



Department
for Education

Early years teacher degree apprenticeship (EYTDA): guidance for employers

May 2025

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Acknowledgements

This document has been produced by the Department for Education in collaboration with early years experts and training providers from Best Practice Network, Early Childhood Studies Degree Network, Early Years Alliance, Kido Schools, Little Pips Nursery, Sheffield Hallam University, Pen Green Centre, Nottingham Trent University, University of Greenwich and University of Reading.

Summary

This guidance is designed to support for early years employers deliver the Early Years Teacher Degree Apprenticeship (EYTDA). It includes statutory and non-statutory guidance, which are indicated by 'must' (statutory) and 'should' (non-statutory).

If you're interested in applying for EYTDA, visit [Become an early years teacher | Get Into Teaching GOV.UK](#)

This document is accompanying guidance to the level 6 [ST1077 Early Years Teacher](#) standard published by the [Institute for Apprenticeships and Technical Education](#) and the Department for Education's guidance on [How to take on an apprentice - GOV.UK](#).

Employers should consider this guidance, [Institute for Apprenticeships and Technical Education](#) (IfATE) guidance and [apprenticeship guidance](#), with particular reference to the [Apprenticeship funding rules - GOV.UK](#), when offering the EYTDA.

Expiry or review date

This guidance is effective for recruitment of candidates for academic years 2025 to 2026. It will be reviewed on an annual basis.

Background and aims of the EYTDA

We know that the earliest years are the most crucial stage of child development, and that early education supports children's social and emotional development and lays the foundation for lifelong learning. Strong leadership has an impact on children's outcomes, and investing in CPD for the early years workforce drives up the quality of early education.

The Institute for Apprenticeships and Technical Education (IfATE) worked with a trailblazer group formed of 34 early years sector experts, including training providers,

employers, membership organisations and unions to develop the Early Years Teacher Degree Apprenticeship (EYTDA) and the [standard](#) was published in January 2025.

The EYTDA will put foundations in place to provide a highly qualified workforce to support the next generation of young children as well as a level 6 workforce that meets the needs of the early years sector by enabling a trainee to obtain a full and relevant early years degree as well as Early Years Teacher Status. This apprenticeship will help build the right Level 6 workforce and continue to secure high-quality provision.

Terminology

The Institute for Apprenticeships and Technical Education (IfATE) provides a [glossary of terms](#). This should be referred to and adhered to in order to ensure consistency of understanding the degree apprenticeship and consistency when communicating with others and promoting EYTDA courses.

EYTDA funding

If you pay the apprenticeship levy

Employers have to pay the [apprenticeship levy](#) if their annual pay bill is more than £3 million.

If you are a levy-paying employer, you need to [register for the apprenticeship service](#) so you can manage your apprenticeship funds online. You will be able to pay for training and assessment from your account.

Government tops up your monthly levy payments by 10%. Details can be found in the [apprenticeship funding rules](#).

If you don't have enough funds in your account to pay for apprenticeship training and assessment, you must pay 5% of any outstanding balance.

The government will pay the remaining 95%, up to the funding band maximum allocated to the apprenticeship you have chosen.

If you exceed the [funding band maximum](#), you will need to pay all the additional costs.

If you do not pay the apprenticeship levy

As an employer, who does not pay the apprenticeship levy, you will need to reserve funds for apprenticeship training in the 'finance' section of your [apprenticeship service account](#). You can also give your training provider permission to reserve funds on your behalf.

We will ask you to make a 5% contribution to the cost of training and assessment and the government will pay the remaining 95%, up to the maximum amount of funding allocated to the apprenticeship you have chosen.

If you exceed the [funding band maximum](#), you will need to pay all the additional costs.

You will pay your 5% contribution to your training provider over the lifetime of the apprenticeship training.

There are certain circumstances where the government will fully fund apprenticeship training costs, up to the funding band maximum. More information can be found in the [apprenticeship funding rules](#) and [Explore funding options](#).

