

T-LEVELS

THE NEXT LEVEL QUALIFICATION

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SAMPLE

SECOND EDITION

EDUCATION & EARLY YEARS

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EARLY YEARS EDUCATOR

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LEARNING

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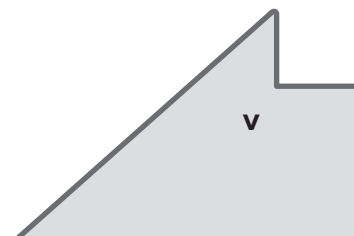
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Guide to the book

When starting your T Level Technical Qualification in Education and Early Years course, you should check on the NCFE website to find out which version of the specification you should be following. Your tutor will be able to direct you to the relevant specification. This textbook follows Version 1.1, which is first teaching from September 2025. If you are following a later version, ensure you know how your version has been updated.

The following features can be found in this book.

Learning outcomes

Core knowledge outcomes that you must understand and learn.

Key term

Understand important terms.

Reflect

Tasks and questions providing an opportunity to reflect on the knowledge learned.

In practice

Tasks and questions designed to apply knowledge in workshops and simulated working environments.

Test yourself

A knowledge consolidation feature containing questions and tasks to aid understanding and guide you to think about a topic in detail.

Research

Research-based activities – either stretch and challenge activities, enabling you to go beyond the course, or industry placement-based activities encouraging you to discover more about your placement.

Practice points

Helpful tips and guidelines to help develop professional skills during the industry placement.

Good to know

Highlights knowledge content that will be useful when completing your OS synoptic assessments.

Case study

Placing knowledge into a fictionalised, real-life context. Useful to introduce problem solving and dilemmas.

CORE Chapter 1:

Wider education sector

In this chapter, we will be looking at the scope of provision in education and early years, the features and functions of the services available for babies, children and young people and their families, and how these support them.

As well as exploring this vast and diverse range of service provision, you will be introduced to the different occupational roles that exist across the education and childcare sector, and learn about the responsibilities that staff working in these roles hold.

Learning outcomes

This chapter covers the following knowledge outcomes for Core Element 1:

- 1.1** Types of early years and education provision available, and the settings within them
- 1.2** Roles and responsibilities of general, specialist and supportive roles within the early years and education sector

1.1 Types of early years and education provision available, and the settings within them

As you learn about the service provision and the diverse roles and responsibilities held by staff, you will also increase your own knowledge and understanding of the many employment opportunities open to you. You will need to know about early years provision as well as maintained and non-maintained school provision.

In this section, we will be looking at the range of early years and education provision for babies, children and young people. This will help you to be able to identify their similarities and differences.

Early years provision

In their early years, children may be cared for by a range of different services across early years provision, including:

- ▶ home-based care (for example, childminders and nannies)
- ▶ nurseries
- ▶ pre-schools.

Home-based care

Childminders

Childminders work in their own homes and look after other people's children, often combining this work with caring for their own children. Lone working offers opportunities to build confidence and independence, even though it will mean taking on tasks without any immediate support from others. Childminders can choose the hours they work and the services they provide.

Childminders will care for children's welfare, learning and development, and develop trusting professional relationships with parents, carers and others as required. Childminders are professionals providing **holistic** care and educational learning experiences. They need to plan for and **resource-diverse play** provision for babies and children (often across a range of ages),

Key term

Holistic: an all-round approach that recognises how different parts of a person's life are interconnected instead of viewing each need in isolation. In this context, it means understanding every aspect of a child's care needs and how each one contributes to their overall wellbeing.

provide food and drinks (or prepare them if they are provided by parents/carers), and promote physical care routines such as nappy changing and toileting, rest and sleep provision, and outdoor experiences.

Good to know

'Officially, if you are paid or rewarded to look after one or more children under the age of 8 in England and under 12 in Wales, for more than a total of two hours a day in a domestic setting (normally your own home) then you must register as a childminder.'

(Source: Professional Association for Childcare and Early Years (Coram PACEY))

Under the Childcare Act 2006, providing unregistered childcare when registration with **Ofsted** is required is a criminal offence.

