



Warwickshire
Teaching School Alliance

**Early Years Lead
Practitioner
(EYLP)
Role & Guidance
2020-2021**

CONTENTS:

- **What are Early Years Lead Practitioners (EYLPs)?**
- **The EYLP Role**
- **Requirements & desirable qualities to become an EYLP**
- **How will EYLPs benefit other settings/schools?**
- **How will EYLPs benefit their own settings?**
- **Deployment and Tasks**
- **Application and Interview Process**
- **How an EYLP can be deployed**
- **Associated Costs**

APPENDICES:

- **Brokering Process**
- **EYLP Deployment Form**
- **Support Plan**
- **Record of Visit/Actions**
- **EYLP Deployment Evaluation Form**
- **WTSA Terms and Conditions**
- **WTSA – EYLP Memo of Understanding**

Warwickshire Teaching School Alliance

"Working in partnership, celebrating success, aiming for excellence"

The Warwickshire Teaching School Alliance (WTSA) focuses on the foundations of education with a birth to 7 years specialism that supports Early Years and KS1. We firmly believe that by improving the quality of practice and approaches to learning across the EY sector, we improve the life chances for children beyond our school gates.

We have a range of Alliance partners, including Nursery, Infant and Primary Schools. We work in partnership with Warwickshire County Council to facilitate the objectives of the Warwickshire Education Strategy (*in particular Priority 1 – fostering children's love of learning from birth through childhood into year 1 and championing the EYFS*).

Our range of activities includes a comprehensive training programme, an Initial Teaching Training course and involvement in research such as the integration of education and mental health projects. We also provide bespoke support and advice for schools and settings. This approach is based on a peer support model and allows support, challenge and shared practice to be applied effectively in all types of Early Years provision. Early Years Lead Practitioners (EYLPs) are a key element of this and this booklet provides all the information relating to recruitment and deployment.

What are Early Years Lead Practitioners (EYLPs)?

AN EYLP is a specialist in a non-teacher role providing peer to peer support. They have a passion for early years and are keen to support other EYs colleagues to develop and improve EY practice. They are champions of outstanding Early Years provision, of driving forward improvements and raising standards in teaching and learning. They understand what outstanding leadership practice looks like in their own areas of specialism and help other leaders to develop it in their own context.

The EYLP Role

The role is about sharing expertise and knowledge and working with others to develop their capacity and knowledge within Early Years Education; across foundation stage and possibly into KS1. EYLPs will work with a School or Early Years provider who have identified a need for development in their provision, for example, looking at the Learning environment, the Curriculum or family support.

As an EYLP you will get a sense of the context and stage the organisation is at and use a range of strategies to address the area of focus and need effectively. Some of this will be mentoring, coaching and supporting (including for new and emerging managers.) Other aspects may be providing systems and documentation, building a knowledge base and sharing best practice. Successful deployments will show impact on those receiving support; leaving them empowered and able to develop early education further themselves.

Through this model of support we hope to encourage the sharing of experience and skills to promote the future development of the EYs workforce across Coventry and Warwickshire.

The role also provides a professional pathway to broaden personal skills through work with peers and experiencing a wide range of different settings (including Nursery and Primary.)

Requirements & desirable qualities to become an EYLP

- 2 years' experience at a supervisory or managerial level

- At least 5 years' experience in an early years role
- Level 4 or 5 qualification
- An outstanding or good reference from a line manager
- A proven track record of providing support to staff and working collaboratively
- Able to show impact in improving quality of provision and outcomes for children and families
- A positive working relationship with all colleagues and ability to work sensitively with others
- Evidence to show how you have developed and improved your own practice
- A commitment to develop your own professional attributes and knowledge
- An interest in current research and staying informed about recent developments in early years.

How will EYLPs benefit other settings/schools?

Peer support can be enormously beneficial as it is adapted to the particular needs of the supported setting or school and draws on real experience. It is a collaborative approach, thereby helping people develop their own capacity and ensuring long-term improvements.

EYLPs will be expected to show evidence that their work has had a positive impact on practice and outcomes for children. Documentation will be provided to help capture details of work and progress and the WTSA will support with the administration of this.

How will EYLPs benefit their own settings?

This model of support enables the sharing and development of outstanding, innovative practice which can be beneficial to both parties in the partnership. It will be an excellent form of CPD for applicants, further developing skills which can in turn be used to support colleagues in their own setting. It gives individuals the opportunity to learn about different systems and processes which can help develop internal practice.

Applicants who apply for the program must have the support and agreement of their Owner/Manager/Headteacher, who will confirm that their organisation has the capacity to release them.

Deployment and Tasks

Types of deployment will vary. They can be either short term (1-4 days) or on a longer term basis (5-10 days). Time may be taken as a block of consecutive days or spread over a longer time period and this will be agreed between all parties.

