Education and Early Years route

Explains industry placement objective templates for T Level in Education and Early Years

July 2023

Contents

T Level: Education and Early Years

Occupational Specialism: Early Years Educator

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Early Years Educator Trainee	**Duration**	750 hours

Objective(s)
To support practitioners in the setting to help ensure that young children learn and develop and are kept healthy and safe. To provide an opportunity for learners to provide evidence for the Early Years Criteria. (This may require students to have more than one placement in order to gain experience across the age-range.)

Typical Activities

1. Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child through:
   o Planning and supervising child initiated and adult led activities which are based around the needs and interests of each individual child
   o Supporting children to develop numeracy and language skills through games and play
   o Supporting the key person to help ensure each child feels safe and secure
2. Observe and assess children and shape their learning experience to reflect those observations
3. Meet the physical care needs of the individual child

4. Maintain and update records in line with the setting's policies and procedures	

Learning goals	TQ Reference
On the placement, the student will need to further develop and hone through activity 1: **Employability skills** - Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone - Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal - Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects - Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice - Leading: inspiring others, setting direction, taking responsibility, modelling appropriate behaviours **Technical Skills** - Developing and maintaining professional partnerships with parents and carers, work colleagues and other professionals to identify and meet the needs of babies and children in the setting and enable them to progress - Supporting and promoting children's speech, language and communication development - Supporting children's early literacy and mathematical skills - Using strategies to develop children's thinking and non-cognitive skills	*[Insert corresponding reference from the TQ content]*

- Promoting equality of opportunity and anti-discriminatory practice

- Planning and leading/facilitating play-based activities that are linked to the early years curriculum

- Developing positive and professional relationships with children that support their socialisation, confidence, and ability to manage their own behaviour

- Understanding and following the relevant policies, procedures, and approaches in the setting when there are concerns about a child's development

- Carrying out risk assessments

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

Employability skills

- Solving problems: Apply a logical approach to identifying issues and propose solutions

- Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity

- Decision making: clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding

- Observing: situational awareness, monitoring

Technical skills

- Using formal and informal observation and assessment techniques to monitor developmental progress linked to the early years curriculum and identify needs

- Planning, providing, and reviewing care, educational experiences, play opportunities and environments to ensure that children's needs are being met and they are able to progress in relation to the early years curriculum

On the placement, the student will need to further develop and hone through activity 3:

Employability skills

- Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects.

- Negotiating: Secure agreement on a course of action through discussion, in order to achieve mutually beneficial results.

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone

- Physical dexterity: precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force

Technical skills

- Plan and carry out physical care routines suitable to the age, stage and needs of the child

- Contributing to the health, safety and well-being of children in the setting, including through providing appropriate supervision, encouraging friendships, promoting healthy lifestyles, responding to illness and emergencies

On the placement, the student will need to further develop and hone through activity 4:

Employability Skills

- Recording: transcribing, noting, capturing, saving, storing

Technical Skills

- Maintaining accurate records in line with the setting's policies and procedures

Minimum starting requirements
- Induction to the setting, including being made aware of policies and procedures and how and to whom to report concerns   - Safeguarding training   - Food hygiene training   - Health and safety training   - Enhanced DBS
Suggested prior learning
Knowledge of relevant legislation

- Issues and feelings likely to be experienced in placement and how to manage them
- Typical workplace behaviours needed for role, including:
  - Punctuality
  - Confidentiality
  - Appropriate clothing
  - Working in a non-discriminatory way, promoting community cohesion and cultural diversity
  - Promoting and modelling wanted behaviours
  - Developing and maintaining professional relationships with colleagues and parents and carers
  - Communicating with other adults appropriately

T Level: Education and Early Years

Occupational Specialism: Assisting Teaching

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Teaching Assistant/ Learning Support Assistant Trainee	**Duration**	315 hours

Objective(s)
To support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives, and stay on task in order to make progress
Typical Activities

1. Support the class teacher through:
    o Engaging children and young people and keep them on task.
    o Supporting and encourage pupils to move towards independent learning.
2. Work under the supervision of the class teacher to:
    o Deliver interventions in accordance with training given.
    o Deliver/lead small group teaching within clearly defined/planned parameters.
    o Use relevant technology to improve learning
3. Contribute to a range of assessment processes and use information effectively to support children's learning.

4. Maintain and update records in line with the setting's policies and procedures.

Learning goals	TQ Reference
On the placement, the student will need to further develop and hone through activity 1: **Employability skills** • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal • Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects. **Technical Skills** • Communicate effectively with teachers to ensure own contribution aligns with teaching and providing feedback to the teacher on children and young people's progress • Communicate effectively with children and young people • Effectively manage behaviour in line with the school policy and support pupils to manage their own behaviour • Use strategies that enable pupils to access and engage in learning and make progress, one-to-one and in small groups • Support pupils' mathematical understanding • Support pupils to develop their literacy skills • Understand and comply with statutory guidance and the	*[Insert corresponding reference from the TQ content]*

schools' policies and procedures regarding safeguarding (including E-safety), responding to and reporting concerns, and maintaining confidentiality • Use strategies and approaches that support pupils' resilience and well-being On the placement the student will need to further develop and hone through activity 2 **Employability skills** • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity. • Decision making: clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Leading: inspiring others, setting direction, taking responsibility, modelling appropriate behaviours • Designing: Develop the form of an artefact or system to achieve a defined function **Technical skills**	

• Use appropriate technology for supporting teaching and learning, assessment and record keeping • Facilitate outdoor education, providing appropriate challenge, maximising learning opportunities, and supporting pupils to manage risks • Use strategies that enable pupils to access and engage in learning and make progress, one-to-one and in small groups • Support pupils' mathematical understanding • Support pupils to develop their literacy skills • Understand and comply with statutory guidance and the schools' policies and procedures regarding safeguarding (including E-safety), responding to and reporting concerns, and maintaining confidentiality • Use strategies and approaches that support pupils' resilience and well-being • Respond to illnesses, accidents, and emergencies when they arise, in line with school policies and procedures, including for reporting • Provide support to pupils with additional needs in line with guidance from the teacher and any education, health, and care plans, to enable them to access the curriculum and to encourage their sense of achievement and social inclusion On the placement, the student will need to further develop and hone through activity 3 **Employability skills**	

• Observing: situational awareness, monitoring • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity. **Technical skills** • Contribute to assessment by observing and tracking pupil progress and using the information to plan next steps with the teacher On the placement, the student will need to further develop and hone through activity 4: **Employability Skills** • Recording: transcribing, noting, capturing, saving, storing **Technical Skills** Maintaining accurate records in line with the setting's policies and procedures	

Minimum starting requirements
• Induction to the setting, including being made aware of policies and procedures and how and to whom to report concerns • Safeguarding training • Health and safety training • Enhanced DBS

Suggested prior learning

- Knowledge of relevant legislation
- Issues and feelings likely to be experienced in placement and how to manage them
- Typical workplace behaviours needed for role, including:
    - Punctuality
    - Confidentiality
    - Appropriate clothing
    - Working in a non-discriminatory way, promoting community cohesion and cultural diversity
    - Promoting and modelling wanted behaviours
    - Developing and maintaining professional relationships with colleagues and parents and carers
    - Communicating with other adults appropriately

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