

Early Years Lead Practitioner

To be an early year lead practitioner you would most likely have a level 6 (degree) qualification in early years taken at a university. This qualification could be an [Early Childhood Studies](#) degree that meets the QAA Benchmark Statement, with assessed placements across the 0-2, 3-5 and 5-7 age ranges leading to the award of Early Childhood Graduate Practitioner Competencies. Course providers will be able to confirm if the programme meets the QAA Benchmark Statement and includes Graduate Practitioner Competencies.

You will have relevant Level 2 qualifications in English and Maths.

Your higher-level knowledge and skills means that you will be able to undertake a range of roles in an Early Years setting or in a Children & Families Centre. In larger organisations, you may have responsibilities across more than one setting or for a group of settings. Depending on your experience, you could undertake specific leadership functions in the setting including lead roles in safeguarding and SEND. You will receive supervision to enhance your practice and ensure you are accessing relevant professional development.

Your day-to-day tasks may include:

- working alongside a senior colleague/an Early Years Teacher leading on planning and implement the curriculum in accordance with the Early Years Foundation Stage (EYFS)
- being a room leader
- working directly with children, families and other professionals
- record progress and achievement of children
- supervising others, including mentoring students and apprentices
- managing staff on a day-day basis and carrying out appraisals and target setting as well as promoting high level evidenced-based early years practice
- lead in ensuring that all paperwork and record keeping meet the required standard

Opportunities for Progression:

You can progress to undertake specialist training or professional training to become an Early Years Teacher (0-5), a Teacher with QTS, Social worker or health professional.

For information on becoming an early years teacher, and the entry requirements, see:

<https://getintoteaching.education.gov.uk/explore-my-options/become-an-early-years-teacher>

For other training and development courses please visit: <http://eyupskill.org.uk/>



Case study

Support Worker with Designated Senior Person (DSP) - Nursery and Community

My name is Clare and I am a support worker with Designated Senior Person (DSP) working in a nursery and in the community.

In a typical day I can be acting on any Safeguarding issues presented in nursery and attending early help assessment/child in need/child protection meetings. I ensure Community groups such as craft club and breakfast club run smoothly. I manage all students and volunteers. I support individuals in the community e.g. claiming new benefits, requesting appeals for benefits, offering advice on budgeting, sign posting to specialist services such as CAB. A lot of the community are traveller women who cannot read and write so they rely on me to read their letters, make appointments, complete forms etc. I also carry out 1:1 or group work with children aged 2-4, e.g. nurture group and Protective Behaviours. My role also involves planning events for the nursery and community such as Play Scheme and Community Fun Day.

I love my job because each day is different. I also love it as I feel like I am making a difference to so many people's lives. I also enjoy working not just with the children but the whole family as I feel this enables me to build a better relationship with people.

After graduating I worked as an Early Years Practitioner within a children's centre. Here I gained skills in working with parents and a wide range of professionals. I then started working for a community nursery, where I worked in the nursery and developed my leadership skills through my position of being a Room Leader in the Pre-School room. For the last 2 years I have worked as a Support Worker for the charity.

I have a BA Honours in Early Childhood Studies with Early Years Professional Status, this degree enabled me to have an understanding of how the environment and life events can impact on families and children. I also learnt the importance of multi-agency working and how to overcome barriers when they are presented. The Early Years Professional Status enabled me to develop my planning when working directly with children. It made me think about how I can extend children's learning so that they are able to reach their full potentials. The professional status also gave me the skills and confidence to lead and support other practitioners so that they can also support children effectively. I also undertook Designated Safeguarding Training so that I can respond correctly to any Safeguarding concerns that arise.