# Employer Declaration Form

Please complete the below employer declaration which forms an important part of the application process for a place on the Level 4 Early Years Advanced Practitioner course (EYAP).

There are three parts to the declaration:

1. **General information and confirmation** of your intention to support the applicant to complete EYAP.
2. **A support statement about the applicant’s ability** to become a good/outstanding Early Years Advanced Practitioner by the end of the programme and to demonstrate all of the Teachers’ Standards (Early Years).
3. **The EYAP Learning Outcomes** for reference

## 1. General Information

|  |  |
| --- | --- |
| Applicant details |  |
| Full name: |  |
| Start date of employment: |  |
| Role in the setting/ school: |  |
| Setting/school name: |  |
| Setting/school postcode: |  |
| Email address for main contact: |  |
| Applicant’s DBS/CRB number: |  |
| Most recent Ofsted grading and date: |  |
| Please state whether you are aware of anything that might give rise for concern about the person’s suitability to work with children and, if so, provide details: | Yes/No |

### Confirmations

Please tick each box and sign below to confirm that you:

Understand that the main purpose of qualification is to bring about change and promote good practice

Understand that this course is for Level 3 practitioners who have had experience with all age groups 0-5

Please indicate the age groups covered in your setting/ school-

0-18 months

18 months-3 years

3-5 years

Understand that this course is for Level 3 practitioners in a position to implement behavioural change in the setting

Understand that this course is for Level 3 practitioners that can show that their practice and knowledge is current

Understand that this course is for Level 3 practitioners that can lead practice and steer staff in the right direction

Understand that candidates doing this course need to be able work at level 4 meaning they should be able to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action for themselves and others. They also need to understand different perspectives, approaches or schools of thought and the reasoning behind them.

## 3. Support statement for the applicant

Please comment on the applicant's knowledge, skills and competence in the following areas:

|  |  |
| --- | --- |
| 1. Commitment to children’s learning/motivation to teach and care for children from birth to five | Office use |
|  |  |
| 1. Ability to learn/ respond to feedback from others. |  |
|  |  |
| 1. Ability to reflect on and analyse own performance without intervention or guidance. |  |
|  |  |
| 1. Knowledge of the Early Years Foundation Stage |  |
|  |  |
| 1. Accurate use of formal standard English, orally and in writing |  |
|  |  |
| 1. Initiative, creativity, independence |  |
|  |  |
| 1. Resilience, ability to cope with setbacks |  |
|  |  |
| 1. Relationships with others: interpersonal skills, team work and leadership |  |
|  |  |
| 1. Organisation, time management, ICT, reliability |  |
|  |  |
| 1. Awareness of current expectations in early years teaching and care, commitment to academic study |  |
|  |  |

# Sign off

I hereby confirm that I have read the guidance above and am committed to doing all that is necessary to support the applicant in their EYAP training.

|  |  |
| --- | --- |
| Signed: |  |
| Print Name: |  |
| Role: |  |
| Date: |  |

The EYAP Learning Outcomes are on the next page for your reference.

**Note**: Applicants are not expected to be already working at the level of all of the learning outcomes on entry to the programme. They should, however, have the potential to meet all the outcomes by the end of the course (usually 12-18 months).

# Level 4 Early Years Advance Practitioner Understanding and knowledge

Trainees will need to -

* Understand how to challenge babies’ and children’s learning and development (0-5 years)
* Understand the Advanced Practitioner's leadership and management responsibilities
* Understand the Advanced Practitioner's role as a mentor
* Understand partnership working
* Understand record keeping
* Understand the management of staff ratios
* Understand how to prepare for inspection
* Understand the statutory framework for early years
* Understand the Advanced Practitioner's duties relating to safeguarding and welfare
* Understand early years' pedagogy
* Understand how to manage monitoring and assessment in the early years
* Understand the statutory requirements relating to child health and nutrition
* Be aware of national and local initiatives to promote healthy eating
* Understand the relationship between healthy eating, physical activity and child development
* Understand how to promote healthy eating and physical activity in a setting
* Understand the role of the PANCo when supporting parents / carers to make healthy choices for their children
* Understand how to lead staff in policy and procedural development
* Understand the statutory requirements relating to children with special educational needs and disabilities
* Understand how to support children through transition
* Understand the role of the SENCo in relation to the identification of needs and early intervention
* Understand integrated assessment and integrated plans for education, health and social care in England
* Understand how to support families and carers of children with SEND
* Understand how to develop policies and procedures relating to SEND
* Understand strategies used to establish and maintain partnership working with families in early years settings
* Understand statutory policy designed to address some of the diverse needs of families
* Understand strategies used to lead, mentor and coach staff in effective partnership working.
* Have knowledge of research skills
* Understand how to use research to improve practice
* Have an understanding of the ethical issues facing an advanced practitioner in the early years including professionalism and confidentiality
* Understand how to engage others through report writing and presentations