Key term

Resource-diverse play: a range of materials to promote hands-on exploration and creativity.

Ofsted: stands for the Office for Standards in Education, Children's Services and Skills. Ofsted inspects and regulates services providing education and skills for learners of all ages, including those who care for babies, children and young people.

Registered childminders are typically self-employed and run their own business from home, or they may register through a childminding agency. It is not unusual for childminders to employ childminding assistants as their business grows, and this allows them to care for more children at any given time.

In England, the **childminder ratios** identifying the number of children that a childminder can care for, and the safeguarding and welfare requirements that must be in place, are included within the **Early Years Statutory Framework**.

You will learn more about the areas of learning and how the Early Years Statutory Framework is arranged in other chapters, specifically on pages 14–15. If you take the Early Years occupational specialism you will spend more time exploring its requirements.

There is pre-registration training and guidance that childminders need to undertake, and continuing professional development (CPD) is always recommended.

A childminder may apply for different types of registration:

- ▶ The **Early Years Register** is for those caring for children from birth to the 31 August after their fifth birthday. All registered childminders in England on the Early Years Register are inspected by Ofsted against the requirements of the Early Years Statutory Framework.
- ▶ The **Childcare Register**, which has two parts: compulsory registration for childminders that are caring for children aged from five up to eight years, and voluntary registration for childminders caring for children aged eight years and over.

Many childminders are on both registers to enable them to care for a wide age range of children, but the appropriate ratios must be maintained for the age group.

Good to know

Childminders must be aware of ratios. The ratios will inform them how many children, and their age ranges, they can care for at any time. The Early Years Statutory Framework will guide childminders with regard to their role, including up-to-date information about ratios.

Nannies

Nannies usually care for babies and children belonging to one family in the parents'/carers' own home. Sometimes, a nanny will be 'live in', but they can also live outside the home and travel to work. Nannies typically work alone to meet the needs of the babies and young children they care for. They may also be employed to work overseas. A professional nanny will carry out similar roles to a childminder, but typically for the children of one family in the family's home.

Nanny agencies may be able to support both the nanny and the family, and will be able to offer advice on important issues such as:

- ▶ **placement** – bringing the nanny and family together, and supporting both parties to maintain a positive relationship
- ▶ **contract** – nanny contracts can be essential in ensuring the nanny has a valid and reasonable job description and terms of employment

- ▶ **suitability checks** – the nanny agency may undertake recruitment safety checks such as a Disclosure and Barring Service (**DBS**) check, paediatric first aid, training and qualifications, as well as employment history; some nanny agencies may be able to support nannies with any training requirements
- ▶ **legal obligations** – the agency may be able to offer advice around contracts, pensions and taxation.

Key term

DBS: stands for Disclosure and Barring Service, part of the suitability checks that must be made on individuals in the UK involved in the care of children and young people under 18 years of age. These specifically look at any criminal convictions recorded against an individual and are an important feature of safeguarding. You will find out more about DBS processes as you prepare for placement, as you will be required to undertake a DBS check yourself.

For more on safeguarding, see Core Chapter 3.

The nanny agency may also be able to promote social networks for the nanny, which is very important, especially if he or she is living away from home.

Research

Search for the job profile of a nanny on the National Careers Service website to find out more about what it is like to work as a professional nanny.

Nurseries

There are two main types of nursery provision: day nursery and statutory/maintained nursery school or class. The latter is usually attached to a primary school. Independent nursery settings are also available.

Day nursery provision caring for children from birth to five years of age

This is usually a private provision and parents/carers will pay for their child to have a place at the nursery. There are, however, government-funded free childcare places that certain children are entitled to if they meet particular criteria. The day nursery is usually open all year round and for most of the day, from early morning to early evening. The day nursery will be registered with and inspected by Ofsted. The day nursery must meet the requirements set within the Early Years Statutory Framework.

Staff working in a day nursery work in ratio according to their training and qualifications, and meet the holistic care needs of children, including physical, cognitive, speech, language and communication, social and emotional.

Qualifications that staff hold will vary from Level 2 to Level 7 (master's level), and the roles are equally diverse, but everyone is likely to be involved in observing children and planning for their next steps in line with the statutory framework. Day nurseries are often accessed by students for practical work placements following an early years specialism.

