

# **EYITT**

## **(Graduate Employment-Based Route)**

### **Employers Guide 2018/19**

Institute for Education  
**Department of Teacher Education**

## EYITT Employers Guide 2018-19

Welcome and introduction	3
Background to EYITT	3
Roles and responsibilities	3
The role of the employer and setting	4
Summary of employer commitments	10
University-based training	11
Appendix 1 – The Teachers’ Standards (Early Years)	12
Appendix 2 – Roles within the training partnership	15
Appendix 3 – Setting training tasks	16
Appendix 4 - Mentor specification	20

## Welcome to Bath Spa University

This guidance is designed to support early years employers whose staff have applied for the Early Years Initial Teacher Training Graduate Employment-Based route starting in September 2018. It is intended to complement other guidance produced by the training partnership which will be circulated to trainees and mentors once training places have been offered.

## Background to EYITT

The DfE, through the National College for Teaching & Leadership, have initiated the Early Years Initial Teacher Training programme in order to improve the quality of the experience offered in settings to children between birth and five years of age. In order to gain EYITT, trainees have to meet the Teachers' Standards (Early Years) in their practice across the 0-5 age range. An Early Years Teacher is seen as 'an agent for change' and is expected to take a lead in developing high quality pedagogy within the Early Years Foundation Stage. This means that trainees must be fully conversant with the theories and concepts that inform the best practice, and be able to recognize and contribute to high standards of provision for our youngest children. The programme views the training as a partnership between the University and early years employers and other placements. Training takes place both at the University and within the workplace and other practice placements. The NCTL states:

*'Time spent in schools or early years settings should be part of a coherent training programme that enables trainees to meet the Teachers' Standards (Early Years)'*

This partnership approach means that employers have a crucial role to play in providing training opportunities, assessing trainee progress and providing ongoing support through mentoring to enable trainees to meet the Teachers' Standards (Early Years). The Teachers' Standards are available in [Appendix 1](#).

## Roles and responsibilities

As the programme is a partnership between the University and early years settings and employers, the clarity of the different roles is crucial. [Appendix 2](#) outlines the key roles within the training partnership and the main responsibilities and commitments for employers and settings are described in more detail below.

## The role of the employer and setting

Please see page ten for a summary breakdown of the typical commitments for an employer when supporting a trainee.

### 1. Providing setting-based training

On the Employment-Based route every trainee has a different practice profile before starting the programme, meaning that their progress against the standards will not happen in a linear fashion. However, setting-based training should be part of a coherent programme which enables trainees to develop their knowledge, understanding and practice against the standards. The NCTL outlines the requirements for employed-based trainees:

*'For the period of training, all applicants who are undertaking the employment-based training route must be employed in a setting offering the Early Years Foundation Stage.'*

*'No candidate will be required to perform more than 90% of the duties normally required of a full-time early years teacher.'*

The table in Appendix 3 suggests the training, experiences and tasks EYT's should undertake to ensure they make expected progress towards meeting the Teachers' Standards (Early Years). This is intended as guidance and is not an exhaustive list. Trainees are given further guidance, including a breakdown of setting-based termly tasks at induction.

Depending on the trainee's previous experience they may build up these activities over time, rather than leading group sessions immediately for example. This is particularly true when trainees are in alternate placement which is not their work setting, where the expectation is that they will develop an understanding of the policies and practice of the setting before leading sessions.

### 2. Providing a mentor to support and assess the trainee

The role of the mentor is a crucial one and mentors must be chosen carefully to ensure they have the time, skills and experience to support trainees with their ongoing development. The table in Appendix 2 gives a summary of the role of the mentor, however further points to be considered are:

- Mentors must meet the requirements set out in Appendix 4
- Ideally mentors will be working in the setting where the trainee works, however this is not always possible. Where the setting cannot provide an appropriate mentor the University can support the setting to find a suitable mentor. Employer Incentive Funding can be used to pay external mentors as required
- Mentors should be given time to support and assess the trainee both in the workplace and if possible in alternate placements. Employer Incentive Funding can be used to support this activity
- The main responsibilities of the mentor are outlined in the table on page ten. They include:
  - Attending mentor training at the university at least three times a year
  - Undertake observations of the trainee at least every two weeks
  - To hold review tutorials to feedback from observations and set new targets every two weeks
  - To contribute to summary records of placements as required
  - To complete assessment documents for the University five times per year
  - To support the trainee to undertake setting-based training tasks and assignments
  - To provide or source training opportunities within the setting
  - To liaise with alternate placements to ensure the trainee is receiving the appropriate support

