K13 K15 K16 K17 K18 K19 K20 K21

S2 S3 S6 S7 S8 S10 S12 S13 S14 S15 S16 S17 S18 S19 S21 S22 S23 S24 S25 S26

B1 B2 B3 B4 B5 B6

Duty**KSBs**

inclusivity of all children within their social and cultural context.

Duty 7 Ensure full compliance with all safeguarding legislation, policies and strategies at a national, local and setting based level are promoted, implemented and embedded respectfully within practice, providing appropriate support to colleagues as, or supporting, the Designated Safeguarding Lead.

K1 K3 K4 K5 K6 K7 K8 K10 K17 K18 K19 K20 K21

S1 S6 S10 S13 S14 S21 S22 S23 S24 S25 S26

B1 B2 B3 B5 B6

Duty

8 Demonstrate leaderful practice through the effective deployment of resources and

K1 K2 K3 K5 K8 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20

S6 S9 S10 S13 S16 S17 S18 S20 S21 S22 S23 S25 S27

B1 B2 B3 B4 B5 B6

Duty**KSBs**

practitioners
keeping the
child's voice
and needs
central to
practice.

Duty 9 Reflect
and build on
practice
through
ongoing
professional
enquiry and
action research
to contribute to
the pedagogical
approach of
their setting. To
be accountable
for day to day
practice, longer
term planning,
management
and training
within the
specific aspect
or environment
for which they
are
responsible.

K2 K3 K4 K5 K7 K8 K11 K12 K13 K14 K15 K16 K17 K18 K19
S2 S4 S5 S6 S7 S8 S12 S13 S16 S17 S18 S20 S21 S23 S25
B1 B2 B3 B4 B5 B6

Duty

10 Establish
engaging,
inclusive and
collaborative
relationships

K1 K2 K3 K6 K7 K8 K9 K15 K17 K18 K19 K20
S1 S6 S8 S9 S10 S14 S19 S21 S22 S23 S25 S26
B1 B2 B3 B5 B6

Duty**KSBs**

and participate in multiagency meetings.

Enable and facilitate practitioners to develop professional relationships with parents, carers and multi-agencies to meet the individual needs of the children.

Duty

11 Commit to becoming a reflective practitioner, enhancing skills and knowledge to improve pedagogical practice. Guide and support the development of the reflective practice of others.

K1 K3 K5 K6 K7 K11 K12 K13 K16 K18 K19 K20 K21

S17 S20 S25

B1 B2 B5 B6

Duty 12 Initiate continuing professional development

K13 K18 K19 K20 K21

S17 S22 S23 S24 S25

B2 B3 B5 B6

Duty**KSBs**

opportunities in response to identification of strengths and weaknesses both personally and within your team. Provide constructive feedback on points of practice on an informal day to day basis and contribute to formal performance management as necessary.

Duty 13 Ensure compliance with all Health and Safety legislation, policies and strategies at a national, local and setting based level.

K1 K12 K15 K17 K20 K21

S2 S9 S13 S16 S21

B1 B5

Duty

14 Maintain effective administrative systems including development

K1 K2 K3 K6 K8 K9 K10 K13 K14 K16 K17 K20 K21

S1 S2 S6 S7 S8 S14 S15 S18 S19 S23 S24 S26

B1 B5 B6

Duty**KSBs**

records, assessment, report writing and record keeping, such as risk assessments and safeguarding concerns.

Duty 15 Work in collaborative partnership with parents and carers in the planning, implementation and review of strategies in place to support children's experience, holistic development, learning and progress.

K2 K3 K5 K7 K8 K9 K10 K12 K15 K16 K17

S1 S2 S3 S4 S6 S7 S8 S10 S11 S12 S14 S15 S16 S20 S23

B1 B3 B4

Duty 16 To lead and manage across the area, aspect or environment for which they are responsible for.

K1 K2 K6 K7 K10 K17 K18 K20 K21 K22

S1 S6 S8 S10 S11 S13 S14 S17 S19 S20 S21 S22 S23 S24 S25 S26

B1 B2 B3 B4 B5 B6

KSBs

Knowledge

K1: Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.

K2: How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.

K3: Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years years and how children and families can make healthy and effective life choices.

K4: Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.

K5: Current and contemporary theories and approaches to enable respectful and nurturing personal care.

K6: Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify 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.

K7: Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.

K8: The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.

K9: Potential effects of transitions and theories and approaches on how to successfully support children and their families.

K10: Strategies to effect collaborative approaches to working with parents, colleagues, professional bodies and multi agencies.

K11: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.

K12: How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.

K13: A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.

K14: The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy.

K15: The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development.

K16: 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.

K17: How to promote inclusion, equality and diversity in the sector and why it is essential.

K18: Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.

K19: Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.

K20: Ways to use, record and store data and information securely and in line with GDPR legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English.

K21: The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND and the impact of these on effective provision.

K22: Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste.

Skills

S1: 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.

S2: Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.

S3: Support and promote children's diverse speech, language and communication development and determining and adapting appropriate responses and interventions to support verbal, nonverbal interactions and engagement with written communication.

S4: 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.

S5: Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.

S6: 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.

S7: 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.

S8: 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.

S9: Plan, carry out and guide appropriate personal care routines for individual children.

S10: Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.

S11: Explore and understand, challenge and question; knowing when to act to safeguard and protect children.

S12: Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.

S13: Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.

S14: Advocate for the child, cultivating professional partnerships with parents/carers, colleagues and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.

S15: Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.

S16: Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.

S17: Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.

S18: Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.

S19: 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.

S20: Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.

S21: Promote equality of opportunity and anti-discriminatory practice.

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.

S23: Identify, action and competently challenge issues and undertake difficult conversations where appropriate.

S24: Use reflection to develop themselves both professionally and personally to enhance their practice.

S25: Ensure the security and confidentiality of data, records and information in line with current legislation.

S26: 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.

S27: Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal .

Behaviours

B1: Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.

B2: Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.

B3: Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.

B4: Be authentic, playful, animated, responsive, creative, imaginative and curious.

B5: Positive and proactive member of the team, being assertive and exercising diplomacy.

B6: Reflective practitioner, receptive and open to challenge and constructive criticism.

Qualifications

English and maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Professional recognition

This standard aligns with the following professional recognition:

- This apprenticeship aligns with the criteria that early years qualifications must meet to be recognised by the Department for Education as full and relevant for L3

Consultation

Progression routes

Supporting uploads

Mandatory qualification uploads

Mandated degree evidence uploads

Professional body confirmation uploads

Involved employers

Subject sector area

1.5 Child development and well being