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**EYITT Mentoring- An introduction, Programme Overview and Document** **Overview**

Thank you for agreeing to be a mentor for a Trainee on an Early Years Teacher Status pathway. This guide will hopefully answer some of the questions you may have about your role. It should be used to supplement other information available to you from the phase lead/tutor, who will be happy to answer specific questions about the course.

We hope that you will enjoy being a mentor as you will perform a vital role in supporting participants on their pathway to becoming an Early Years Teacher.

**What are Early Years Teachers?**

Early Years Teachers will be specialists in early childhood development and will have Early Years Teacher Status reflecting the specialist role that they have in working with babies and children from birth to five years old.

Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct.

The Teachers’ Standards (Early Years) support the training, assessment and award of Early Years Teacher Status. Early Years Teacher Status is awarded to graduates who have been judged to have met all of the Teachers’ Standards (Early Years) in practice from birth to five years old at the end of the programme.

Early Years Teacher Status will be seen as the equivalent of Qualified Teacher Status (QTS) as the entry requirements are the same as for primary ITT (QTS) but **will not**give the trainee QTS.

The Early Years Teacher will model the skills and behaviours that safeguard and promote good outcomes for children.

The graduates skills and expertise in early years determines the Early Years Teachers Status route that they will enrol in.

 **The Initial Teachers Training Early Years Pathways**

1. **Graduate Entry Mainstream/Professional Certificate Early Years Teachers Status.**The trainee’s on this route already possess a full degree, and have a grade C/4 or above for GCSE Science, English and Mathematics they may have limited experience in early years. This is a full-time programme for one year, and will be in placement for 120 days in a range of settings. (minimum of 2 and a school placement)

1. **Graduate Entry Employed /Post Graduate Certificate Early Years Teachers Status.**This route is for those who already possess a full degree usually in the area of Early Years or Teaching, and have GCSE Science, English and Mathematics at grade C/4 and above or equivalent and have extensive experience in early years work. They may have some areas of personal development e.g. more experience required of working with children under three. They will complete Masters courses alongside their Early Years Teachers Status and will attend University for one day per week for one year. They will be employed in appropriate early year’s settings. Trainees will have to undertake a 6 week placement in no less than 2 week blocks **and** a school placement of 2 weeks.

1. **Undergraduate Route.**The Trainee’s on this route will be on the third year of their degree (Early Years or Childhood Studies), will have passed the professional skills test and have GCSE Science, English and Mathematics at grade C/4 and above or equivalent. They will need to complete 120 days in range of early year’s settings. (minimum of 2 and a school placement)

***All routes will need to have completed a minimum of two weeks in a Key Stage 1 or 2 setting*** .

**Workplace-Based Learning (WBL)**

The provision of support for students in the WBL component is critical to the success of this programme. Each trainee is designated a mentor to support them. The mentor will need to ensure that the trainee has all the relevant experiences to train within the curriculum, support them to embed the taught curriculum into their practice, which in turn will enable them to meet Teachers’ Standards (Early Years) by the end of the programme. Trainees are required to demonstrate their personal practice and leadership skills in all areas with all required age groups.

**Documents for Early Years Teacher Status Mentors**

A number of documents have been produced to inform and support the trainee, their mentor/associate mentor and their employers. Both the trainee and the mentor/associate mentor are advised to read all of the available documentation in order to be fully aware of their responsibilities.

In addition to this Mentoring Guide, the information available includes:

* Teachers’ Standards (Early Years)
* Amplification of the Early Years Teacher Standards
* Partnership Handbooks
* Programme handbooks
	+ Development and assessment through the curriculum
* Becoming a member of a TEAMS portfolio- data sharing agreement
* Workbooks (Baby/Toddler/Young children/ primary Placement)