**Learner Workbook**

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

**Content area 7: Roles and responsibilities within early years settings**

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| **Name** |  |
| **Teacher** |  |
| **College ID** |  |

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# Introduction

# Lessons 1 -10

# Mock Exam Part 1 (Booklet)

# Mock Exam Part 2 (Exam Questions)

# Introduction to Content Area 7: Learner Workbook

This content area will be exploring the variety of roles within the early years and the responsibilities within each role.

It will identify general roles and responsibilities alongside specialist roles both within and external to early years settings.

# Lesson 1: Early years practitioner roles

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| **Learning outcomes** | Icon  Description automatically generated |
| For this lesson you will explore the types of roles within early years and find out about the types of provision (settings) where they can work.  You will learn to:   * **Identify** the roles of people who work within the early years sector. * **Provide** an overview of each identified role. * **Explain** why it is important that roles and responsibilities are clearly defined within settings. | |

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| **Starter activity** | Icon  Description automatically generated |
| Think back to Content Area 4 and make a list of the different types of settings in early years – work with a partner to add something you remember about each setting.   | **Name of setting** | **Information about this setting** | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |

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| **Activity 1: Working in the early years** | Icon  Description automatically generated |
| Work in pairs and identify what job roles you would expect to find in each type of setting (provision) Write your ideas in the table below.   | **Type of setting** | **Potential job roles within the setting** | | --- | --- | | Private nursery |  | | School nursery class |  | | Crèche |  | | Childminder |  | | School reception class |  | | Playgroup or pre-school |  | | |

## Responsibilities of each role

Each of those roles has specific responsibilities that are unique to their role as well as having general responsibilities.

We are going to focus on the responsibilities of the individual roles in this lesson and look at the more general responsibilities that apply to all roles in the following lesson.

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| **Activity 2: Specific responsibilities** | Icon  Description automatically generated |
| Work in small groups. Identify the **specific** responsibilities for the roles you have been allocated.   |  |  | | --- | --- | | **Allocated role 1:** |  | | **Specific responsibilities of the role:** | | |  | |   Skills needed to do the role | |

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| **Specific responsibilities** | Icon  Description automatically generated |
| Work in small groups. Identify the **specific** responsibilities for the roles you have been allocated.   |  |  | | --- | --- | | **Allocated role 2** |  | | **Specific responsibilities of the role:** | | |  | |   Skills needed to do the role | |

Notes of different roles:

|  |  |
| --- | --- |
| **Role** | **Specific responsibilities** |
| **Manager** |  |
| **Room Leader** |  |
| **Early Years Practitioner**  **Key Person** |  |
| **Childminder** |  |
| **Teaching Assistant** |  |
| **Nanny** |  |

## Clearly defined roles and responsibilities

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| **Reflective question** | Icon  Description automatically generated |
| **Why do settings need to ensure that everyone’s roles and responsibilities are clearly defined?** Write your ideas below: | |
|  | |

| **Progress check** | Icon  Description automatically generated |
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| 1. Name **four** job roles within the early years. | |
| 1. What early years roles might be found in a private nursery? | |
| 1. Which roles might include supervision or line management of other staff? | |
| 1. Which role has a specific responsibility for looking after named, individual children? | |
| 1. Name **two** reasons for ensuring that roles and responsibilities are clearly defined. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the roles of people who work within the early years sector. | |
|  | **Provide** an overview of each identified role. | |
|  | **Explain** why it is important that roles and responsibilities are clearly defined within settings. | |

# Lesson 2: Responsibilities of early years roles

For this lesson you will explore the responsibilities for different roles within early years, including the care and education of the children.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** the key responsibilities of roles within the early years. * **Describe** how those responsibilities can be fulfilled within the early years. * **Explain** the impact if the early years practitioners do not fulfil their responsibilities. | |

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| **Starter activity** | Icon  Description automatically generated |
| Write what your responsibilities might be if they were looking after a **3-month-old baby** and **a 3 year old**. | |
| |  |  | | --- | --- | | **3 month old** | **3 year old** | |  |  | | |

## Key responsibilities

In the previous lesson we explored **specific responsibilities**, but we are now going to look at the **general responsibilities** that **apply to all roles** within early years settings.