Statutory/maintained nursery schools or classes are local authority funded schools, with a head teacher and qualified teachers leading a team of specialist early years staff, providing education and care for three- to four-year-olds (and increasingly for two-year-olds).

A **nursery class** is usually part of a primary school and will typically be led by a nursery teacher. Parents do not pay for their child/children to attend. Children are typically aged three to four when they attend, but some may be younger. The nursery will be open in term time only. Children will usually move on to the primary school and the head of the primary is the head teacher for the nursery class too. The nursery will be inspected by Ofsted and follow the requirements of the Early Years Statutory Framework.

A **nursery school** will function in the same way as a nursery class but statutory maintained nursery schools are not typically part of a primary school and will have their own head teacher. Nursery schools can be statutory/maintained or independent. Examples of independent nursery schools include Montessori nursery schools.



▲ Can you think of different types of early years settings?

Research

- ▶ Look up independent Montessori nursery schools and statutory/maintained nursery schools to find out more about them.
- ▶ Summarise information regarding their approaches, and any similarities and differences in the services they offer.
- ▶ Present your findings as a chart or table.

Pre-schools

Pre-schools are classed as voluntary settings. This implies that there is no cost. In practice, though, costs usually do apply; however, these costs are low. Pre-schools often provide three hours of sessional care for children. Children attend pre-schools at around the age of two years, and provision is similar to the staffing and regulatory requirements of day care. Parents are often actively involved in pre-school settings.

Good to know

'Your child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday – whichever comes first.'

(Source: UK government website – School starting age)

Reflect

To help you to consolidate your knowledge and understanding:

- ▶ Compare and contrast the forms of early years sector provision listed above.
- ▶ What similarities can you find?
- ▶ What are the differences between the types of sector provision?

Read the following case study and reflect on the discussion points.

Case study

Anita is the mother of two children under five years of age: Shelley is 18 months and Lola is four. Anita is planning to return to full-time work in the next two months and is considering the childcare options available to her.

- ▶ Work in small groups to identify the range of provision Anita and her children could use.
- ▶ Compare and contrast the provision identified.
- ▶ In your group, discuss any advantages or disadvantages to different types of childcare available and share your thoughts with your peers.

Maintained school provision

There are many different types of school in the UK, educating children from age five up to age sixteen. Ofsted inspects services providing education and skills for pupils of all ages.

Maintained schools, providing both primary and secondary education, are a common category. They include:

- ▶ community schools
- ▶ voluntary controlled schools
- ▶ voluntary aided schools (usually church or faith schools)
- ▶ foundation schools
- ▶ trust schools
- ▶ special schools.

Good to know

Children may formally leave school on the last Friday in June if they are 16 by the end of the summer holidays. They must then do one of the following until the age of 18:

- ▶ stay in full-time education, for example, at a college
- ▶ start an apprenticeship or traineeship
- ▶ spend 20 hours or more a week working or volunteering, while in part-time education or training.

Statutory maintained schools are those funded by the local authority. Parents/carers do not need to pay for their child/children to attend. As you can see from the list below, there are different types of schools that fall into the maintained category.

- ▶ **Maintained community schools** are **state-funded**, are not influenced by business or religious groups, and must follow the National Curriculum. Teaching and learning will be led by head teachers, teaching staff and teaching assistants/learning support mentors. The school staffing structure will include non-teaching staff and an active governing body.
- ▶ **Voluntary controlled schools** usually have foundation or trust status, for instance, connected to a Christian denomination, that has some influence in the running of the school but makes no financial contribution. The teaching and learning, as well as the regulatory body, remain the same as for community schools.
- ▶ **Voluntary aided schools** – as with voluntary controlled schools, there is influence from the foundation or the trust. However, in a voluntary aided school the foundation or trust will contribute financially to the upkeep of the school.
- ▶ **Foundation schools** function in the same way as a maintained school, with greater responsibility placed on the governing body, which is sometimes supported by representatives from religious groups in the running of the school.
- ▶ **Trust schools** function as foundation schools, supported by a charitable foundation (the charitable foundation is known as a trust).
- ▶ **Special schools** are attended by children who have an **education, health and care plan (EHCP)**. The admission of children with an EHCP to schools is a decision made by the local authority, which has statutory responsibility for arranging appropriate provision via the Statutory Special Educational Needs Panel. The admissions process for a special school admission involves either an EHCP or information and evidence gathered at an annual review meeting. Special schools with pupils aged 11 and older can specialise in one of the four areas of special educational needs:
 - ▶ communication and interaction
 - ▶ cognition and learning
 - ▶ social, emotional and mental health
 - ▶ sensory and physical needs.
 Schools can further specialise within these categories to reflect the special needs they help with, for example, autistic spectrum disorders, visual impairment or speech, language and communication needs (SLCN).

