

# Early Years Initial Teacher Training: Information session



**Early Years Teachers are specialists in early childhood development, trained to work with babies and young children from birth to the end of the foundation stage.**



# Early Years Teacher Status





**Why become an Early Years Teacher?**





**Early Years Teachers making a difference**





Research evidence shows that graduate leaders raise the quality of early years provision by improving their own day-to-day practice and by leading the practice of others.



**Why train with us?**

# The Teachers' Standards (Early Years)

1. Set high expectations which inspire, motivate and challenge
2. Promote good progress and outcomes by children
3. Demonstrate good knowledge of early learning and EYFS
4. Plan education and care taking account of individual need



# The Teachers' Standards (Early Years)

5. Adapt education and care to respond to the strengths and needs of all children
6. Make accurate and productive use of assessment
7. Safeguard and promote the welfare of children, and provide a safe learning environment
8. Fulfil wider professional responsibilities



## Who works towards Early Years Teacher Status with Best Practice Network

- Graduates working in the EYFS
- New entrants to the early years sector
- Students following ECS degrees graduating this summer



# Introduction to the Routes

Pathway	Duration	Fees and funding
<b>Graduate Entry (GE)</b>	12 months (full time)	Fees paid by DfE. Bursaries PhD 1 <sup>st</sup> class degree £5000 Master's, 2.1 degree £4,000 2.2 degree £2,000
<b>Graduate Employment Based (GEB)</b>	12 months (part time)	£7,000 incentive paid by DfE to employer to cover release and other costs

# What are the entry criteria?

- A degree
- Proof of GCSE English, maths and a science subject at grade C / Grade 4 or above (or recognised equivalent)
- Right to study and work in the UK
- Competence in spoken and written English
- A satisfactory DBS check
- Meet health and physical capacity to teach requirements (GE route)



# Application and interview process

- Online application
- Personal statement (write this prior to filling in the application form)
- Referees' names needed for GEs
- Employer Declaration for GEBs
- Qualifications uploaded with application – this is essential
- Evidence of planning
- Observations of practice x 2

# How is Best Practice Network training organised?

- Face to face training days - 9 days over the year
- E-learning/personal study
- Learning resources on VLE
- A personal tutor
- Workplace mentor
- A Training plan including reflection on workplace learning – TP/TAR
- Monthly summary of progress/learning from Training days



# How is Early Years Teacher Status assessed?

- formatively which feeds into summative assessment
- includes observations, reflective accounts and eportfolio
- All trainees on all routes need to meet all of the Teachers' Standards (Early Years) and show personal practice and leadership and support of other practitioners.

# What experience is required during the programme?

- Assessed experience in at least two settings/schools across birth to five
- At least 10 days engagement with Key Stage 1 (engagement includes study, i.e. is not all placement)
- 120 days of placement for the Graduate Entry full time route
- Placements for employed trainees depends on their experience profile.

# A little more about placements

- To fulfil the requirement to have worked across at least two settings a placement in an additional setting must be for 30 days in blocks of no less than two weeks.
- All trainees need to show a breadth of experience across birth to five age range
- Recent experience of another setting will be considered on a case by case basis.





**Help build a brighter future – become an Early Years Teacher**

*“It is exciting to see capable trainees grow and develop into sensitive Early Years Teachers and knowledgeable leaders.*

*From the outset they are expected to be proactive and take initiative, leading and supporting improvement.”*

*“I always intended to remain true to my beliefs and to teaching strategies that are appropriate to this age range and I have not deviated from that.*

*I feel more confident day by day that what I am doing through high quality age-appropriate teaching is improving outcomes for the children.”*



# We can help you take the next step



Any questions? Call Corinne  
Morris Programme Co-Ordinator  
on 0117 920 9202



[www.bestpracticenetwork.co.uk/eyitt](http://www.bestpracticenetwork.co.uk/eyitt)



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