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| Reflective question | Icon  Description automatically generated |
| Write one sentence to identify the key responsibility for anyone working in the early years? *(clue: quality care and safety)* | |
|  | |

**Group Task then complete table below in Activity 1**

**as a class**

|  |  |
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| **Activity 1: Fulfilling responsibilities** | Icon  Description automatically generated |
| For each area of responsibility, what actions can an early years practitioner take to fulfil this responsibility? | |
| | **Area of responsibility** | **Potential actions to fulfil this responsibility** | | --- | --- | | Keeping children safe |  | | Supporting healthy development |  | | Promoting holistic development |  | | Working in partnership |  | | |

## The importance of fulfilling responsibilities

We have already looked at why it is important that everyone has clearly defined responsibilities.

However, if those responsibilities are not implemented, it can have a significant impact on children, their families and other people working within the early years.

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| **Activity 2: What is the impact?** | Icon  Description automatically generated |
| **Read each case studies** and identify what the potential impact could be.  Consider:   * What responsibility has not been fulfilled? * Who might be impacted? * What might the impact be?   Record your ideas in the tables below. | |

|  |
| --- |
| **Case study 1** |
| It was busy at nursery yesterday, so the early years practitioner did not have time to sterilise the baby rattles. They meant to do it first thing this morning, but they forgot. |
| What responsibility has not been fulfilled? |
|  |
| Who might be impacted? |
|  |
| What might the impact be? |
|  |

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| **Case study 2** |
| Sally, the room leader in the pre-school room was told by Bobby’s parents that they wanted Bobby to avoid meat-based food products as they were vegetarian. At teatime, Sally allowed Bobby to eat a sausage roll as she said, “what they don’t know, won’t hurt them and being vegetarian should be Bobby’s choice not his parents.” |
| What responsibility has not been fulfilled? |
|  |
| Who might be impacted? |
|  |
| What might the impact be? |
|  |

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| **Case study 3** |
| The children in the 2-3 year old room normally go in the garden every morning to use the large play equipment and run around. Joseph is a new early years practitioner and he thinks it is a bit cold so it is best if the children stay inside to prevent them getting cold. |
| What responsibility has not been fulfilled? |
|  |
| Who might be impacted? |
|  |
| What might the impact be? |
|  |

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| **Case study 4** |
| Molly is an early years practitioner and she has taken the children outside to play. It is very sunny, so she is making sure her face is in the sun to help her get a good suntan. This means she is facing away from the children. |
| What responsibility has not been fulfilled? |
|  |
| Who might be impacted? |
|  |
| What might the impact be? |
|  |

| **Progress check** | Icon  Description automatically generated |
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| 1. What are the key responsibilities of early years practitioners? | |
| 1. Provide three examples of how children could be impacted by an early years practitioner not fulfilling their responsibilities? Try to use different examples from the ones we explored in the lesson. | |
| 1. What does an early years practitioner need to do to fulfil their responsibility to keep children safe? | |
| 1. Name one responsibility that would support healthy development. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the key responsibilities of roles within early years. | |
|  | **Describe** how those responsibilities can be fulfilled within early years. | |
|  | **Explain** the impact if the early years practitioners do not fulfil their responsibilities. | |

# Lesson 3: Partnership working

This lesson will introduce you to the idea of **partnership working**. It will explore **internal and external partnerships** and the **barriers** that can prevent effective partnership working.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you will be able to:   * **Define** the term ‘partnership working’. * **Explain** the importance of partnership working and **provide** examples of internal and external partnerships. * **Explain** potential barriers to partnership working and how they can be overcome. | |

## What is partnership working?

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| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| **What do you think it means when we talk about partnership working?** | |
|  | |

## Internal and external partnerships

Some partnerships might be **internal** and some might be **external** depending on the needs of the child and their family.