Key terms

State-funded: money that the government provides for something.

Education, health and care plan (EHCP): an EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support; it is drawn up to outline provision for a child or young person following an assessment of special educational needs. EHCPs identify educational, health and social needs, and set out the additional support to meet those needs. To find out more, visit the UK government website and search for 'children with special educational needs and disabilities'.

For more on assessment of special educational needs, see Core Chapter 4, page 71.

Good to know

Maintained schools in England must follow the National Curriculum. They may focus on specific subjects (such as RE in a church school) but the curriculum must be followed appropriately at each key stage. Maintained schools must also follow the SEND Code of Practice.

Non-maintained school provision

Just because maintained schools are funded by the local authority, this does not mean that all non-maintained schools are not (i.e. charge fees to attend). Non-maintained schools are divided into:

- ▶ academies
- ▶ free schools
- ▶ private schools (including independent special schools).

Academies

Academies are run by an academy trust and receive their funding directly from the government. They have more control over how they do things than community schools. Academies do not charge school fees. Academies are inspected by Ofsted and follow the same rules on admissions, special educational needs and exclusions as other state schools. They can decide upon the length of school terms and the school day and whether or not to follow the National Curriculum. Students attending academies sit the same exams as other state schools. If a school funded by the local authority is judged 'inadequate' by Ofsted then it *must* become an academy.

Free schools

Free schools are funded by the government but are not run by the local authority and therefore have more control over how they do things. Free schools are 'all-ability' schools and do not use academic selection processes like a grammar school. As with academies, free schools can decide upon the length of school terms and the school day and whether or not to follow the National Curriculum. They can also set their own pay and conditions for staff.

Private schools

Private schools (also known as independent schools) charge fees to attend and do not receive general government funding. Similar to academies and free schools, pupils do not have to follow the National Curriculum. All private schools must be registered with the government and are inspected regularly.

Under the Children and Families Act 2014, an **independent special school** is an independent school that is organised to make **special educational provision (SEP)** for pupils with special educational needs. There may be circumstances when the local authority must pay a pupil's fees – for example, if the independent school is named in the pupil's education, health and care plan (EHCP), which means the local authority then has a financial responsibility.

For more on pupils with special educational needs, see Core Chapter 4.

Alternative provision

Alternative provision refers to any off-site educational provision that has been made for children and young people. It may be full-time or part-time, depending on the needs of the pupil, if they are unable to attend a mainstream school. This may be due to exclusion, illness or for other reasons.

Home schooling

Parents also have the right to educate their children at home. In this case, children must have access to a full-time curriculum. They do not need to follow the National Curriculum, however, learning will be monitored by the local authority. Children with SEND or a school attendance order must be given consent from the local authority for home schooling.

Pupil referral units (PRUs)

Pupil referral units were set up to meet the needs of pupils who have been excluded from mainstream schools. This may be for health or emotional and

behavioural reasons. PRUs aim to support those who find a mainstream environment challenging and provide individualised and more flexible support.

Research

Find out more about independent special schools by visiting the UK government website and search for independent special schools and colleges. Find out more about alternative provision for children and young people.

Good to know

Students aged 16–25 can request a SEND assessment themselves. For example, an individual may request a diagnosis for dyslexia. Visit the UK government website and search for 'extra SEND help'.