### Support for mentors

Bath Spa University recognises the complexity of the mentor role and will provide support throughout the year to mentors. In particular, those considering a mentoring role should read the list of skills and qualities for a mentor in Appendix 4 to ensure they can effectively take on the role. The support offered by the University for mentors includes:

- Mentor briefing sessions three times a year – to support mentors in understanding the structures and processes of the programme and to meet and discuss issues with other mentors
- Specialised mentoring and coaching training sessions to support the development of skills such as critical feedback and target setting
- Moderation visits by University tutors to support mentors with assessment and target setting
- Mentor network opportunities – Bath Spa University will link local settings together to facilitate the sharing of best practice and placement and mentoring swaps

### 3. Supporting the trainees to meet placement requirements

The role of the employer is crucial in ensuring that trainees can access training opportunities in other settings and receive support whilst they are on placement. The preamble to the standards (NCTL, 2013) states that:

*‘Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of foundation stage.’*

In order to meet the Teachers’ Standards (Early Years) trainees need to have experience of working with children across the whole birth to five age range. For the purposes of this programme this has been broken down into three age ‘phases’. Trainees will need to provide evidence for each of the eight standards from each of the three age phases, although evidence does not need to be evenly spread across the age phases.

#### The three Age Phases

- *Babies – Birth to 18 months*
  - Trainees should be able to provide some evidence of having worked with babies under 12 months
- *Toddlers – 16 to 36 months*
  - Provision for two year olds is an important focus within the Government’s current children & families agenda
- *Young children – 3 to 5 years*
  - Trainees need to have experience of working with BOTH pre-school aged children and teaching in a reception class

Trainees on the employment-based route will use their employment base as their main training placement. Trainees will start the programme with a wide variety of past experiences and knowledge so placement requirements will vary. However, there are a number of minimum requirements which need to be met.

### Practice in at least two settings

The NCTL requires all trainees to practice in at least two early years settings. Both these settings should enable to trainees to undertake the role and tasks expected of an early years teacher. (Please see Appendix 4 for examples of setting- based training activity).

### Practice across the whole birth-five age range

As detailed above, the trainee needs to ensure that they have examples of assessed practice for all three age phases in their evidence of all eight standards. This will include a placement in a reception class if this is not the trainee's main place of work. If a reception placement is required this will take place during term three.

### Key Stage 1 placement

The NCTL states:

*'Early years ITT providers must engage trainees with the educational continuum of expectations, curricula and teaching in key stage 1 and 2. This requirement does not necessarily mean that trainees must teach lessons in these age ranges. However, a minimum of 2 weeks should be spent engaging with key stage 1.'*

For the purposes of this programme, trainees must undertake a Key Stage 1 placement of at least ten days. This can be in the setting in which a trainee already works and the trainee is not expected to lead sessions during this placement. The Key Stage 1 placement will take place during term two.

### Two week placement blocks

To ensure trainees can gain assessed experience throughout the programme all alternate placements are required to be at least 2 weeks in length plus an orientation day prior to commencement and undertaken in blocks of no less than 2 weeks.

### Placement points to consider

The trainee is expected to work with their workplace mentor and Bath Spa University tutor to plan placements which meet their training needs. The following issues are important to consider:

- If the trainee uses previous experience to provide evidence against the standards it

must be of assessed practice. Any proposal to use prior experience must be agreed by the Programme Leader

- Placements should support to the additional age phase experience required by the trainee
- Placements should be of sufficient length to enable the trainee to develop the knowledge and understanding required, undertake teaching practice and be observed and assessed in their practice. (Bath Spa University recommends at least 3 weeks of placement time in an age phase the trainee has no prior experience of)
- Evidence of teaching in other placements should be assessed and verified
- Ideally the employment-setting mentor should carry out observations of practice in all the placements undertaken. Where this is not possible the mentor should liaise with the placement setting and the University to ensure appropriate support is in place
- Placement supervisors should sign off attendance at placements for the trainee's portfolio
- If placements are organised by the trainee or employment setting, Bath Spa University will need to approve the placement before the trainee attends
- Placements can be undertaken in other settings or sites linked to the trainee's workplace. However, it is important to consider the needs of the trainee to ensure they have a variety of experiences. The NCTL states:

*'Trainee early years teachers need breadth and variety of experience in schools and early years settings to enable them to meet all the Teachers' Standards (Early Years). They need to teach children from different backgrounds, and across the 0 to 5 age range, as well as gaining experience of different approaches to teaching and to school and early years setting organisation and management.'*

### Placement swaps

The University encourages settings to make use of placement swaps where possible to enable settings to manage the impact of placements on the children and other staff. The University will support this by linking up appropriate settings at the start of the programme.

#### 4. Managing the Employer Incentive Funding

Settings who have a trainee on the Employment-based route are entitled to funding of £7000 per trainee. This funding is paid to the setting by Bath Spa University under the terms of the funding agreement. This funding can be spent in a flexible way but must be spent to support the trainee's access to training and placement opportunities and this funding will be audited by the University to ensure it is used to support the trainee. It is good practice to share how this is spent with the trainee. Examples of costs the funding could support include:

- Funding of staff cover to support the trainees attendance at university training sessions and alternate placements
- Salary enhancements for trainees
- Funding for workplace mentors (including cover for when mentors are assessing and meeting with trainees)
- Funding for external mentors if appropriate setting-based mentors cannot be found
- Overtime for mentors and trainees if they need to meet outside of usual working hours
- Salary enhancement for mentors to support their additional work in supporting a trainee
- Funding to support mentor visits to trainees in alternate placements

### Summary of employer commitments

Please note this is a summary of the main commitments of the employer and mentor and is not designed to be exhaustive.

Activity	Responsibility	Time Commitments	Employer Incentive Funding
Bi-weekly practice observations and progress review meetings	Mentor	<ul style="list-style-type: none"> <li>• Every two weeks</li> <li>• Observation and feedback – 30 minutes</li> <li>• Review meetings – 30 to 60 minutes</li> </ul>	Can be used to provide cover or overtime as required
Five summative assessments submitted to the University	Mentor	<ul style="list-style-type: none"> <li>• Meeting with trainee – 3 to 60 minutes</li> <li>• Completing assessment form – 45 minutes</li> </ul>	Can be used to provide cover or overtime as required
Attendance at briefing sessions	Mentor	<ul style="list-style-type: none"> <li>• Three sessions per year</li> <li>• Sessions 2 hours long</li> </ul>	Attendees are paid directly by the University
Attendance at mentoring training as required	Mentor	<ul style="list-style-type: none"> <li>• Up to four sessions per year</li> <li>• Sessions 2 hours long</li> <li>• These sessions are optional dependent on need</li> </ul>	Can be used to provide cover or overtime as required
Liaising with alternate placements	Mentor	<ul style="list-style-type: none"> <li>• Dependent on trainee need</li> <li>• Mentors may observe and review progress in alternate settings</li> </ul>	Can be used to provide cover or overtime as required
Supporting access to alternate placements	Manager/Mentor	<ul style="list-style-type: none"> <li>• Likely to be 6-9 weeks in total, dependent on trainee need</li> <li>• Placement swaps encourages to minimize impact</li> </ul>	Can be used to provide staff cover
Ensuring trainee performs no more than 90% of the duties of a full-time early years teacher	Manager/ Mentor	<ul style="list-style-type: none"> <li>• Likely to be met through other activities such as attendance at University training sessions</li> </ul>	Can be used to provide staff cover
Ensure trainee attends all University training days and tutorials	Manager/ Mentor	<ul style="list-style-type: none"> <li>• 21 whole days, spread throughout the year</li> </ul>	Can be used to provide staff cover
Supporting assignment completion through study days as required	Manager/ Mentor	<ul style="list-style-type: none"> <li>• As required by the trainee</li> <li>• Likely to be close to hand-in deadlines</li> </ul>	Can be used to provide cover or overtime as required

## **University-based Training**

Trainees on the programme will be expected to attend all core training events and tutorial sessions run by the University. These will cover a range of topics and many sessions are delivered by specialists in their field. In addition trainees will be offered additional enrichment sessions covering a range of topics throughout the year. Attendance at these enrichment sessions is recommended but not mandatory. Trainees will need to arrange time off from their workplace to facilitate attendance at all core sessions. Employers may use the Employer Incentive Funding to pay for staff cover as required.