What you'll need to reserve funds

To start with you need to create an [apprenticeship service account](#) if you do not already have one.

Employers who do not pay the apprenticeship levy can reserve funds up to 3 months in advance of the expected apprenticeship start date.

From 3 April 2023, employers who do not pay the apprenticeship levy are no longer limited to a maximum of 10 new apprenticeship starts – they are able to recruit as many high-quality apprentices as their business needs.

You will need to know:

- which apprenticeship training course the apprentice will be doing
- what month the apprenticeship training will start

Additional funding and support

You could also be eligible for additional funding and support depending on your apprentice's circumstances. Find out more from the [apprenticeship funding rules](#).

Structure of the early years teacher degree apprenticeship

Training period

EYTDA training will take place typically over 36 months and successful trainees will achieve a level 6 undergraduate degree, an apprenticeship and Early Years Teacher Status (EYTS) which will enable them to work in level 6 staff:child ratios.

Trainees must remain employed for the full duration of the apprenticeship. In cases where a trainee is made redundant or transitions to a different setting, the relevant apprenticeship funding rules must be followed.

Course structure

The EYTDA consists of the [Knowledge, Skills and Behaviours statements \(KSBs\)](#) which have been designed to meet the [Early years teachers' standards - GOV.UK](#) and the QAA [Subject Benchmark Statement - Early Childhood Studies](#). This results in a rich curriculum which extends beyond teacher training and development.

At the outset, EYTDA training providers should clearly communicate to employers and trainees the full scope and coverage of the programme, including the subject and curriculum knowledge apprentices will gain and the anticipated outcomes of the course.

To successfully complete the apprenticeship, attain their degree, and achieve Early Years Teacher Status (EYTS), trainees must develop expertise across multiple areas, including the KSBs, the Teachers' Standards (early years), and the QAA subject benchmark statement for Early Childhood Studies. The course consists of working in a school or early years setting, off-the-job training, placement and mentoring. Annex A provides a high-level view of the suggested user journey through the EYTDA.

All apprenticeships require off-the-job training, as defined in the [apprenticeship funding rules](#), and this must take place within contracted hours. The amount of time a trainee spends on off-the-job training may vary across training years and between different ITT providers. However, learning providers must comply with minimum off-the-job training requirements outlined in the [funding rules](#) at the point that the apprentice starts the course. The minimum hours of off-the-job training is expected to be 1531 hours over the course of the EYTDA but is subject to change.

Apprenticeship standard

The [early years teacher degree apprenticeship standard](#) sets out the details of the Early Years Teacher standard. This includes the occupation summary, entry requirements, the knowledge, skills and behaviours that the EYTDA covers and the end point assessment (EPA).

Placements in other early years settings

Trainee early years teachers need a variety of experience in early years settings to enable them to meet the Teachers' Standards (Early Years). They need to teach children aged 0-5 from different backgrounds to meet EYTS requirements and up to 8 years of age to meet QAA benchmark requirements, as well as gaining experience of different approaches to pedagogical leadership and to organisation and management. Trainees

will need to be released from their employing setting to spend time teaching in placements and another settings.

Placement settings should be carefully selected to extend the trainees' knowledge, skills and understanding and provide opportunities for them to demonstrate, through their teaching, how they meet the [Teachers' Standards \(early years\)](#). Trainees must gain work experience in an alternative setting to meet the QAA benchmark statement for early childhood studies requirements and a second Ofsted-inspected setting to gain experience of working in positions covering 0-5 years to meet the EYTS requirements. Between the three settings, trainees must work in positions covering 0-8 years to meet the QAA benchmark statement for early childhood studies requirements.

Trainees should have worked in three early years settings during the course of the apprenticeship prior to being able to record the achievement of EYTS, spending 6 weeks in an alternative setting and a supplementary placement. This should consist of 2 weeks in each year of the degree apprenticeship. It is not sufficient for trainees only to have had non-teaching work experience in these settings.

