**Standard 1**

**An Early Years Teacher must:**

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

1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.

1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.

1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.

**Amplification**

**Early Years Teachers will:**

**Create and sustain** an inclusive environment that stimulates an interest in learning and that develops children’s confidence and independence. They welcome and respect all children and provide them with appropriate levels of nurturing. Early Years Teachers ensure that the environment is supportive and well organised reflecting the community it serves and uses space and resources imaginatively and flexibly. When working with children, in particular those with special educational needs and disabilities, Early Years Teachers ensure they clearly understand the child’s abilities and actively support their further development at an appropriate level.

**Understand** that children are likely to make more progress if they are given timely, constructive and sensitive feedback. This helps children to overcome difficulties and to think about what they need to do next. Early Years Teachers support and encourage children to evaluate their own progress and think about what and how they might improve. Early Years Teachers provide opportunities for children to be responsible for their choices and they ask open questions that encourage children to reflect on their performance. They know and understand the children in their care and can use this knowledge to extend children’s development and learning.

**Know** that children flourish in an environment where they have positive role models and where adults treat children and each other with respect and courtesy. Early Years Teachers demonstrate positive and fair values, attitudes and behaviours in all aspects of their work with both children and adults. They know that children’s efforts to behave well require continual reinforcement and they take every opportunity to praise examples of positive behaviour. They are assertive in challenging unacceptable behaviour and are also alert to injustices, ensuring that the children see that these are dealt with promptly and fairly.

**Standard 2**

**An Early Years Teacher must:**

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

2.1 Be accountable for children’s progress, attainment and outcomes.

2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.

2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.

2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.

2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.

2.6 Develop children’s confidence, social and communication skills through group learning

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.

**Amplification**

**Early Years Teachers will:**

**Recognise** that children are active learners from birth: even young babies will have had a wide range of different experiences and developed their own skills and interests. Early Years Teachers understand how children learn and develop, and support them to continue to explore, and consolidate their previous learning and development. Early Years Teachers recognise that by the time children reach the end of the Early Years Foundation Stage (EYFS), some will have achieved or exceeded the early learning goals whilst others will still be working towards them. They ensure they are accountable for children in their care.

**Know** that all children need consistent relationships in order to be secure, happy and confident. Early Years Teachers understand this has particular significance for babies and young children who are separated from their primary carer for the first time. They plan provision carefully to meet children’s needs within the early years setting and support parents/carers to meet their child’s needs at home.

**Improve** children’s thinking skills by engaging them in high quality interactions involving sustained shared thinking. These opportunities can be planned or unplanned helping children to make connections in their learning. They share a genuine interest in what captures children’s imagination and help them to clarify their ideas, ask questions and be creative. Early Years Teachers enhance and develop children’s thinking and creativity encouraging them to regularly try out new activities.

**Communicate** with children in a way that is suitable for their developmental stage and understanding, and that facilitates active and appropriately paced engagement of the child in

their own learning. They listen, converse and respond sensitively and understand the range of different communication methods, including verbal and non-verbal that can be used to engage and support children.

**Ensure** they treat all children fairly and with respect and consideration to ensure they feel valued. They listen carefully to them and take account of their responses. When appropriate to their age, they may ask open-ended questions to find out what children are thinking and feeling and involve them in decisions. Early Years Teachers treat parents/carers as partners encouraging them to discuss matters that are important to them. They handle information sensitively and make a constructive response.

**Demonstrate** interaction with parents/carers to appreciate the significance they have on children’s lives and enable them to support their child’s physical, social, emotional and intellectual abilities. Early Years Teachers identify relevant information about children’s needs and circumstances, levels of development and past achievements through discussions with parents/carers. They use this information to deliver personalised provision to every child that promotes attachment, resilience and wellbeing. Early Years Teachers support parents/carers to continue to engage in their child’s play, learning and development in the home environment.

**Standard 3**

**An Early Years Teacher must:**

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

3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.

3.2 Demonstrate a clear understanding of how to widen children’s experience and raise their expectations.

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.

3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.

3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.

**Amplification**

**Early Years Teachers will:**

**Support** the development of babies, toddlers’ and young children’s learning as outlined in the EYFS. They understand that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Early Years Teachers deliver, and support colleagues to deliver, activities and experiences that promote learning and development. They do this through the appropriate use of inclusive resources, including the use of the outdoor environment.

**Encourage** and support children’s learning in ways that are appropriate to their development, recognising that children develop in different ways and at different rates. Early Years Teachers must consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences for all children in all areas of learning and development as outlined in the EYFS. If a child’s progress in any area gives cause for concern, Early Years Teachers must discuss this with the child’s parents/carers and agree how to support the child or support the key worker to do this. They must consider whether a child may have a special educational need or disability that requires specialist support. Early Years Teachers also need to consider support for children whose home language is not English and provide opportunities for children to use their home language in play and learning, also ensuring they have opportunities to learn and reach a good standard in English language during the EYFS.