For the 2018-19 programme employment-based trainees will need to attend twenty-five whole-day University sessions, spread throughout the year. The majority of these will be on a Friday, with some sessions on a Thursday. An overview of these sessions will be sent to trainees once they have been arranged.

In addition trainees will be expected to read widely and undertake research, especially for academic assignments. Employers will want to consider how to support trainees with additional time or resources to facilitate their development. Again, Employer Incentive Funding can be used for this purpose.

**Appendix 1 – Teachers’ Standards (Early Years)**

<b>Teachers’ Standards (Early Years)</b>
<b>1. Set high expectations which inspire, motivate and challenge all children.</b>
<p>1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.</p> <p>1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.</p> <p>1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.</p>
<b>2. Promote good progress and outcomes by children.</b>
<p>2.1 Be accountable for children’s progress, attainment and outcomes.</p> <p>2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.</p> <p>2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.</p> <p>2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.</p> <p>2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.</p> <p>2.6 Develop children’s confidence, social and communication skills through group learning.</p> <p>2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.</p>
<b>3. Demonstrate good knowledge of early learning and EYFS</b>
<p>3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.</p> <p>3.2 Demonstrate a clear understanding of how to widen children’s experience and raise their expectations.</p> <p>3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</p> <p>3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.</p> <p>3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.</p>

<b>4. Plan education and care taking account of the needs of all children.</b>
<p>4.1 Observe and assess children’s development and learning, using this to plan next steps.</p> <p>4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.</p> <p>4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.</p> <p>4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.</p> <p>4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.</p>
<b>5. Adapt education and care to respond to the strengths and needs of all children.</b>
<p>5.1 Have a secure understanding of how a range of factors can inhibit children’s learning and development and how best to address these.</p> <p>5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.</p> <p>5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</p> <p>5.4 Support children through a range of transitions.</p> <p>5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.</p>
<b>6. Make accurate and productive use of assessment.</b>
<p>6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).</p> <p>6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.</p> <p>6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.</p>
<b>7. Safeguard and promote the welfare of children, and provide a safe learning environment.</b>
<p>7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.</p> <p>7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.</p>

7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

**8. Fulfil wider professional responsibilities.**

8.1 Promote equality of opportunity and anti-discriminatory practice.

8.2 Make a positive contribution to the wider life and ethos of the setting.

8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.

8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.

8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.

8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.