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| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| Who could be involved in an **internal partnership?** | |
|  | |

|  |  |
| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| Who could be involved in an **external patnership?** | |
|  | |

|  |  |
| --- | --- |
| **Activity 1: Internal or external?** | Icon  Description automatically generated |
| Work in pairs to consider these scenarios and to look at the needs of the child and/or their family.  You need to decide if the needs of the child and family can be met through an **internal partnership**, or do they need an **external partnership**?  ***Write which internal or external professionals could help for each scenario****:* | |
| **Scenario 1:**  Candace is 18 months old and has started to resist bedtimes. She is very tired because she is not getting enough sleep. Her parents would like some help to improve her sleep patterns. | |
| Would this be an internal or external partnership? Why? | |
|  | |
| **Scenario 2:**  Bibek is four years old and is having difficulty pronouncing some sounds. For example, he says “t” instead of “ck” so duck becomes “dut”. | |
| Would this be an internal or external partnership? Why? | |
|  | |
| **Scenario 3:**  Mindy is three years old and is becoming very fussy about what she eats. Some days she will not eat anything at all. | |
| Would this be an internal or external partnership? Why? | |
|  | |
| **Scenario 4:**  Megan is in foster care but is due to return home soon as her mother has completed the drug rehabilitation programme and is now capable of looking after Megan properly. | |
| Would this be an internal or external partnership? Why? | |
|  | |

## Barriers to partnership working

Partnership working can be **challenging** sometimes for a variety of reasons.

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| **Activity 2: Challenging partnerships** | Icon  Description automatically generated |
| **Part A: Work in small groups** to identify any barriers that could prevent people working in partnership effectively, for example supporting a mum who wants help with her child’s behaviour and fussy eating habits.  **List your ideas here:** | |
|  | |
| Barrier 1 | |
| Barrier 2 | |
| Barrier 3 | |
| Barrier 4 | |
| **Part B:**  **Consider the following situations and suggest ways that the barriers could be reduced or removed to enable effective partnership working.** | |
| **Potential barrier 1:**  You have concerns over the language development of one of the children. You have tried to speak to their parents about ways to support their development, but they are always dashing off to work in a hurry and only come to pick the child up as the setting is closing so there is never time to speak to them.  What is the barrier? | |
|  | |
| How could you overcome it? | |
|  | |
| **Potential barrier 2:**  You are trying to explain to Callie’s parents that she would benefit from bringing gloves and a hat to nursery with her for when she plays outside in the colder weather. They do not speak a lot of English and do not understand what you are saying.  What is the barrier? | |
|  | |
| How could you overcome it? | |
|  | |
| **Potential barrier 3:**  Jaxson is 7 months old. His parents do not want you to give him his tea with the other children at 4pm as they want him to have tea with them when they get home at 5pm. You have tried telling them that Jaxson gets very upset when the others are eating and he does not get anything, but his parents are adamant that you must follow their wishes.  What is the barrier? | |
|  | |
| How could you overcome it? | |
|  | |
| **Potential barrier 4:**  Lucy has special educational needs and her EHCP (Education, Health and Care Plan) requires input from a variety of professionals. You have tried to arrange a meeting for them all to discuss her needs but they are not all able to come to the setting at the same time due to travel issues.  What is the barrier? | |
|  | |
| How could you overcome it? | |
|  | |

**Reading:**

**We have explored many ways to reduce barriers to effective partnership working, including:**

* Using effective communication to ensure everyone is clear on the message.
* Considering the timing of the communication so that everyone is available.
* Considering a suitable place to meet so that it is easy for everyone to get to.
* Remembering that everyone is entitled to their opinions and that you need to respect differing views.