During the course of their training, trainees:

- must work in their employing school or registered early years setting
- must have a placement in an alternative setting: alternative settings are different from supplementary setting placements and include, for example, hospitals and public health, family and community support, charities and not-for-profit organisations, social care settings, family hubs, and Children's Centres
- must work in a supplementary school or registered early years setting on teacher placement to gain experience of working across the 0-5 age range if they are unable to gain this experience in their employing setting. Placement in a supplementary setting is optional if trainees can gain all this experience in their employing setting.

Supplementary placement settings include, for example, childminders, day nurseries, private nursery schools, local authority-maintained nursery schools, local authority managed childcare, pre-schools, playgroups, independent schools.

Practical teaching experience for the purposes of EYTDA should take place wholly in England.

Safeguarding requirements

Schools and early years settings should ensure that all trainee teachers, at the start of their training in each school or setting, are provided with the following:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)

- the whistleblowing policy
- information about the role of the designated safeguarding lead
- the [Early years foundation stage \(EYFS\) safeguarding and welfare requirements - GOV.UK](#)
- [Keeping Children Safe in Education](#)

To ensure EYTDA trainees understand their role and responsibilities in relation to safeguarding, comprehensive safeguarding training should be integrated throughout their training and placements exploring the link between pedagogical practices and safeguarding.

Trainees must be trained in the employer's safeguarding protocols, including how to report safeguarding concerns and their responsibilities under the whistleblowing policy. All employers should ensure trainees undertake safeguarding training that meets at least the statutory requirements set out in [Keeping Children Safe in Education](#), ensuring they are equipped to recognise, respond to, and report safeguarding issues appropriately.

Integrating on-the-job and off-the-job learning

Effective integration of off-the-job learning with on-the-job experience is essential for the comprehensive development of trainees.

Training should ensure that knowledge, skills and behaviours are developed and aligned with the early years teacher standards and ensure that trainees can follow a structured and progressive pathway towards meeting the required standards. To make the learning process relevant, employers and mentors need to be aware of both the specific content being taught and how this content is connected to the professional standards expected in practice. Trainee teachers should be equipped with a comprehensive understanding of their role (see Annex A), with practical examples of how their learning is applied in early years settings. Regular assessments should be conducted to evaluate trainee progress and inform necessary refinements to enhance the programme's effectiveness.

Trainee development and assessment, including observations, feedback sessions, and reviews of trainees' work, should be conducted to maintain consistency between training content and workplace application. A culture of continuous improvement should be embedded within the programme, ensuring that feedback is used proactively to enhance training delivery and overall effectiveness.

The role of mentors

Mentors should be able to establish quality relationships with their trainees and provide support to the trainee as well as evaluating their practice. They should:

- have a clear understanding of their role, and the skills required to undertake it
- have a clear understanding of the EYTDA standard and the EYTDA curriculum the trainee will follow
- ideally hold a level 6 early years qualification. Where this is not possible, mentors should be working towards a level 6 early years qualification or willing to undertake training at level 6 standard provided by the learning provider

These criteria are crucial to ensure that mentors can provide informed, targeted and actionable input and feedback, aligned with the EYTDA requirements. Excellent practice needs to be modelled and exemplified in a way which is matched to the EYTDA curriculum.

Regular mentor-trainee meetings should review progress, address challenges, and identify opportunities for workplace application. A robust feedback system should monitor trainee development and assess training effectiveness.

Wherever possible, mentors should work in the same setting as the trainee they are mentoring to facilitate weekly 1:1 mentoring sessions and enable mentors to formally and informally observe the trainee at work, establish expectations in the workplace and offer advice and support as appropriate.

General mentors

General mentors should be experienced early years teachers or educators with a formal responsibility to support a trainee teacher working or undertaking a placement in their school or early years setting.