The EYLP role is about developing other middle and senior leaders so that they have the skills to lead their own teams and improve practice in their own settings. This may be done through one to one peer coaching or facilitated group support. It could also involve a variety of activities such as data analysis, coaching or joint action planning.

EYLPs will also be required to support the Early Years Aspiration Networks (EYAN), which are network meetings bringing together schools and PVI settings for workforce development and quality improvement. EYLPs will help build links and encourage engagement. Network leads may also deploy SLEs to support a group member and have a nominal budget to support this activity.

EYLPs may also be called upon to help develop materials and packages of support (and to deliver training) to help the sector with any particular requirements, training or CPD needs, i.e. familiarisation and preparedness to meet the EYFS reforms.

Application and Interview Process

Applicants will be asked to submit an application form which includes a personal statement. We will also require a good or outstanding reference from a line manager.

Once a candidate has been successfully shortlisted they will be invited to attend an interview. This will consist of a presentation task and a range of questions looking at your experience and journey to application. The interview panel of at least three people will consist of representatives from the Local Authority and the Teaching School.

How an EYLP can be deployed

A profile of each EYLP will be created to provide a menu of support that settings and schools can buy in to. These will be advertised on the WTSA website.

Any school or early years provider seeking support of an EYLP will in the first instance contact WTSA. On occasion, a request for support may also come via Warwickshire LA or WCC Education Challenge Board. A member of an Early Years Aspiration Network (EYAN) can also approach the network lead to request EYLP support.

The deployment will be agreed between the organisation to be supported and the EYLP employer and Warwickshire Teaching School Alliance (WTSA)

WTSA contact details are listed below.

Associated costs:

SCHOOLS

Level of Deployment/Professionals Deployed	Examples of nature of the work	Client Pays	Commissioned School Receives	TSA Retains 15%
TARGETTED OR TASK & FINISH WORK Day Rate EYLP (SEYE)	<ul style="list-style-type: none"> Supporting staff with developing practice Supporting development of the learning environment Planning and Assessment Supporting team development / CPD 	£170	£150 (to include £20 fee for admin)	£20
Hourly Rate EYLP (SEYE)		£23	£20	£3

SETTINGS

Level of Deployment/Professionals Deployed	Examples of nature of the work	Client Pays	Commissioned Setting Receives	TSA Retains 15%
TARGETTED OR TASK & FINISH WORK Day Rate EYLP Level 3 (EYE)	<ul style="list-style-type: none"> Supporting staff with developing practice Supporting development of the learning environment Planning and Assessment Supporting team development / CPD 	£140	£125 (to include £20 fee for admin)	£15
Hourly Rate EYLP Level 3 (EYE)		£19	£17	£2

For further information or any queries please use the contact details below:

Teaching School Coordinator: Michelle Hutton

Email: Hutton.m2@welearn365.com

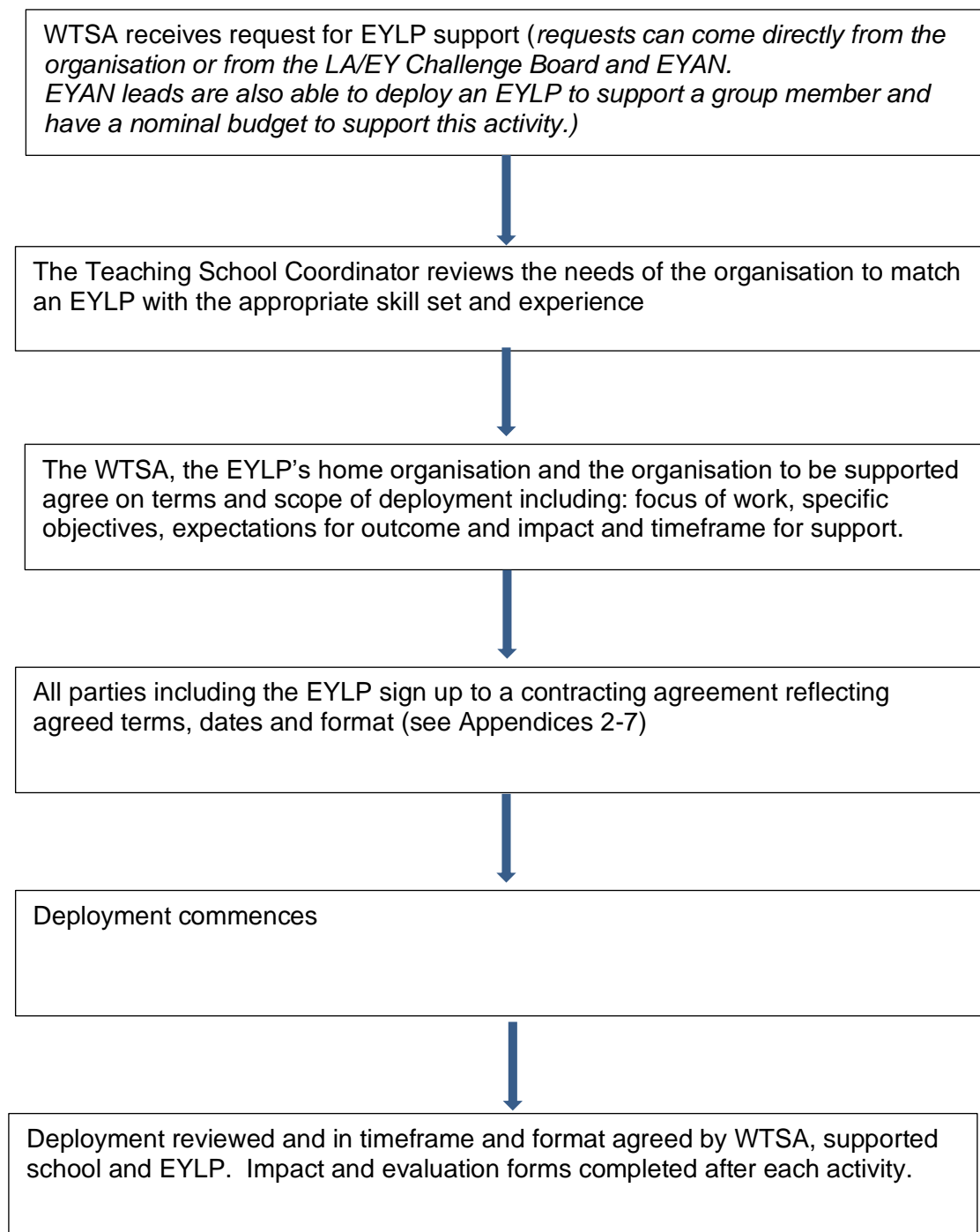
Tel: 01926 853394



Appendix 1

Brokering Process

A school or EY provider seeking support of an EYLP will in the first instance contact the WTSA. The deployment will then need to be agreed between the organisation to be supported, the EYLP employer and WTSA under the following process:



Appendix 2

EYLP Deployment form

It is intended that this form will be agreed by all parties (the EYLP, the supported organisation and the teaching school). The form sets out the contracted arrangements and the agreed objectives of the deployment.

Deployment details

Early Years Lead Practitioner details:			
Name:			
Organisation Name:			
Specialism:			
Supported organisation details			
Name:			
Local authority:			
Leader name:			
Name of leader(s) being supported:			
Main contact:			
Name of broker:			
Deployment Date:	Start date:	End date:	
Type of support required			
<input type="checkbox"/> No. of INSET Days?	<input type="checkbox"/> No. of Twilights?	<input type="checkbox"/> 1-4 days. Short term support	<input type="checkbox"/> 5 - 10 days Long term support

For long term deployment/support an action plan is required.

Identification of key focus areas for support (Please indicate below the main priorities of the deployment and any relevant contextual information).

Name:

Organisation Name:

Agreed objectives/key impact expected at the end of the deployment

For long term support, please state time commitment agreed (Please indicate time commitment in terms of days per week/fortnight).

Other arrangements agreed (This may include any funding agreed.)

Signed _____(EYLP)

_____(Leader of supported organisation)

_____(Coordinator on behalf of WTSA)

Date _____

All parties involved may want to keep a copy for their records.

The supported school will complete the deployment evaluation form, which should be returned to the Warwickshire Teaching School via the Teaching School Coordinator.

EYLP: Support offer for _____

Identified Aspects for Improvement:				
Aspects for Improvement	Intervention/Approach	Implementation Actions for EYLP	Time/ Resources	Success Criteria/outcome monitoring

EYLP signature _____

Headteacher signature _____

EYLP name _____

Headteacher name _____

Record of Visit/Activity

Name of School/Setting:		Ofsted Grading:	
Date of Meeting:		Next Meeting(s):	
Context/Focus for support:			
Key priorities to address & agreed intentions:			
Success criteria:			
Outcomes of the Meeting or Activity: <i>(Including any differences made/seen)</i>			
Impact / What went well? <i>(Including any progress from last time)</i>			
Next Steps:			
Further Comments:			

Signature: _____(Leader)

Signature: _____(EYLP)

EYLP Deployment Evaluation Form

Deployment details

Details for EYLP	
Name:	
Organisation:	
Specialism:	

Supported organisation details	
Name:	
Local authority:	
Leader name:	
Main contact:	
Name of broker:	
Deployment start date:	
Time commitment agreed (e.g. length, number of days a week):	

Review of progress achieved during the contract

For each of the targets that were identified in the original contract for the deployment, please summarise the impact made by the EYLP and the evidence to support this.