| **Progress check** | Icon  Description automatically generated |
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| 1. Name four job roles within the early years. | |
| 1. Explain what is meant by partnership working. | |
| 1. Provide an example of a scenario that could be supported by an internal partnership. | |
| 1. Provide an example of a scenario that would need support through an external partnership. | |
| 1. Name two examples of potential barriers to partnership working and explain how they could be overcome. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Define** the term ‘partnership working’. | |
|  | **Explain** the importance of partnership working and **provide** examples of internal and external partnerships. | |
|  | **Explain** potential barriers to partnership working and how they can be overcome. | |

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| **Extra Task / Home study: Partnership working research** | Icon  Description automatically generated |
| Find out what the Statutory Framework for the Early Years Foundation Stage (EYFS) says about partnership working.  **Early years foundation stage (EYFS) statutory framework:**  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  (Accessed December 2022)  Record your findings here: | |
|  | |

# Lesson 4: Benefits of partnership working

This lesson will explore the actions that can be taken to ensure partnership working is effective. It will also consider the benefits of effective partnership working for children, their families, and early years practitioners.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Describe** how to support effective partnership working as an early years practitioner. * **Explain** how partnership working benefits children, their families, and early years practitioners. * **Explain** the potential impact if people do not work in partnership. | |

## Effective partnership working

* Whilst partnership working can be beneficial for everyone involved, it depends how well everyone works together.
* Sometimes there can be too many differing opinions and not enough communication so it is important to ensure that when working in partnership that everyone is aware of how to make it effective.

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| **Activity 1: Working effectively with others** | Icon  Description automatically generated |
| **Work in small groups.**  **Produce a mind map** to show ways that an early years practitioner can support effective partnership working.  Think about some of the barriers we have explored in the previous lesson.  **Draw your mind map below.** | |
|  | |

## What are the benefits of partnership working?

When partnership working is effective, it is beneficial not only for the child and their family, but also the early years practitioner.

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| **Activity 2: Beneficial outcomes** | Icon  Description automatically generated |
| **You will have three sticky notes for your group**.  **Write 1 benefit** of partnership working **on each sticky note** for each of these three groups:   * Children. * Family. * Early years practitioners.   Put your sticky note on the corresponding A3 paper. | |
| How do **children** benefit from effective partnership working? | |
|  | |
| How do **family** benefit from effective partnership working? | |
|  | |
| How do **early years practitioners** benefit from effective partnership working? | |
|  | |

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Are these statements true or false? Tick the correct column.   | **Statement** | **True** | **False** | | --- | --- | --- | | An early years practitioner can support effective partnership working by being friendly with the child’s parents/carers |  |  | | Communication should be clear and simple so that everyone can understand it |  |  | | Effective partnership working is vital to safeguard children |  |  | | Parents/carers benefit from effective partnership working as they get a wide range of opinions from experts |  |  | | Ineffective partnership working will support the child’s needs |  |  | | Ineffective partnership working can increase the workload for an early years practitioner |  |  | | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** how to support effective partnership working as an early years practitioner. | |
|  | **Explain** how partnership working benefits children, their families, and early years practitioners. | |
|  | **Explain** the potential impact if people do not work in partnership. | |

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| **Home study / Extra Task**  **Case study** | Icon  Description automatically generated |
| **Read the case study:**  Lesley is 2 years old and has delayed muscle development in one of her legs which is making walking challenging for her. She has been assessed by a physiotherapist who is helping her with exercises on a weekly basis. The physiotherapist gave her parents a sheet of instructions for doing the exercises at home. The parents have shared this with the nursery and the early years practitioners are also doing the exercises twice a day with Lesley. The early years practitioners record her progress with the exercises in a diary which gets sent home with Lesley’s parents every day.  Is this case study a good example of effective partnership working or not?  Justify your answer. | |
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# Lesson 5: Specialist roles within early years settings

This lesson is going to look at the **role of specialists within the early years**. It will explore **why specialist roles are needed** and identify the specialist roles that are based within early years settings.