Test yourself

Produce a table including the maintained and non-maintained school provision talked about in this section. In the table, identify as many features and functions for each provision as you can. Next, highlight the similarities and summarise any differences.

1.2 Roles and responsibilities of general, specialist and supportive roles within the early years and education sector

This section looks in more detail at the different responsibilities of the diverse roles that exist in education and childcare, to help you consider the specific entry requirements for particular occupations and understand possible career progression routes in the sector.

To help us to categorise the occupational roles, let's consider them as general roles and specialist roles. Bear in mind, however, that it is possible that an individual identified as working in a general role will also be responsible for a specialist role – for example, a teacher may also be a designated safeguarding officer/lead person.

General roles in education and childcare

These can be categorised as follows:

- ▶ early years practitioner
- ▶ early years educator
- ▶ room leader
- ▶ teaching assistant
- ▶ teacher/lecturer
- ▶ head teacher.

Early years practitioner

This is a designated occupational role within the early years workforce. The **early years practitioner** will be qualified at Level 2 in early years care and education, and will work alongside the Level 3 early years educator.

The qualification that the early years practitioner holds means they meet the criteria required to work within this occupational role. The responsibilities they hold are diverse, and they will be involved in all aspects of caring for babies and young children from birth to five, as identified in the Early Years Statutory Framework.

Their daily routine is likely to include most or all of the following duties:

- ▶ meeting the individual physical care routines of children
- ▶ observing and planning
- ▶ working with others, including parents/carers, colleagues and other professionals
- ▶ record keeping and reporting
- ▶ promoting effective playful interactions with babies and young children.



- ▲ How is this adult enhancing the children's experiences?

Early years educator

The **early years educator** is a designated occupational role within the early years workforce. They will be qualified at Level 3 and will work within the ratios

specified in the Early Years Statutory Framework. A Level 3 early years educator, once qualified, will be able to progress within the early years workforce to take a position such as room leader, and may also take up leadership, deputy management and management roles. The early years educator will undertake all the duties of the early years practitioner, but will hold greater responsibility and accountability for intervention and quality, as appropriate. The early years educator will take an active role as a key person, observing and planning for next steps effectively, liaising with parents/carers and other professionals to ensure the best outcome for children in their care, while maintaining the requirements of the Early Years Statutory Framework to keep children safe, healthy and well.

Room leader

The **room leader** will be an experienced early years educator and, as such, all of those responsibilities will apply to this occupational role too. The room leader will be responsible for the running of a room – for example, a pre-school room with children aged three to four, or a baby room with children under two years. Although each setting will decide on the age ranges of its different rooms, children usually tend to be cared for in age ranges with time to come together as larger groups, particularly at quieter times of the day or at mealtimes. The room leader's responsibility may extend to managing budgets and ordering resources/equipment, as well as making sure that child ratios and other legislative requirements within the Early Years Statutory Framework are met. The room leader may have responsibility for undertaking peer observations, appraisals and performance management of colleagues, such as early years practitioners or students.



▲ Some teaching assistants may work one-to-one with pupils

Reflect

Nannies and childminders make a valuable contribution to the early years workforce; there is information about these significant roles earlier in this section. Take the opportunity to look back at the role of the professional nanny and childminder to give you a broader insight into the occupational roles that exist within the early years workforce.

Good to know

Occupational maps can be found on the NCFE website. Search for the NCFE education and early years careers toolkit to find the progression map, which will give you the opportunity to think about different career pathways in education and childcare. The NCFE website also has case studies to read through that may inspire your own career aspirations.

Teaching assistant

The **teaching assistant** will support teaching and learning for individuals or for groups of pupils, working closely with the class teacher. The teaching assistant may work one-to-one with a single pupil or with a small group of children with special educational needs and disabilities (SEND) to carry out the teacher's lessons in a **differentiated** way to meet their needs.

For more about SEND, see Core Chapter 4 on page 68.

Teaching assistants will also update, record and monitor progress, and undertake activities such as guided reading. They will be expected to support observation, planning and assessment and attend meetings as appropriate (for more on their role in observation and assessment see Core Unit 7 on pages 137–139). There are opportunities for the teaching assistant to progress to higher level teaching assistant (HLTA) status, and in this role they will be able to undertake more responsibilities working with pupils, such as leading some lessons. A teaching assistant may also choose to undertake a graduate programme to train as a teacher.