Agreed Objective / Targets	Progress made and evidence of impact

Please evaluate the following using a RAG rating (RED/AMBER/GREEN)	
The EYLP knowledge and skills	
The EYLP's role in facilitating support and influencing change	
The overall success of the deployment	
If <i>RED</i> rating given please provide further detail:	

Please state how you can continue to make improvements in the focus area and the requirements for any additional support:

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Signed _____ (EYLP)

_____ (Leader of supported school)

_____ (WTSA Coordinator)

Date _____

On completion, please copy for each partner and return to the WTSA via the Teaching School Coordinator.

WTSA Terms and Conditions

These terms & conditions apply to the booking of EYLP deployment by Warwickshire Teaching School Alliance (WTSA).

Confirmation of booking

Bookings can be made by email, telephone or in writing on the EYLP Deployment form. Confirmation of the deployment will be emailed to the address provided.

Cancellations

The organisation to be supported will give at least 5 days' notice of any cancellation of deployment. The Supported organisation will ensure that key staff are available during each visit. If key staff are unavailable the Supported organisation will let WTSA know as soon as possible.

WTSA reserves the right to amend the terms of any booking or to cancel the booking if the EYLP deployment is prevented by reason of an unexpected event that crucially affects the EYLP's ability to carry out the terms of agreed for the deployment.

Payment

Invoices will be issued on completion of deployment and must be paid in full within 30 days of the invoice date.

Time commitment agreed

The EYLP deployment is required to start and finish on the specified date and at the time agreed in the EYLP deployment form. The EYLP will meet with Senior Leadership in the Supported organisation at the end of each day to discuss progress and outline the agenda for the next visit.

Equipment

The EYLP may only bring additional equipment, articles or substances onto the premises with the prior agreement of the organisation to be supported and such equipment, articles or substances must be specified. Any equipment, articles or substances must comply with safety regulations and WTSA does not accept any liability for any loss or damage arising out of the bringing of any additional equipment, articles or substances onto the premises.

Personal Property

All goods are left at the owner's risk and WTSA do not accept liability for any loss or damage to goods so left. WTSA advise EYLPs to keep personal property with them at all times and not leave them unattended.

Obligations of WTSA

WTSA shall procure the removal from the premises of any person acting in a manner, which, in the reasonable opinion of WTSA, may be inappropriate.

Safeguarding and Health & Safety

EYLPs are required to comply with all Safeguarding and Health & Safety regulations and all general instructions issued by the staff of the organisation to be supported.

Signed _____ (EYLP)

_____ (Leader of organisation to be supported)

Date _____

WTSA – EYLP Memorandum of Understanding

This agreement outlines the nature of the relationship between the Warwickshire Teaching School Alliance (WTSA), Early Years Lead Practitioner (EYLP), the school/academy/Early Years provider directly employing the EYLP (hereafter described in this document as the home school), and the client school, and clarifies the expectation and responsibility of each party.

WTSA Responsibilities and Protocols

The Warwickshire Teaching School Alliance will adhere to the following responsibilities and protocols:

- Provide training and support to EYLPs as required by the funding agent and in line with other TSAs
- Widely advertise the services of each EYLP
- Deal with requests for support in a particular area of expertise in a fair and equitable manner. Headteachers/Managers will be copied into communications of requests for support to EYLPs to ensure all are aware of the nature and scope of the proposed deployment
- Act as a broker between the 'home' and the 'client' organisation and ensure that all parties are clear from the outset what the nature of the deployment is
- Ensure clear and explicit communication re the financial infrastructure and systems around EYLP deployment - to all parties
- Provide a QA system to monitor EYLPs, deployment and impact
- Ensure EYLPs are supported in their roles and are given the opportunity to engage in a professional and supportive network with other TSA EYLPs
- Have a clear understanding that they are not required to deal with any wider significant concerns (i.e. Safeguarding) outside the scope of their role as EYLP and these need to be reported to the TSA.

EYLP Responsibilities and Protocols

To ensure the quality and effectiveness of each EYLP deployment, the EYLP will:

- Be willing to undertake EYLP outreach work up to 5 days per annum
- Be prepared to attend any training as required by the WTSA
- Maintain strict levels of confidentiality at all times (including data) outside of the WTSA and follow GDPR guidelines
- Record visits and impact of deployments on proformas provided by the WTSA and ensure these are returned to the WTSA Coordinator to collate
- Ensure clear and consistent communication with the WTSA and their own Headteachers regarding activities
- Have a full understanding and recent training (i.e. within the last 3 years) of Safeguarding and Child Protection issues
- Be aware of the client school's Health and Safety procedures and policies
- Report significant concerns to the WTSA which are outside of the remit/scope of their role as EYLP