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| **Starter activity** | Icon  Description automatically generated |
| Look at the specialist roles listed below and decide if they would be based **within** an early years setting or whether they would be **externally based**.   | **Role** | **Internal** | **External** | | --- | --- | --- | | SENDCO  (special educational needs and disabilities co-ordinator) |  |  | | Educational psychologist |  |  | | Key person |  |  | | Physiotherapist |  |  | | Paediatrician |  |  | | Health visitor |  |  | | DSL (designated safeguarding lead) |  |  | | PANCO (physical activity and nutrition co-ordinator) |  |  | | Children’s social worker |  |  | | GP (General practitioner) |  |  | | Family support worker |  |  | | |

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** why there are specialist roles within the early years. * **Describe** the specialist roles based within early years settings.   You may also be able to:   * **Explain** why these specialist roles need to be based in the early years setting rather than externally based. | |

## The purpose of specialist roles

In addition to early years practitioners, there are also specialist roles within early years. Some are based **within the settings** and some are **externally based**.

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| **Reflective question** | Icon  Description automatically generated |
| **Why do you think these specialist roles are needed?** | |
|  | |

## Specialist roles based in early years settings

Some specialist roles are based within the early years setting. Examples include:

* SENDO (special educational needs and disabilities co-ordinator).
* DSL (designated safeguarding lead).
* PANCO (physical activity and nutrition co-ordinator).
* Key person.

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| **Activity 1: Research roles** | Icon  Description automatically generated |
| **Work in small groups.** You have 20 minutes to research the specialist role you have been allocated and complete an A3 poster in your group:  Record your findings below when we do the feedback: | |
| |  |  | | --- | --- | | **Allocated role:** |  | | **Responsibilities of the role:** | | |  | | | **What additional training or experience do they need?** | | |  | | | **How can they support children and their families?** | | |  | | | |

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| **Stretch and challenge** | Text, logo  Description automatically generated |
| **Can you remember what the role of the key person involves?**  ***Make some notes below from your group poster.*** | |
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| **Activity 2: The importance of being internally based** | Icon  Description automatically generated |
| **Work in pairs.**  **Make a list of reasons** why the specialist roles you have just researched are based **within** the early years settings rather than **externally** based.  ***Write your list here:*** | |
|  | |

| **Progress check** | Icon  Description automatically generated |
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| 1. What specialist roles are based within early years settings? (Use the full titles). | |
| 1. Why is it important for these roles to be internally based? | |
| 1. What role is responsible for making referrals to children’s social services? | |
| 1. What role promotes health and wellbeing? | |
| 1. What responsibilities does the SENDCO have? | |
| 1. What does the key person do? | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** why there are specialist roles within the early years. | |
|  | **Describe** the specialist roles based within the early years settings. | |
|  | **Explain** why these specialist roles need to be based in the early years setting rather than externally based. | |

# Lesson 6: Specialist roles outside the early years setting

This lesson is going to introduce **specialist roles** that are **based outside** of the early years settings.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you will learn to:   * **Describe** why some specialist roles are externally based. * **Explain** the purpose of the teams that the specialist roles are based in. * **Categorise** the roles into their specialist teams. | |

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| **Starter activity: Spider race** | Icon  Description automatically generated |
| **choose a word** relating to **play activities** and put dashes to represent the letters.  Your partner guesses the word before you complete the web. | |
|  | |

## Externally based roles

* Remember that the roles we have looked at previously were based **in the early years settings.**
* We are going to look at roles **based outside of early years settings** in this lesson but first, let us see how much you remember about internally based roles.

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| **Reflective question** | Icon  Description automatically generated |
| Can you remember some of the **benefits** of having **specialist roles** based within the setting? (DSL; SENDCO; PANCO; key person) | |
| 1.  2.  3. | |

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| **Activity 1: Externally based roles** | Icon  Description automatically generated |
| **Work in small groups**.  Make a list of **reasons** for specialist roles to be **based outside** of the early years settings. | |
| 1.  2.  3. | |

## Specialist teams

The externally based specialist roles tend to be categorised within **three types** of teams. **These are:**

* SEND teams.
* Health professionals.
* Children’s social care.