They spend at least 1.5 hours with their trainee each week and provide support, input, and feedback in line with the EYTDA curriculum, which is specific to the trainee's EYTDA training provider.

Lead mentors and mentor leadership teams

There is no obligation to have lead mentors or mentor leadership teams for the EYTDA. EYTDA training providers may assign lead mentors, and they may be employed by the accredited training provider, their lead partner or a partner setting. An individual or a leadership team can carry out the lead mentor role. They should be or comprise individuals with an advanced level of EYTDA knowledge and expertise. Lead mentors design and deliver training for general mentors, oversee and quality assure general mentors, and monitor trainees' progress. Lead mentors/mentor leadership teams will play a lead role in curriculum design and implementation and mentor training.

Lead mentor training requirements are set out in Table 1 below.

Mentoring entitlement

Every trainee is entitled to a minimum of 1.5 hours per week of 1:1 mentoring support in their school or early years setting.

Where appropriate, employers should use their discretion to provide flexibilities so that all trainees receive at least 1 hour of mentoring support per week and that across a two-week period they receive their full mentoring entitlement.

Part time trainees should receive the equivalent of 1.5 hour of mentoring per 5 days of work and receive their full mentoring entitlement over 10 working days.

Table 1: Summary of recommended minimum time allocations for mentoring

EYTDA recommended minimum time requirements for mentoring and for lead mentor initial and annual training are as follows:	Number of hours
Minimum hours mentoring each week	1.5
Minimum hours initial training time for lead mentors	30
Minimum hours annual refresher training for lead mentors	6

Mentor training and support

There is no minimum general mentors' initial and annual training requirements. However, EYTDA training providers should ensure that all mentors receive sufficient high-quality training to ensure they can effectively support a trainee teacher to obtain the knowledge and skills they need to successfully work in their setting and complete their placement. As set out above, mentor training (and relevant prior learning) should provide mentors with the knowledge and skills they need to undertake the role, including knowledge and understanding of the EYFS and QAA benchmark statement for early childhood studies, and of the EYTDA curriculum which the trainee will be following.

The [EYTDA standard](#) sets out the knowledge, skills and behaviours a trainee must achieve by the end of their course. Employers should work with training providers to ensure they provide appropriate experience and opportunities in their setting for the trainee to meet the EYTDA requirements.

Employers play an important role in supporting mentors in their responsibilities. A key aspect of this support is allocating sufficient time for mentors to engage in training and continuing professional development (CPD). In addition, employers should ensure that mentors have access to the appropriate space and resources to carry out their duties.

Developing effective mentoring practices

A well-designed mentoring programme, including regular check-ins, structured feedback, and ongoing professional development, ensures continuous improvement, fosters professional growth, and increases the likelihood of trainees successfully completing their course.

The following recommendations contribute to effective mentoring practices, ensuring that trainees receive the support they need for success within the EYTDA curriculum.

Effective mentoring extends beyond a mentor's expertise, emphasising their ability to support trainees within the EYTDA curriculum. It should encourage reflection, address challenges, and guide strategic development. Mentors need a thorough understanding of the curriculum and the skills to implement it at the appropriate level (Annex A). Mentoring should be a reciprocal process that benefits both parties, promoting shared learning and the exchange of knowledge and expertise. Clear expectations for mentors should be established within the employer's own policies and procedures.

Trainees should be matched with experienced mentors who can provide both professional and personal development support. The pairing process should ensure that mentors are well-equipped to help trainees navigate their apprenticeship journey, understand professional practices, and develop the necessary skills for success.

Mentoring should prioritise the development of nurturing relationships that promote pedagogical leadership and align with evidence-based practices. Engagement with evidence-based research is valuable and enables trainees to interpret and apply evidence to their practice. Mentors should support trainees in understanding the values and ethos of their setting, ensuring alignment with best practices while considering the needs of families and communities.