Good to know

More information about the role of the teaching assistant and the qualifications that can support this pathway can be found in the NCFE career toolkit.

To find out more about higher level teaching assistant standards, visit the Best Practice Network website and then search for 'HLTA status'.



- ▲ What does this photo tell you about the level of engagement between the teacher and the children?

Teacher/lecturer

Teachers and lecturers usually have similar responsibilities. For example, both are involved in advancing teaching and learning through planning, team collaboration and significantly raising students' knowledge, understanding and skills through effective strategies. The qualifications and the journey the teacher and lecturer may take may vary, however.

- ▶ The **teacher** is likely to work in school environments and will have achieved qualified teacher status (QTS). Their training will have included study at higher education level in order to achieve QTS.
- ▶ The **lecturer** is likely to work in further or higher education and, as well as academic qualifications, may also have significant industry experience. For example, a lecturer in early years may have worked extensively in the early years workforce. To teach in higher education, universities often require postgraduate qualifications and a commitment to ongoing research.

Head teacher

The head teacher will be responsible for the day-to-day running of the school. Being a head teacher is a challenging and responsible position. Some of the responsibilities required of this role are:

- ▶ liaise with the governing body
- ▶ engage with the school ethos and values/mission in partnership with pupils, staff, parents and carers
- ▶ lead teaching and learning
- ▶ staff recruitment, appraisal and disciplinary procedures.

Good to know

Various pathways to head teaching are available. Visit the National Careers Service website and then search for the job profile of a head teacher.

Specialist roles

Some of the specialist roles that exist within education and childcare include:

- ▶ special educational needs and disabilities coordinator (SENDCo)
- ▶ designated safeguarding lead (DSL)
- ▶ physical activity and nutrition coordinator (PANCo)
- ▶ mental health first aider (MHFA).

Individuals holding a general role within education and childcare may also be responsible for some of the specialist roles that are listed here.

Special educational needs and disabilities coordinator (SENDCo)

Each setting, whether an early years setting or a school, will have a **SENDCo** in place. The SENDCo will be responsible for liaising with parents/carers, colleagues and other professionals to ensure that individual children's needs are met, and that resources and equipment are provided in line with organisational policy and procedures, and in adherence with the Special Educational Needs Code of Practice.

In an early years setting, an experienced early years educator usually takes this role. There are qualifications that can be taken at Level 2, Level 3 and Level 4 to support the SENDCo to manage their responsibilities efficiently. In a school, a class teacher will undertake the role of SENDCo and formal training will be required to hold this responsibility.

Designated safeguarding lead (DSL)

Safeguarding babies, children and young people is everyone's responsibility. However, in education and childcare, a named member of staff will hold the position of **designated safeguarding officer** or **designated safeguarding lead**, in line with the Children Act 2004. Having a named member of staff holding responsibility for safeguarding means there can be clear leadership, guidance and professional partnerships.

The designated safeguarding lead will undergo relevant training to be able to support staff in recognising signs and symptoms of need in babies, children and young people, and will advise staff, ensuring that processes for raising concerns are clear and straightforward. The designated safeguarding lead will take a role in recording and reporting to ensure best practice.

Research

Statutory guidance is updated regularly to ensure the best possible outcomes for babies, children and young people.

Visit the Education, Training and Skills government website. Search for Pupil wellbeing, behaviour and attendance and then safeguarding pupils to see the latest information and guidance around the role of the designated safeguarding officer/lead and summarise your findings.

Physical activity and nutrition coordinator (PANCo)

Many early years settings are striving to have a member of staff responsible for promoting physical exercise and nutrition in the setting. The **physical activity and nutrition coordinator (PANCo)** will have undertaken specific training at Level 4 in order to lead in this specialist role. They will advise staff and liaise with parents to improve the setting's approach in this area.