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| **Activity 2: Categorising specialist teams** | Icon  Description automatically generated |
| **Part A: Work in pairs to identify what the role of each of the teams would be**.  You need to write a description for each team to describe their focus. | |
| **SEND teams**: what is their role? | |
|  | |
| Describe what their focus is likely to be. | |
|  | |
| **Health professionals:** what is their role? | |
|  | |
| Describe what their focus is likely to be. | |
|  | |
| **Children’s social care:** what is their role? | |
|  | |
| Describe what their focus is likely to be. | |
| **Part B: Sort the specialist roles** into the teams they would work within.  Tick the team you think it is. | |
| | **Specialist role** | **SEND teams** | **Health professionals** | **Children’s social care** | | --- | --- | --- | --- | | GP (General Practitioner) |  |  |  | | Social worker |  |  |  | | Paediatrician |  |  |  | | Physiotherapist |  |  |  | | Health visitor |  |  |  | | Family support worker |  |  |  | | Educational psychologist |  |  |  | | |
|  | |

| **Progress check** | Icon  Description automatically generated |
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| Can you answer these questions without looking at your notes?   1. Why are some specialist roles based outside the early years settings? | |
| 1. What are the three main categories for the specialist teams? | |
| 1. Provide examples of roles within each team. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** why some specialist roles are externally based. | |
|  | **Explain** the purpose of the teams that the specialist roles are based in. | |
|  | **Categorise** the roles into their specialist teams. | |

# Lesson 7: Researching specialist roles

This lesson is going to provide the opportunity for you to **complete some research** on an allocated specialist team. **You will prepare a presentation** and share your findings with the class.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Describe** how your allocated specialist team benefits children and their families within the early years. * **Provide an overview** of the responsibilities of the specialist roles within your allocated team. * **Explain** how an early years practitioner might work in partnership with the specialist roles. | |

## Research and presentation guidance

For this lesson you will be researching specialist teams and the roles within them.

You will work in a small group to prepare a presentation to share with the class.

|  |  |
| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| **What do you need to think about when you are researching and preparing a presentation?**  Write your ideas here: | |
| When researching and preparing a presentation, it is important to consider the following:   * Try to use UK websites so that the information is relevant. * Avoid Wikipedia as it does not always contain accurate information. * Share the research amongst your group and then compare findings. * Try to use specific questions to get your information. For example, what does a health visitor do? * Do not include too many words in your presentation. Make some notes to expand upon what you have written down. * Try to add some images to your presentation. | |

|  |  |
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| **Activity 1: Specialist team research** | Icon  Description automatically generated |
| In your group, research your allocated specialist team.  Find out as much as you can about the team you are allocated.  You need to make a digital presentation to share with the class that will last around five minutes.  Make some notes below about what you want to include.  Try to spend about 20 minutes on the research and then 20 minutes putting your presentation together. | |
| **Allocated specialist team** | |
| Group members: | |
| What is the main purpose of the allocated team? | |
|  | |
| What specialist roles are within the team? | |
|  | |
| What are the main responsibilities of these roles? | |
|  | |
| How does the team benefit children, families and early years practitioners? | |
|  | |
| How could early years practitioners work in partnership with these roles? | |
|  | |

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Review your presentation and make sure you have included the essential information. You could swap with another group and do a peer review.  **Have you included:**   * What is the main purpose of the allocated team? * What specialist roles are within the team? * What are the main responsibilities of these roles? * How does the team benefit children, families and early years practitioners? * How could early years practitioners work in partnership with these roles?   Do you know what you are going to say during the presentation? | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** how your allocated specialist team benefits children and their families within early years. | |
|  | **Provide an overview** of the responsibilities of the specialist roles within your allocated team. | |
|  | **Explain** how an early years practitioner might work in partnership with the specialist roles. | |

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| **Presentation practice** | Icon  Description automatically generated |
| * Practise the presentation so that you know what you want to say. * Try to remember good eye contact with the audience and pronounce words clearly – you could practise with family members or in a mirror.   **Make some notes here about what you need to say during the presentation.** | |
|  | |

# Lesson 8: Responsibilities within specialist roles PRESENTATIONS

This lesson will enable you to share your findings with the class so that everyone can see the responsibilities of the specialist roles and the importance of them.

