

# Highfield Level 5 End-Point Assessment ST0551 for Early Years Lead

## Practitioner Mock Assessment Materials

### Professional discussion underpinned by portfolio of evidence

Effective implementation of legislation and guidance			
Ref	Pass criteria	Criteria met	Criteria not met
EILG1	Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K5, S25, S26)		
EILG2	Explains and justifies the strategies they have used when collaborating with parents and stakeholders. (K21)		
EILG3	Understands their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)		
EILG4	Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and Impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16, B1)		
EILG5	Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)		
Ref	Distinction criteria	Criteria met	Criteria not met
EILG6	<i>Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5, S25, S26)</i>		
EILG7	<i>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)</i>		
EILG8	<i>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</i>		

EILG9	<i>Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)</i>		
EILG10	<i>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</i>		

<b>Effective promotion of development, health and wellbeing</b>			
<b>Ref</b>	<b>Pass criteria</b>	<b>Criteria met</b>	<b>Criteria not met</b>
DHW1	Explains theories of self-regulation, resilience and wellbeing and the importance for children’s holistic development and life experiences. (K6)		
DHW2	Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)		
DHW3	Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)		
DHW4	Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting. (S19)		
<b>Ref</b>	<b>Distinction criteria</b>	<b>Criteria met</b>	<b>Criteria not met</b>
DHW5	<i>Analyses the impact of strategies on children’s current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with learning. (K6)</i>		
DHW6	<i>Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)</i>		
DHW7	<i>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</i>		
DHW8	<i>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)</i>		

Continual professional development			
Ref	Pass criteria	Criteria met	Criteria not met
CPD1	Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)		
CPD2	Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16, B6, B9)		
Ref	Distinction criteria	Criteria met	
CPD3	<i>Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner, and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence. (K18, S16, B6, B9)</i>		

Administrative			
Ref	Pass criteria	Criteria met	Criteria not met
A1	Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and current legislation. (K19, S21)		