8.7 Understand the importance of and contribute to multi-agency team working.

**Appendix 2 – Roles within the training partnership**

Setting Lead Trainer (SLT)	Programme Leaders	Training Mentors	Academic Trainers
<p>Setting Lead Trainers and Programme Leaders play a key role in the partnership commitment to design and deliver a consistent and coherent high quality training to provide the best outcomes for all Bath Spa Teachers (Early Years). They coordinate the delivery and quality assurance of all aspects of training and ensure that all trainers are provided with appropriate training and resources. <u>Please note that in many settings the Setting Lead Trainer and the Training Mentor will be the same person.</u></p>		<p>The Training Mentors and Academic Trainers train, monitor, support and assess Bath Spa Teachers (Early Years). The role includes the provision of a coherent high quality training programme across different training environments to support the development of excellent Bath Spa Teachers. They work collaboratively to design and develop the training. Training mentors and Academic Trainers work closely together to ensure that trainees follow a consistent and coherent training path to support their progress including appropriate interventions to support individual needs. They engage with the work of the Partnership in the evaluation and development of the whole provision</p>	
<p><i>Working within the partnership, the setting lead trainer will:</i></p> <ul style="list-style-type: none"> <li>• Ensure that their setting provides a high quality training environment and selects the most appropriate, qualified colleagues to train and mentor BSTs.</li> <li>• Liaise with all setting trainers to support BSTs to engage with setting documentation, systems and processes to support their progress</li> <li>• Co-ordinate and monitor the training, assessment and progress of BSTs and confirm all training assessments by the agreed deadline.</li> <li>• Quality assure all processes and documentation relating to the monitoring and assessment of BSTs.</li> <li>• Be invited to contribute to university programme and recruitment and selection processes.</li> </ul>	<p><i>Working within the partnership, the programme leader will:</i></p> <ul style="list-style-type: none"> <li>• Lead on the               <ul style="list-style-type: none"> <li>○ recruitment of high quality candidates for the programme</li> <li>○ continuing support of newly qualified BSTs through the first years of their careers.</li> </ul> </li> <li>• Manage provision of high quality documentation, training and support for setting trainers and mentors</li> <li>• Manage quality assurance through:               <ul style="list-style-type: none"> <li>○ Monitoring and assessment documentation and processes to ensure consistent grading, high quality feedback, precise target setting and high quality advice and support</li> <li>○ setting experiences of BSTs to ensure an appropriate range of schools/settings.</li> </ul> </li> </ul> <p><i>The PL is also an academic tutor.</i></p>	<p><i>Working within the partnership, the training mentor will:</i></p> <ul style="list-style-type: none"> <li>• Introduce BSTs into setting processes and systems to enable them to work as professionals in their training</li> <li>• Support BSTs in monitoring and recording children’s progress both quantitatively and qualitatively</li> <li>• With the Lead Trainer, provide specified training inputs to maximise the impact of the setting training on the BST’s progress</li> <li>• Provide support for BSTs in the setting and model good practice to support their progress</li> <li>• Meet the BST regularly to discuss progress and wellbeing and liaise promptly with the University in the event of any concerns</li> <li>• Observe the practice of BSTs and provide full verbal and written feedback</li> <li>• Provide assessment reports as required</li> </ul>	<p><i>Working within the partnership, the Academic Trainer will:</i></p> <ul style="list-style-type: none"> <li>• Design and deliver appropriate subject training (subject knowledge and pedagogies) and professional training to complement, enhance and support all aspects of practical teaching</li> <li>• Contribute to the recruitment of high quality candidates for the programme</li> <li>• Work collaboratively with Training Mentors to support consistent and coherent, high quality training for BSTs</li> <li>• Engage with the wider work of the partnership through links with school trainers</li> </ul>

### Appendix 3 – Setting training tasks

#### General training tasks

*These are tasks which should be carried out in the role of Trainee Early Years Teacher. This list is a guide and is not meant to be exhaustive*

- Undertake regular observations of other staff which will help you develop your practice and understanding in particular areas. These could include observations of:
  - staff engaging in child-initiated play
  - staff leading phonics, early reading or early maths sessions
  - staff engaging with children in different areas of the setting (for example outside)
- Undertake regular observations of children and use these to help plan and adapt provision
- Be involved in both formative and summative assessments of children
- Be involved in the record-keeping of children's assessments and progress
- Plan and lead group and one to one sessions which have been planned from the assessments of children
- Engage in play with the children using strategies such as Sustained Shared Thinking
- Communicate and share information with parents (for example at parent conferences)
- Plan, run and evaluate group learning sessions with children
- Use different strategies to capture the child's voice and use this information to plan activities and develop the provision
- Undertake bi-weekly review tutorials with mentors to assess progress and set targets
- Be observed in your practice by your academic tutor
- Undertake the written tasks as required by the EYITT programme
- Take on responsibilities consistent with the role of an early years teacher within the setting, for example playtime/lunchtime duties, parent consultations and extra-curricular activities
- Contribute to the wider life of the setting

### **Teachers' Standards (Early Years)**

*The following are tasks and training opportunities which link to the standards. This list is a guide and is not meant to be exhaustive*

#### **1. Set high expectations which inspire, motivate and challenge all children.**

**EYTs are expected to:**

- Modify the learning environment in partnership with other staff to respond to the needs of the children
- Use assessments of children to set goals which extend their learning and review the success of these goals
- Read and understand the behaviour policy of the setting
- Promote and manage good behaviour during individual and group activities

#### **2. Promote good progress and outcomes by children**

**EYTs are expected to:**

- Understand how the setting records children's progress and outcomes
- Take responsibility for the progress made by children and support them in meeting their planned outcomes
- Understand how the setting tracks the progress and achievement of children within the setting, addressing the needs of children with specific learning needs
- Work with other staff and families to promote secure attachments in children
- Engage in play with children and interact in ways which extends their thinking
- Be involved in working with parents to support their children's wellbeing, learning and development.