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| **Starter activity** | Icon  Description automatically generated |
| **Work in your presentation group**.  Review your presentation and make any changes you need. You will be presenting to the class and need to consider these points:   * Are your slides clear and not too wordy? * Do you know who is saying each part? * Do you have notes to expand on the slide information? * Is your spelling and grammar on the slides correct?   Make notes here of any changes or things you need to remember. | |
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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Present** research findings to provide an overview of the responsibilities of roles within specialist teams. * **Describe** a range of specialist roles and responsibilities. * **Explain** the benefits for children and their families of these specialist teams working in partnership with early years practitioners. | |

## Specialist role summaries

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| **Activity 1: Presentations** | Icon  Description automatically generated |
| **Part A:** Each group will present their findings to the class. Make notes from each presentation in the boxes below. | |
| **SEND teams** | |
|  | |
| Questions to ask: | |
|  | |
| **Health professionals** | |
|  | |
| Questions to ask | |
|  | |
| **Children’s social care** | |
|  | |
| Questions to ask: | |
|  | |

| **Progress check** | Icon  Description automatically generated |
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| 1. Which team is a social worker linked to? | |
| 1. How does working in partnership with a specialist from the health team benefit an early years worker? | |
| 1. What benefit do children and their families get from working with a family support worker? | |
| 1. What is the difference between a GP and a paediatrician? | |
| 1. Which specialist team focuses on safeguarding children? | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Present** research findings to provide an overview of the responsibilities of roles within specialist teams. | |
|  | **Explain** the benefits for children and their families of these specialist teams working in partnership with early years practitioners. | |
|  | **Describe** a range of specialist roles and responsibilities. | |

# Lesson 9: Early years practitioner skills

For this lesson we will **explore the skills needed** to work in early years.

You will **self-assess your existing skills** and identify the range of skills, knowledge and behaviours you need to work with children in the early years

*This lesson builds on content area 6 where your self-assessment focussed on your appearance, behaviours, attendance, and punctuality.*

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** the skills needed to fulfil the role of an early years practitioner. * **Describe** your own areas of strength and areas for development in relation to the skills required to be an early years practitioner. * **Create an action plan** to support your ability to fulfil the responsibilities of an early years practitioner. | |

## Early years job descriptions

**When you apply for a job, there will be a job description** and a **person specification** that will explain what knowledge, skills, and behaviours are required by people applying for the role.

Many of these **knowledge and skills** **will be the same** across **various roles** within the early years as these are **common skills** needed to work in a role relating to children.

We have already looked at some of these **knowledge, skills and behaviours** in content area 6 when we explored appearance, behaviours, attendance, and punctuality, but there are lots more.

**We will look at those skills more now:**

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| **Starter Activity: Job Descriptions for working in early years** | Icon  Description automatically generated |
| * Find a job description for a role within the early years you are interested in. * Make a list of the skills needed to carry out the role. * Highlight the skills and knowledge you have and underline the ones you need to develop | |

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| **Websites for Early Years Job Roles** | A picture containing text, clipart  Description automatically generated |
| You might find these websites helpful:  **Nursery world: Job roles:**  <https://www.nurseryworld.co.uk/careers-training/job-roles>  **National Careers Service:**  <https://nationalcareers.service.gov.uk/>  **Day nurseries:**  <https://www.daynurseries.co.uk/jobs/advice/job-roles-in-the-childcare-sector>  (Accessed December 2022) | |