Mental health first aider (MHFA)

The emotional health and mental wellbeing of children and young people is significant to holistic health, development and learning. Working in education and childcare, **mental health first aiders (MHFAs)** will support children, young people and their families, as well as supporting staff with appropriate strategies and approaches to promote positive wellbeing.

Research

The Mental Health Foundation Association has produced useful documents to support an understanding of the importance of recognising mental health in children and young people, and the significance of intervention for a child's holistic health and wellbeing.

Find out more about the important specialist role of the mental health first aider in education and childcare by searching online for MHFA England.

Supporting roles

Some of the supporting roles that exist within education and childcare include:

- ▶ speech and language therapist
- ▶ health visitor

- ▶ social worker
- ▶ general practitioner (GP)
- ▶ local authority designated officer (LADO)
- ▶ educational psychologist.

Speech and language therapist

Speech and language therapists work to support the development of children's speech or language when speech and language needs have been identified. This may include working alongside professionals to assess and offer supportive strategies for children experiencing swallowing difficulties. For example, the speech and language therapist may work with children with mild, moderate or severe learning difficulties, language delay and/or specific difficulties in producing sounds. The speech and language therapist may visit the nursery or school and support the staff working in different settings, providing strategies that have been developed to support children's speech and language, as well as person-centred strategies and approaches.



- ▲ **Speech and language therapists may support children with learning difficulties, language delay or specific difficulties in producing sounds**

Health visitor

A health visitor is a qualified nurse or midwife who has undertaken additional relevant training for this specialist role. The health visitor will work within the community and will support babies, young children and their families. Health visitors often hold clinics in a GP surgery or health centre but will also make home visits.

Social worker

Social workers provide support for children, young people and families who need additional support. This additional support can be required to safeguard and protect babies, children and young people at times of need. They will also work with families and other professionals to ensure best outcomes for children and

young people with disabilities, as well as those who are looked-after children.

General practitioner (GP)

GPs are qualified medical doctors working in health centres/surgeries within the local community. They work with others as part of multidisciplinary teams to support the holistic care needs of individuals. GPs work in health promotion and lifestyle change to prevent poor health across the lifespan. They also have a vital role in safeguarding and protection, working with other professionals to keep children, young people and families safe.

Local authority designated officer (LADO)

All information regarding potential or actual harm to children and young people must be reported in accordance with policy and procedures that are in line with statutory guidelines identified through *Keeping Children Safe in Education 2025*. In the event of a concern/allegation about the head teacher, where the head teacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the head teacher, this should be reported directly to the LADO. The local LADO should be accessible on the local authority's website.

Educational psychologist

Educational psychologists are applied psychologists who work across the educational system as well as in the community. They may also work with individuals and families.

Case study

Jayden is three years of age. He lives with his mum and younger sister, who is aged 14 months. Nursery staff are concerned about Jayden's emotional wellbeing. During their observations, they have noticed how Jayden, usually a friendly and sociable young boy, has become withdrawn, even shying away from interaction with his **key person**. Jayden's key person met with his mum at nursery. Jayden's mum became very upset as she explained that Jayden's dad was seriously ill and being cared for in a hospice.

- ▶ Summarise the situation and the potential impact on Jayden, his sister and their mum.
- ▶ How could the setting support Jayden and his family?
- ▶ What other professionals may be able to offer support to Jayden and his family at this difficult time?

Key term

Key person: a member of staff in an early years setting who works closely with a designated group of children and their parents, carers and family.

Assessment practice

- 1 Name **two** duties of a GP.
- 2 Identify **two** features of maintained schools.
- 3 List **one** similarity and **one** difference between academy schools and maintained schools.
- 4 List **three** responsibilities held by an early years educator.
- 5 A local authority primary school is an example of:
 - a) a private service
 - b) a statutory service
 - c) a voluntary service.
- 6 Which of the following do **not** need to follow the National Curriculum?
 - a) academy schools
 - b) voluntary aided schools
 - c) state primary schools
 - d) state secondary schools
- 7 Describe the role of the designated safeguarding lead in education and childcare.
- 8 Compare the role of the childminder with that of the professional nanny.
- 9 Analyse the role of the physical activity and nutrition coordinator for children's holistic health and wellbeing.

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