Mentoring practices should allow trainees time and space for critical reflection, encouraging autonomy rather than simply providing solutions. Mentors should facilitate reflective discussions that promote problem-solving, independent decision-making, and leadership development. To ensure success, mentors should receive comprehensive training in building relationships, supporting professional growth, and staying current with research, practice and policy developments across early childhood.

Developing leadership and policy influence

To align with the foundational principles of the QAA subject benchmark statements for Early Childhood Studies, mentoring programmes should be structured to support trainees in critically engaging with research and developing reflective practices that enhance pedagogical leadership.

Employers should provide opportunities for trainees to engage in policy discussions and practice development, strengthening their leadership capabilities. For further information,

please see how [Early Years Stronger Practice Hubs](#) support settings and practitioners to adopt evidence informed practice.

To maximise impact, trainees should initially focus on influencing policies and practices within their own settings, particularly where improvements are required. However, they should also be supported to contribute to broader early years policy and practice, ensuring a balance between local improvements and wider sector developments.

It is recommended that trainees participate in regular assessments to monitor their progress. Structured feedback sessions should be conducted to provide constructive guidance, supporting trainees in identifying areas for improvement. To further enhance their development, continuous learning should be encouraged through ongoing training and reflective practice.

Knowledge, skills and behaviours

The [EYTDA standard](#) sets out the knowledge, skills and behaviours a trainee must achieve by the end of their course. Employers should work with training providers to ensure they provide appropriate experience and opportunities in their setting for the trainee to meet the EYTDA requirements.

End point assessment

The information below reflects the current end-point assessment arrangements.

Reforms to apprenticeship assessment were announced in February 2025 and will be applied gradually across all apprenticeship standards and levels. Assessment plans will be updated from April 2025 to reflect the new approach.

For now, the existing end-point assessment (EPA) arrangements remain in place for standards where the assessment plan has not yet been revised.

Further guidance will be made available in summer 2025 to support employers, providers, assessment organisations and regulatory bodies in understanding how the [updated assessment principles](#) will apply once revised plans are published.

End point assessment for existing assessment plans: Once training is complete a formal end point assessment (EPA) gateway meeting takes place, and the trainee then proceeds to the EPA. This consists of a presentation with questions on a subject set by the independent assessor and a professional discussion underpinned by a portfolio of evidence.

The EPA assesses the trainee against the [Early years teachers' standards - GOV.UK](#). Full guidance on the end point assessment can be found in the [EPA plan](#).

An End-Point Assessment Organisation (EPAO) is an independent organisation responsible for conducting the End-Point Assessment (EPA) of apprentices. The EPAO

ensures that the apprentice meets the required standards before they can be awarded their apprenticeship qualification.

As an employer, you will work with the training provider to select an appropriate EPAO. It is important that you engage with your EPAO at the start of the apprenticeship to understand how your trainee will be assessed.

The employer and provider must ensure that the price agreed, or costs claimed for the apprenticeship includes the amount that has been negotiated with the end-point assessment organisation. This includes the cost of any quality assurance the end-point assessment organisation requires to delegate assessment to the training provider.

Roles and responsibilities for the end point assessment are set out on [IfATE's website](#).

Salary

The employer pays the trainee's salary for the duration of their employment. This must be at least the [National Minimum Wage for apprentices](#). It is recommended that employers pay trainees the [National Minimum Wage or National Living Wage](#).

Use the [National Minimum Wage and Living Wage calculator](#) to check if you're paying your apprentices correctly.

Offering the EYTDA in your setting

Choosing a provider

You must choose an accredited ITT provider or partner which will deliver the off-the-job training for the teacher degree apprenticeship. Your chosen provider must:

- Be on the apprenticeship provider and assessment register (APAR) and meet APAR registration requirements.
- Have degree awarding powers and be registered with the OfS or be partnered with/subcontracted to a degree-awarding institution in line with apprenticeship guidance and rules.

Advertise courses

EYTDA providers will work with employing schools and settings to advertise courses through [Find apprenticeship training service](#).