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| **Activity 1: Job description skills** | Icon  Description automatically generated |
| **Work in pairs** to look up job descriptions for the following roles:   * Nursery Manager * Reception Teacher * Room Leader * Early Years Practitioner / Early Years Educator (Level 3 qualified) * Childminder * Creche Worker   **Choose 2 of the roles** and in your workbook list the main skills and knowledge required for these jobs from the job descriptions.  **Record your findings below.** | |
| **Role 1: Knowledge and skills identified in the job descriptions** | |
|  | |
| **Role 2: Knowledge and skills identified in the job descriptions** | |
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| **Which skills and knowledge are similar, and which are different in these two roles?** | |
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## A skilled early years practitioner

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| **Activity 2: Developing skills** | Icon  Description automatically generated |
| * **Look at the skills for an early years practitioner in the table below.** * **Your task is** toidentify whether it is an area of strength for you or if it is an area which you could improve.   **Complete your self-assessment below:**  This activity will help you reflect on your current strengths and areas for development. | |
| | **Skill** | **Area of strength** | **Area for development** | **Reason for decision** | | --- | --- | --- | --- | | A genuine enjoyment of being around children |  |  |  | | An interest in child development |  |  |  | | Imagination and creativity |  |  |  | | Teamwork |  |  |  | | Patience and enthusiasm |  |  |  | | Comfortable reading stories and singing in front of others |  |  |  | | Ability to remain calm in stressful situations |  |  |  | | Flexible and open to change |  |  |  | | Ability to understand people’s reactions |  |  |  | | Ability to lead others (for some roles) |  |  |  | | Knowledge of the EYFS and how to plan activities |  |  |  | | Comfortable getting messy |  |  |  |   **Feedback to Group:** | |
| 1. Choose one of your self-reflections to share. 2. What are the 3 main strengths required to be a good early years practitioner? 3. Is there a common theme or are all your strengths and areas for development different? | |
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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the skills needed to fulfil the role of an early years practitioner. | |
|  | **Describe** your own areas of strength and areas for development in relation to the skills required to be an early years practitioner. | |
|  | **Create an action plan** to support your ability to fulfil the responsibilities of an early years practitioner. | |

# Lesson 10: Overview

This lesson is going to **recap the learning from this content area** and consolidate the knowledge that you have gained.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Describe** the roles and responsibilities of people working within early years. * **Explain** why some roles are internal and some are external. * **Provide examples** of the benefits of partnership working. | |

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| **Starter activity** | Icon  Description automatically generated |
| 1. What do you think are the two **most important knowledge, skills or behaviours you need** to be a good early years practitioner and **why?** | |
|  | |
| 1. **Create a job description in your workbook** of a Level 2 Early Years Practitioner:   *(Use the table in the previous lesson and also look up job adverts and job descriptions for a Level 2 role).* | |
| **Job Role: Level 2 Early Years Practitioner**  **Job Description**:  **Salary:**  **Hours of Work:**  **Reports to:** | |
| **Purpose of job:**  **Main ob responsibilities:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Person Specification:**  **Skills, Knowledge and Qualifications required:**  **Essential:**  **Desirable:** | |

**Early years sector career guidance**

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| **Mock Exam: Part 1**  Make a Booklet | Icon  Description automatically generated |

Remember that there are a **wide range of roles within the early years**, both **internal and external** to early years settings.

These roles all have specific responsibilities for care and/or education of children within early years. **Partnership working** is **essential** to ensure that children’s needs are met.

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| **Mock Exam Activity: Part 1**  **Make a roles and responsibilities Booklet** | Icon  Description automatically generated |
| **You will produce a booklet for someone new to the early years** sector to show them **what roles** are available and **what responsibilities** each role has.  You can set it out any way you like, **but you must include the following** as a minimum:   * List and briefly describe general roles within early years. * General responsibilities of early years practitioners. * Partnership working – definition and the benefits for children, families and early years practitioners. * Specialist roles within an early years setting. * Specialist roles outside the early years setting. | |

**Print off and hand-in your booklet to be marked and graded.**

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** the roles and responsibilities of people working within early years. | |
|  | **Explain** why some roles are internal and some are external. | |
|  | **Provide examples** of the benefits of partnership working. | |

