



Update on SOC: standard occupational classification (and 'Graduate Outcomes Survey') By ECSDN Executive lead on Professional Issues Sigrid Brogaard Clausen 10.09.2020

This document updates on the significant upgrading of Early Childhood Workforce in the Standard Occupational Classification, now classified within the professional group 3, following the 2018-2020 SOC consultation. On behalf of the ECSDN, Ian Barron led in lobbying for changes to classification of the early childhood workforce, and the final part of the lobbying was carried out by Carolyn Silberfeld, Ian Barron, Tanya Richardson, Sigrid Brogaard Clausen, Martin Needham, Philippa Thompson and Alex Sabine.

From the 2018-2020 SOC consultation (Social Occupational Classification Revision)

The analysis of the unit group 'Nursery nurses and assistants' (6121) found that early years practitioners and educators, currently coded in group 6 as non-professional, have additional **qualifications and responsibilities**, and should therefore be moved to major group 3 (associate professional).

Research found that 'higher level teaching assistants' that currently code to 'Teaching assistants' (6125) also have additional qualifications and responsibilities, it is therefore proposed that they are moved to major group 3, and would sit with the early years practitioners to form a new minor group.

The outcome of the consultation is that there are now 3 classification groups with direct relevance to our Early Childhood Studies Graduates

- 3231 Higher Level Teaching Assistants (note this requires a status)
- 3232 Early Years Education Practitioners
- 3222 Child and Early Years Officers

These changes are significant for the ECS-graduates, as with relevant assessed professional/practice experience will be able to be classified as working in professional jobs. Not only does this have potential to influence the perception of the Early Childhood Workforce, but also the scores on the 'Graduate Outcomes Survey' influencing Early Childhood Studies position within the universities. A graduate career route will be more direct.



Overview of classification and coding index relevant to ECS Graduates

Group No. and Name	Group Description	Typical Entry Routes And Associated Qualifications	Role descriptor (Tasks)	Related Job Titles
3231 - Higher Level Teaching Assistants	Higher level teaching assistants (HLTA's) assist teachers with their day-to-day classroom work, the provision and planning of and the creation of lesson materials. HLTA's teach classes on their own and may be trained in relevant learning strategies such as literacy.	Entrants must achieve Higher Level Teaching Assistant status. Academic qualifications may be required by some employers and significant relevant experience is usually necessary. NVQs at Level 4 are available. A DBS check is mandatory.	<ul style="list-style-type: none"> - assists with development of lesson plans and materials - assists teacher with preparation or clearing up of classroom - gives lessons to classes and individual students independently of the teacher - assess, record and report on pupils' progress - manages and supports other teaching assistants - listens to children read, reads to them or tells stories - assists children with washing or dressing for outdoor and similar activities - makes simple teaching aids and constructs thematic displays of educational material or children's work - helps with outings and other out-of-classroom activities 	<p>Advanced teaching assistant</p> <p>HLTA</p> <p>Learning support practitioner</p> <p>Teaching assistant (qualified)</p>
3232 - Early Years Education Practitioners	Early education and childcare practitioners lead the learning and development of and care for children from birth up to five years of age in a school, nursery, or childcare environment.	Qualified practitioners need to have achieved an early years degree qualification, such as Early Years Professional, Early Years Teacher, Early Childhood Studies Degree, Early Childhood Graduate Practitioner Competencies. A DBS check is mandatory.	<ul style="list-style-type: none"> - plans children's day and activities and leads on social, language and numerical development - coordinates observation and assessment on children's play, development and learning - identifies and responds to health and safety issues - leads on preparing children for transitions to different settings, including school. - communicates with parents, colleagues and external professionals on children's development and health and well-being - supervises and supports other early education and childcare workers - coordinates nurturing care in bathing, dressing, preparation of feeds, feeding babies, and in changing babies and toddlers clothing whenever necessary 	<p>Childcare practitioner</p> <p>Early years practitioner</p> <p>Pre-school practitioner</p>