This guidance set out the details of [How to take on an apprentice - GOV.UK](#)

How your employee can apply

If you have a suitable employee in your early years setting, encourage them to apply. They can apply directly to an EYTDA provider. We anticipate providers will start promoting their courses later in 2025 to start in 2026.

Recognition of prior learning and experience

Training providers will assess trainees' prior learning to avoid unnecessary duplication of learning on the EYTDA, and this may shorten the length of the apprenticeship. Apprenticeship rules state that if a trainee's prior learning indicates there is insufficient new learning in the EYTDA, they will not be eligible to take it. This decision will be made by training providers on an individual basis.

Trainees who have successfully completed the [level 5 Early Years Lead Practitioner](#) apprenticeship, may be offered a shortened route through the EYTDA, which could mean the degree apprenticeship could be completed in two years.

The EYFS allows students or apprentices studying towards an approved Level 6 qualification that leads to EYTS or QTS to count within the Level 3 staff:child ratio, but only if the employer is satisfied that they are working at that level (see paragraph 3.49, footnote 45, of the group and school-based provider version of the [EYFS](#)).

It is recommended that where trainees are undertaking the EYTDA without prior experience of working in early years, employers consider them for the level 3 ratios only after the first year of study. This would provide employers with full assurance that the standard expected of L3-qualified professionals is being met and that children are kept safe.

It is recommended that employers use the '[Suitability to work in early years level 3 staff:child ratios assessment form](#)' in making their decision to allow EYTDA trainees to work in level 3 staff:child ratios, as this sets out all skills, knowledge and behaviour expected of an educator working at level 3. Employers should complete this form and retain it as evidence supporting their decision for assurance purposes. Should a trainee without a full and relevant level 3 early years qualification not complete the EYTDA, they will no longer be able to work in that ratio.

Entry criteria

The EYTDA is open to new and experienced early years professionals employed in schools or registered early years settings. As per the EYTDA standard and apprenticeship funding rules, entrants must as a minimum:

- have achieved a standard equivalent to a grade 4¹ in the GCSE examinations in English, mathematics and science
- be employed or starting to work in a paid position in an early years setting required to comply with the Early Years Foundation Stage (EYFS)
- be 16 or older
- meet residency requirements set out in Annex A of the [apprenticeship funding rules](#)
- have the right to work in the UK
- be eligible for funding under the [apprenticeship funding rules](#) for the year the trainee starts their course

Additionally, entrants will need to:

- meet provider-specific eligibility requirements e.g. A levels, BTEC or equivalent UCAS tariff points as stipulated by Higher Education Institutions (HEI)
- meet any training provider or employer-specific requirements
- be deemed suitable to be a teacher by their training provider

We recommend that trainees hold a Level 3 qualification to demonstrate a minimum level of educational attainment. However, if someone does not have this, they may be able to demonstrate equivalence through an appropriate assessment, at the discretion of training providers.

International students

International students can undertake the EYTDA as long as the applicant satisfies the following criteria:

International students must:

- Meet all the academic entry criteria for the EYTDA course
- Have the relevant immigration permissions

¹ For the equivalent of grades awarded under the new GCSE grading structure, refer to [Your qualification, our regulation: GCSE, AS and A level reforms](#)

- Be already employed in the UK
- meet the eligibility criteria for an apprenticeship as set out in Annex A of the [apprenticeship funding rules](#)

International students can be registered on the EYTDA and their achievement of EYTS recorded in the usual way upon completion.

Immigration permissions

Before they start their EYTDA course, every international EYTDA trainee must have the right to study or work in the UK and must hold the relevant visa. This is in line with the standard practice for all international students undertaking any course in an English university.

Providers can find support on recruiting international students and the requirements needed at [recruit trainee teachers from overseas: accredited ITT providers](#).

Potential international students can visit [check if you need a UK visa](#) to check eligibility for a visa.