**Demonstrate** their knowledge of the EYFS and how this underpins their practice and that of their setting. They consider future learning and are aware of the National Curriculum, understanding the difference between Key Stage 1 and 2.

**Understand** the importance of good communication and the relationship between systematic synthetic phonics and other strategies to support early reading. They consider the environment and how this supports early mathematics and have some clear strategies to help promote this.

**Standard 4**

**An Early Years Teacher must:**

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

4.1 Observe and assess children’s development and learning, using this to plan next steps.

4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.

4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.

4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.

4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.

**Amplification**

**Early Years Teachers will:**

**Know** when it is useful to observe children informally and formally, individually and in groups. They know when to record their observations and they use appropriate methods. They also know how to build up, record and track observations over time and how to summarise them for different purposes. Early Years Teachers understand the key aspects of assessment and that these are the basis for making differentiated and personalised provision. They regularly review each child’s progress and make adjustments to practice and provision in order to provide individualised support to their learning and development.

**Plan** experiences and activities to develop children’s social and emotional skills, giving them opportunities to be responsible, make decisions, mistakes and choices, and exercise self-control. They set appropriate expectations for children’s behavior and establish clear boundaries. Early Years Teachers make interventions to discourage unwanted behavior by their reinforcement of positive behaviour and giving children praise and constructive feedback. They proactively model positive values, attitudes and behaviours for the children and other adults in their setting.

**Consider** how they can support and promote learning activities at home with parents and carers. Early Years Teachers build good relationships with families and share strategies to engage children’s learning.

**Ensure** children’s experiences are planned and purposeful and give all children opportunities to learn and develop. Early Years Teachers ensure experiences are relevant, appropriate to children’s ages, needs and interests and support a range of learning styles. They ensure that experiences are sustained where appropriate so as to give children time to fully engage and develop their thinking. They ensure there are opportunities for child

initiated play and build skillfully upon children’s own choices. They understand that when experiences and activities are of interest to children they are more likely to motivate them to

learn and develop. Early Years Teachers make informed judgements about the appropriate balance between child-led and adult-led and adult-guided experiences and activities. They will respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

**Select, prepare and use** resources that are suitable for both individuals and groups to use. They make sure that children know how to use resources safely, and that they are supervised adequately. Early Years Teachers are able to select from available resources and prepare their own resources where necessary. They ensure the resources are suitable for the ages, interests and abilities of the children using them. They also ensure that resources they select are a positive reflection of the racial, ethnic, cultural, religious and social diversity in society and their own community.

**Reflect** on how they develop education and care and regularly review provision. This allows for the enhancement and development of the learning environment.

**Standard 5**

**An Early Years Teachers must:**

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

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.

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.

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.

5.4 Support children through a range of transitions.

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.

**Amplification**

**Early Years Teachers will:**

**Recognise** the range of individual support needs a child may have such as, but not exclusively, behavioural, learning, health or emotional needs. They identify these needs through discussions with parents/carers, the key person and colleagues as well through their own observations and research. From this information they know what plans to put into place to support the child

**Understand** that a child’s learning and development can be affected by individual circumstances, for example key events including bereavement, family break-up, moving home and illness and are likely to make young children feel insecure and this will be reflected in their progress and behaviour.

**Balance** routine and flexibility, ensuring that provision is personalised and based on observation and assessment of children’s needs and engagement with parents and carers. They will take careful note of and maintain an overview of what the children are involved in to ensure an appropriate balance of experiences for each child. They will ensure experiences and activities stimulate and inspire children, foster their independence and motivate them to become confident learners.

**Ensure** that no child is excluded or disadvantaged due to race, ethnicity, culture or religion, gender, home language, family situation, social background or because they have special educational needs or disabilities. Whether or not there is a diverse population in the setting, Early Years Teachers actively promote positive attitudes to diversity and difference by helping children to learn about and value different aspects of people’s lives.

**Access** when they can provide support for children and families themselves and when it is beneficial to work in partnership with other professionals. They are familiar with the scope, remit and working practices of other professionals, both within and outside their setting which means they can identify and proactively seek help from the relevant professionals via the referral process. They work effectively alongside other professionals and use the correct procedures for sharing information and working together.

**Understand** the impact that transitions can have on a child’s healthy growth and development. Early Years Teachers know that there are a range of transitions, for example from home to an early years setting, movement within or between different settings, changes of staff that work with the child and the move from an early years setting to school. Early Years Teachers recognise that some children face situations in their home life that adversely affect their welfare, the way they behave and develop and their ability to learn. Early Years Teachers understand how such influences and transitions can affect children. They recognise that each child is unique and that the effect will be different for individual children depending upon their stage of development and their emerging capacity to cope with change and adversity.