			<ul style="list-style-type: none"> - provides a secure and supportive environment and supervises young children at mealtimes - promotes and leads physical activities and children’s games, play, creativity, and problem solving 	
3222 - Child and Early Years Officers	Child and early years officers work with babies and with children up to 14 years of age (or 16 for those with special needs), providing support, help and advice to individuals or within a family context	There are no formal qualification requirements for entry although many employers will expect those appointed to have A-levels and to be working towards a relevant diploma or degree, together with work experience in a relevant field. For some roles workers must be registered with the appropriate statutory body. Some jobs are regulated and require job holders to satisfy the criteria for registration (including holding appropriate qualifications). Background checks including a DBS check are mandatory	<ul style="list-style-type: none"> - deals with issues relating to poor attendance at school - works with social worker to identify, plan and deliver appropriate support to families facing a variety of difficulties - advises clients and their families on available resources - writes up case notes, prepares reports, keeps up-to-date records on clients - makes referrals to other agencies such as social services and educational psychologists - attends meetings with colleagues and outside agencies 	<p>Child protection officer</p> <p>Education welfare officer</p> <p>Family liaison officer</p> <p>Learning mentor</p> <p>Parent support adviser</p> <p>Portage worker (educational establishments)</p>

Distinguishing Proprietors, Managers and Leaders of/in Early Childhood Setting

On Behalf of the ECSDN Ian Barron argued for a clearer separation/distinction of early childhood setting proprietors, leaders and managers, as the previous grouping did not recognise the professional and academic standing of senior early childhood staff. We proposed that the ‘Early education and childcare services managers’ moved from Group 1 to Group 2 where they have relevant early childhood qualifications. Previously no distinction was made between owners who may have no qualifications and managers / senior staff who do – both were in Group 1.



The following is now part of the SOC2020:

- 1233 Early Education and Childcare Services Proprietors
- 2315 Nursery Education Teaching Professionals (included for MA and those who offer EYT)
- 2324 Early Education and Childcare Services Managers

(Colleagues, please note that there were significant limitations to how we could influence language, not only in context of the history of early childhood/early years job roles and description)

Group No. and Name	Group Description	Typical Entry Routes And Associated Qualifications	Role descriptor (Tasks)	Related Job Titles
1233 - Early Education and Childcare Services Proprietors	Early childhood and childcare services proprietors plan, organise, direct and co-ordinate the activities and resources of residential or day nurseries, play groups, and similar establishments.	Whilst no formal academic qualifications are required by proprietors in this area, a range of relevant courses in early years childcare and management are available. A DBS check is necessary if you run or own a childcare organisation.	<ul style="list-style-type: none"> - determines staffing, financial, material and other short- and long-term requirements - plans work schedules, assigns tasks and delegates responsibilities of staff - oversees the learning of young children and ensures that Early Years Foundation Stage and OFSTED standards are met - provides leadership and management to staff to ensure services are delivered to a high quality - develops relationships with children's parents and other educational establishments - ensures the facilities are well maintained and that health and safety standards and other relevant regulations are met 	<p>Director (children's nursery)</p> <p>Owner (nursery: children's)</p>
2315 - Nursery Education Teaching Professionals	Nursery education teaching professionals care for and teach children up to the age of entry into primary school.	Entrants will usually possess a relevant degree or postgraduate qualification or relevant experience. Early years teacher status or equivalent	<ul style="list-style-type: none"> - prepares and delivers lessons in accordance with early years foundation stages curriculum and encourages and stimulates children's learning - teaches simple songs and rhymes, reads stories and organises various activities to promote language, social and physical development 	<p>Kindergarten teacher (professional)</p> <p>Nursery School teacher</p>



		is required. A DBS check is mandatory.	<ul style="list-style-type: none"> - supervises and cares for children, provides a secure learning environment and ensures their health and safety is maintained during all activities - undertakes pastoral duties - supervises teaching assistants and trainees - observes and assesses students and discusses their progress with parents and/or other education professionals - assists with or plans and develops curriculum and rota of teaching duties 	Pre-school teacher
2324 - Early Education and Childcare Services Managers	Job holders in this unit group plan, organise, direct and co-ordinate the administration, support systems and activities that facilitate the effective running of nurseries and early education centres.	Entrants will usually have a degree or Level 3 qualification in childcare and significant relevant experience. Early years teacher status may be required. An additional management qualification may also be required by some employers. Entry is possible with a variety of academic qualifications, professional qualifications and/or relevant experience. A DBS check is mandatory.	<ul style="list-style-type: none"> - directs and co-ordinates the day-to-day activities of nurseries and early years education centres - helps create a friendly, secure atmosphere to encourage the development of social and language skills and other learning - determines staffing, financial, material and other short- and long-term requirements and ensures facility meets health, safety, Ofsted and other standards - writes reports on children's development and maintains awareness of health and safety issues - communicates with parents and colleagues on children's development and well-being 	After school club manager Childcare manager (day nursery) Nursery manager (day nursery) Pre-school manager

<https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2020/soc2020volume2codingrulesandconventions>