Further information

[The UK National Information Centre for the recognition and evaluation of international qualifications and skills \(UK ENIC\)](#), managed by Ecctis on behalf of UK government, provides advice on the equivalence of overseas qualifications. For early years-related qualifications specifically, Ecctis offers a specific [Early Years Service](#).

Graduate outcomes

On completion of this apprenticeship, the trainee will obtain a degree that is classified as Full and Relevant by the Department for Education. More information on full and relevant qualifications is available in the [Early Years Qualification Requirements and Standards](#). They will also obtain Early Years Teacher Status (EYTS).

On successful completion of this apprenticeship, a trainee can operate in the level 6 staff:child ratios in an early years setting, as set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#).

A qualified early years teacher would be expected to be able to carry out the functions set out in Annex A.

Post-qualification employment in different settings

Private, voluntary and independent nurseries

Successful completion of the degree apprenticeship enables trainees to work as an early years teacher in early years Private, Voluntary and Independent (PVI) settings or as a childminder.

Childminders

Successful trainees can work as childminders, subject to registration. For further information, please refer to the [work as a childminder - Early Years Careers website](#).

Academies, free schools and independent schools

At the discretion of the head teacher, those holding EYTS can be employed as a lead teacher of an infant class in independent schools².

At the discretion of the head teacher, those holding EYTS can be employed as a lead teacher of a nursery class and reception in academies and free schools³.

Maintained schools

To be qualified to teach in a nursery or reception class in a maintained school, a practitioner must have successfully achieved Qualified Teacher Status (QTS) or meet one of the exemptions to the requirement for QTS (for example working under the supervision of a teacher with QTS). Someone with Early Years Teacher Status (EYTS) can count in level 6 staff:child ratios but is not able to lead or teach a class in a maintained school except where they are working under one of the exemptions. There must still be a QTS staff member for every 30 children in an infant class.

The exemptions to the requirement for QTS provide headteachers with the flexibility to recruit someone with EYPS or EYTS as an unqualified teacher where appropriate, provided, they have the skills necessary for the post, subject to any additional guidance or supervision the headteacher deems necessary for such a teacher to fulfil their role.

² [The Independent School Standards - Guidance for independent schools](#)

³ [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#). Academies and free schools are required by their funding agreements to comply with the law relating to admissions. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes and require there to be a 'school teacher' for each 30 pupils in infant classes. Those holding EYTS are not a 'school teacher' for these purposes.

Resources

[Accredited Initial Teacher Training \(ITT\) providers - GOV.UK](#)

[Apprenticeship funding rules - GOV.UK](#)

[Apprenticeships: off-the-job training - GOV.UK](#)

[Become an early years teacher | Get Into Teaching GOV.UK](#)

[Early Years Career Page: Working in early years and childcare](#)

[Early years teacher degree apprenticeship: guidance for training providers - GOV.UK](#)

[Early years teacher \(EYTS\) / Institute for Apprenticeships and Technical Education](#)

[Employ an apprentice for your business: step by step](#)

[Employer directory / Institute for Apprenticeships and Technical Education](#)

[Employer guides](#)

[Employing an apprentice: Overview - GOV.UK.](#)

[How to take on an apprentice - GOV.UK](#)

[Improve your English, maths and IT skills - GOV.UK](#)

[National Minimum Wage and Living Wage calculator for workers](#)

[Sign in to your apprenticeship service account - GOV.UK](#)

[Your responsibilities as an employer](#)

Contact us

Questions about the EYTDA standard and delivery should be directed to [Contact us / Institute for Apprenticeships and Technical Education](#)

Queries about apprenticeship funding, statutory regulation and EYTDA policy should be directed to [Contact the Department for Education - Your question - GOV.UK](#)