#### **3. Demonstrate good knowledge of early learning and EYFS**

**EYTs are expected to:**

- Plan and resource for different types of play opportunities
- Understand how the setting plans for the EYFS areas of learning
- Plan and carry out adult-initiated sessions across all EYFS areas of learning
- Engage with processes for recording children's achievement
- Undertake a placement of at least 10 days in a Key Stage 1 class
- Understand the strategies the setting uses to support early reading and early maths
- Observe the delivery of early reading and phonics sessions
- Plan, deliver and evaluate phonics and early reading sessions
- Observe the delivery of early maths sessions

- Plan, deliver and evaluate early maths sessions

#### **4. Plan education and care taking account of the needs of all children.**

##### **EYTs are expected to:**

- Regularly observe and assess children's development and use this to plan next steps
- Be involved in formative and summative assessment of children
- Support children's learning dispositions through planned activities and engaging in child-initiated play
- Regularly plan and lead group activities with children
- Contribute to information sharing with parents about their children's progress
- Gather information from parents to better support the setting in meeting children's needs
- Work with other staff to review and evaluate the effectiveness of practice

#### **5. Adapt education and care to respond to the strengths and needs of all children.**

##### **EYTs are expected to:**

- Read and understand the settings' equal opportunities and diversity policies
- Have a good knowledge of the SEN Code of Practice
- Understand how the setting tracks the progress and achievement of children within the setting, addressing the needs of children with specific learning needs
- Plan and carry out one to one sessions with children who need additional support with their learning
- Support children with special educational needs and disabilities
- Work with children and families to support them through transitions
- Understand the other professionals the setting works with to support children with additional needs

#### **6. Make accurate and productive use of assessment.**

##### **EYTs are expected to:**

- Positively contribute to assessment procedures and record keeping, including summative and continuous assessment for some children, including progress meetings where appropriate
- Lead on statutory assessment requirements for some children
- Use assessments of children to plan their next steps
- Give regular feedback to children and parents and/or carers to help children progress towards their goals

**7. Safeguard and promote the welfare of children, and provide a safe learning environment.**

**EYTs are expected to:**

- Understand the safeguarding requirements and policies of the setting
- Understand the legal requirements of safeguarding and health and safety, in particular the Welfare Requirements in the EYFS
- Work with colleagues to promote children’s welfare and health and safety
- Act to protect children from harm if necessary

**8. Fulfil wider professional responsibilities.**

**EYTs are expected to:**

- Understand the setting’s policies on equality of opportunity and anti-discriminatory practice
- Positively contribute to the life of the setting, for example; extra-curricular activities, parent support sessions, playground duty
- Lead co-operative working between staff, parents and other professionals
- Support and leads other practitioners in delivering high-quality education and care
- Undertake professional development as appropriate (for example INSET sessions)
- Evaluate practice and develop plans to improve the work of the setting
- Contribute to multi-agency working

## Appendix 4

### Mentor Qualifications and Experience Specification

Essential	Desirable
<ul style="list-style-type: none"> <li>• QTS, EYPS or EYTS</li> <li>• Experience of working in the Foundation Stage</li> <li>• Excellent interpersonal skills</li> <li>• An awareness of EYITT and the Teachers' Standards (Early Years)</li> <li>• Able to be released from existing role for the time required to carry out mentoring role and activities. This may include visits to other settings</li> <li>• Must be working at same or higher level as trainee if in the same setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having mentored and trained early years practitioners or teachers</li> <li>• Masters qualification</li> </ul>

### Skills and qualities required for mentors

- Ability to lead and support others
- Ability to make clear decisions on the basis of sound judgements
- Well-developed communication and relational skills
- Ability to give detailed, precise and critical feedback based on sound evidence
- Skills and knowledge to provide constructive support for professional development
- In-depth knowledge of the EYFS and early years pedagogy
- Skills in time management, target setting and work prioritisation
- Ability to write detailed and precise reports summarising student progress
- Motivational and conflict resolution skills