**Standard 6**

**An Early Years Teacher must:**

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

6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).

6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.

6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.

**Amplification**

**Early Years Teachers will:**

**Interpret** the information and evidence they obtain through observation, drawing on academic and experimental learning, in order to establish the needs of individual children and ensure they are met. Early Years Teachers know that assessment is the basis for making differentiated and personalised provision and regularly review each child’s progress. They make adjustments to practice and provision in order to extend learning and development. They identify children who have additional needs and who might benefit from further assessment so that practitioners can better support their learning and development.

**Engage sensitively** with parents/carers, providing regular opportunities to work together to review their child’s progress and plan how best to support the next steps of learning and development. Early Years Teachers discuss with parents/carers how to further support their child’s wellbeing, learning and development at home. They understand the importance of working with other professionals to address any emerging concerns and develop a plan to support the child’s learning and development needs.

**Show and awareness** of the statutory assessment requirements of the EYFS and, where applicable, take a lead in the two year old check. They support their team to understand the requirements for assessment within the EYFS and consider the EYFSP completed at the end of the EYFS.

**Report** to children and parents on a regular basis. By building strong relationships the Early Years Teacher can discuss progress with confidence and resolve issues quickly

**Standard 7**

**An Early Years Teacher must:**

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

7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.

7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.

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.

**Amplification**

**Early Years Teachers will:**

**Play** a crucial role in keeping children healthy and safe and promoting children’s rights and wellbeing. They have a sound working knowledge and understanding of legal requirements and of national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children. They understand the implications of these documents for their own and colleagues’ practice and can apply them effectively in their setting.

**Measure** risks and benefits to children to create an environment that allows them to make mistakes safely. They must ensure that children respect the environment, understand dangers and know how to act to keep themselves safe. Early Years Teachers make sure that the environment indoors and outdoors, including furniture, equipment and toys is safe and secure.

**Apply** policies, procedures and protocols in order to keep children safe. They recognise the signs and symptoms of actual or potential harm and recognise when children are in danger. They know how and when to act to safeguard them, including liaising with and referring matters to professionals working in children’s social care. Early Years Teachers understand their responsibility to act proactively to safeguard children.

**Standard 8**

**An Early Years Teachers must:**

***Fulfill 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.

**Amplification**

**Early Years Teachers will:**

**Encourage** children to acquire an appreciation of and respect for their own and other cultures, their traditions and styles of living. Early Years Teachers show how they champion children’s rights and act to remove any barriers or discrimination, where these exist for any children in their setting. Through their leadership of practice, they ensure that all children are fully included and enabled to engage in all aspects of provision.

**Work** in partnership with colleagues and wider professionals to enhance children’s wellbeing, learning and development. Early Years Teachers lead colleagues ensuring they are equipped with the appropriate skills, knowledge and strategies required for effective partnership working.

**Support** their colleagues to understand their role as part of a team helping to improve outcomes for children. Early Years Teachers use their leadership skills to ensure effective collaboration and communication with colleagues, inspiring and motivating them to achieve a high standard of practice. Early Years Teachers make sure that those working under the supervision or guidance are clear about the rationale and objectives for any activity, their role in it and how it relates to improving outcomes for children.

**Ensure** they have the depth and breadth of knowledge and understanding and the skill to work effectively with others to enable them to lead and model best practice. They are able to reflect upon their own and others’ practice in order to effect continuous improvement. Early Years Teachers make a positive contribution to the quality and effectiveness of colleagues’ practice by involving all staff in the review and evaluation of practice. They seek

colleagues’ views about the effectiveness of provision, give them constructive feedback and help them to be engaged in deciding on and implementing improvements.

**Create** time to evaluate and reflect on collective and individual practice, including their own. They identify areas for extending knowledge, understanding and skills identifying appropriate professional development opportunities for themselves and their colleagues. This may involve observing the practice of colleagues in their own or other settings in order to be able to make comparisons and gain new ideas. It may also involve arranging shadowing or mentoring opportunities.

**Provide and deliver** high quality provision that promotes children’s wellbeing and supports their learning and development. Using information and evidence from emerging research and national policy, Early Years Teachers will propose changes to effect continuous improvement, influencing practice, plans and policies of the setting.

**Ensure** they have knowledge and understanding of relevant legislation, statutory frameworks and policy, understanding their own and colleagues’ responsibilities and the wider implications of policy for early years’ settings. They are able to evaluate and develop their own practice and to lead and support colleagues in developing their knowledge, understanding and skills.

**Understand** the need to refer to other professionals according to a child’s specific needs. These professionals may include educational psychologists, occupational therapists, physiotherapists, speech and language therapists, health visitors, special educational needs coordinators, social workers and family and community support workers.