Annex A: EYTDA user journey

Learning Stage	Year 1	Year 2	Year 3
Learning level at each stage	<i>Entering early years teacher training, qualified to at least level 3</i>	<i>To be working at level 5 at the end of the year</i>	<i>Acting as L6 early years teacher (unqualified) with support</i>
Staff:child ratio⁴	Not recommended ⁵	Level 3	Level 3
Suggested study focus	Child development/family engagement	Curriculum	Leadership
Suggested key EY setting duties	Suggested key EY setting duties	Suggested key EY setting duties	Suggested key EY setting duties
Learning delivery	Devise and engage in the delivery of play, care and learning activities to support development.	Manage operation and delivery of play, care and learning in the setting to support development	Be responsible for working with groups of children leading and managing play, care and learning to support development.

⁴ In line with [EYFS](#) para 3.49, apprentices [referenced as trainees in this guidance] can work in level 3 staff:child ratios at their manager's discretion. The right to work in level 3 ratios is revoked if the trainee drops out of the course.

⁵ The EYFS allows students or apprentices studying towards an approved Level 6 qualification that leads to EYTS or QTS to count within the Level 3 staff:child ratio, but only if the employer is satisfied that they are working at that level (see paragraph 3.49, footnote 45, of the group and school-based provider version). It is recommended that where trainees are undertaking the EYTDA without prior experience of working in early years, employers consider them for the level 3 ratios only after the first year of study. This would provide employers with full assurance that the standard expected of L3-qualified professionals is being met and that children are kept safe. It is recommended that employers use the checklist provided in Annex C in making their decision to allow EYTDA trainees to work in level 3 staff:child ratios, as this sets out all skills, knowledge and behaviour expected of an educator working at level 3. Employers should complete this form and retain it as evidence supporting their decision for assurance purposes.

Learning Stage	Year 1	Year 2	Year 3
Policies & procedures	Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed.	Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed.	Develop policies and procedures relating to early years provision
Assessment	Assist in the development and maintenance of planning, observation and assessment procedures	Devising report systems for the development, progress, and attainment of the children	Assess, record and report on development, progress and attainment
Assess needs	Assess individual needs of children including emotional, developmental and social needs.	Produce individual development plans including for SEND children.	Plan medium term educational programmes for a range of abilities
Safeguarding	Ensure compliance with policies and procedures relating to child protection, health, safety, security and confidentiality	Responsible for the safe environment and welfare of children and staff	Responsible for the safe environment and welfare of children and staff
Stakeholders	Undertake home visits under supervision	Establish links with parents, carers and other agencies.	Liaise with parents, carers and other agencies. Work with inspectors during Ofsted inspections and implement recommendations
Leadership			Develop, introduce, lead, and supervise education and social development work.

Early years teacher status

Upon graduation from the EYTDA and upon downloading their EYTS certificate, the trainee becomes a full and relevant early years teacher who can work in level 6 staff:child ratios. An early years teacher would be expected to:

- **Day to day setting running:** Prepare and clear learning resources and equipment. Selecting and/or ordering equipment.
- **Engaging stakeholders:** Work in partnership with parents/carers and work with external agencies to promote positive outcomes for children and families.
- **Knowledge:** Specialist knowledge of child development, pedagogy, techniques, policies and procedures for developing and leading suitable activities for individual needs. Consider pedagogical knowledge against theoretical viewpoints, current research, and media perspectives.
- **Leadership:** Manage and motivate staff and lead and manage teams.
- **Curriculum planning:** Lead practice, develop suitable activities for individuals and groups of early years children. Take responsibility for identifying educational needs and planning and developing learning programmes. Plan educational programmes for a range of abilities.
- **Policies and Procedures:** Develop policy and procedure for early years provision. Lead in implementing programmes.
- **Problem solving:** Creative thinking to deal with complex issues using pedagogical knowledge.
- **Record keeping:** Assess records and reports on development, attainment and progress. Maintain and update children's records.
- **Understanding of EYFS:** Consider how Early Years Frameworks apply in practice to inspire, motivate and challenge all children.



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