



ALPHABET TRAINING

WHY IT WORKS FOR YOUR SETTING



GROW YOUR LEADERS
Develop the room leader or senior practitioner you already employ into a confident lead.



FUNDED TRAINING
Funded through the apprenticeship levy or co investment, within a £9,000 band.



INSPECTION READY
Practice grounded in theory, research and statutory guidance, ready for inspection.



REAL IMPACT
Every module is applied to your own children, environment and team.

APPRENTICESHIP FOR EMPLOYERS

EARLY YEARS LEAD PRACTITIONER LEVEL 5

Coming in 2027. This programme will not be available until 2027, so register your interest now and be first in when enrolment opens. A workplace based apprenticeship that turns a skilled early years professional into a confident operational leader.

LEVEL

Level 5

DURATION

24 months
plus EPA

ROUTE

Education and
Early Years

OFF THE JOB

466 hours
minimum

STUDY MODE

Remote and
face to face

ASSESSMENT

Graded to
distinction

WHAT YOUR APPRENTICE WILL DO FOR YOU

LEAD PRACTICE

Takes operational lead for an aspect and models the standard for the team.

OBSERVE, ASSESS, PLAN

Leads the planning cycle and makes early intervention happen sooner.

KEEP CHILDREN SAFE

Embeds safeguarding, health and safety and inclusive practice.

CHAMPION EVERY CHILD

Advocates for every child and makes their views shape provision.

BUILD THE ENVIRONMENT

Designs and evolves indoor and outdoor provision around real interests.

COACH THE TEAM

Mentors colleagues, deploys staff well and gives honest feedback.

Recruit or Upskill with Alphabet Training

Talk to Us

COURSE CONTENT

TWENTY FOUR MODULES

Twenty four taught modules, one for each month of the programme. Modules one to fifteen move from the role and the child at the centre of it, through development, attachment and regulation, into care, play, pedagogy, communication and the enabling environment. Every module is applied directly to your own setting.

01 LEADING FROM THE FLOOR What leaderful practice means at Level 5 and your accountability	06 REGULATION AND RESILIENCE Self regulation, wellbeing and the impact of adverse early childhood experiences	11 TALK THAT GROWS CHILDREN Speech, language and communication development and intervention
02 THE CHILD'S VOICE Ethical and rights based practice, advocacy and agency	07 CARE AS CURRICULUM Respectful, nurturing care routines led with intention, never a task	12 SUSTAINED SHARED THINKING Extending children's learning and thinking through quality interaction in every context
03 HOW CHILDREN DEVELOP Typical and atypical development from conception to eight years	08 HEALTHY BODIES Eating, sleeping, physical activity and working with families on lifestyle choices	13 THE ENABLING ENVIRONMENT Design, resources and engagement indoors and outdoors
04 WHAT SHAPES THE CHILD What shapes health, wellbeing and learning, and how to respond	09 WHY PLAY MATTERS Theoretical perspectives of play and its impact on learning and development	14 OBSERVE, ASSESS, PLAN The planning cycle, formative and summative assessment and early intervention
05 ATTACHMENT AND THE KEY PERSON Attachment theory and the relationships that hold children steady	10 CURIOSITY AND CREATIVITY Stimulating creativity and enabling enquiry based active learning across your aspect	15 INTENT, IMPLEMENTATION, IMPACT Your curriculum, pedagogy and evidence of impact

THE ROLE AND THE CHILD

Modules one to six ground your practitioner in leadership on the floor, child development and the relationships that shape every child's start.

APPLIED FROM MONTH ONE

Every module is put to work in your setting straight away, with workplace projects and evidence gathered for the portfolio throughout.

CARE, PLAY AND PEDAGOGY

Modules seven to fifteen build expert practice across care, play, communication, the environment and the assessment cycle.

COMING IN 2027

This programme will not be available until 2027. Register your interest now and we will keep you informed and reserve your place.

THE MODULES

SIXTEEN TO TWENTY FOUR

Modules sixteen to twenty four complete the programme, moving from your pedagogy and inclusive practice through safeguarding, safe environments and professional record keeping to partnership, leadership and research led reflection. The final months prepare your practitioner for end point assessment.

16 BUILDING YOUR PEDAGOGY

Physiological, neurological, developmental and educational theory turned into a practice you can articulate

19 SAFEGUARDING IN DEPTH

Statutory and non statutory frameworks, the designated lead role and learning from serious case reviews

22 FAMILIES AND MULTI AGENCY WORKING

Collaborative partnership with parents, carers, professional bodies and multi agency teams

17 INCLUSION, EQUALITY AND DIVERSITY

SEND, English as an additional language, high ability and disability, and the law behind them

20 HEALTH, SAFETY AND RISK

Risk assessment, infection control and a healthy attitude to challenging play

23 LEADING AND DEVELOPING OTHERS

Deploying staff, coaching and mentoring colleagues, guiding change and handling difficult conversations

18 TRANSITIONS THAT WORK

Supporting children and families through change, in partnership with the home

21 RECORDS, DATA AND DIGITAL

Accurate records, data protection, confidentiality and clear oral and written English

24 REFLECTION AND RESEARCH

Action research, continuing professional development and sustainable, efficient use of resources

PRACTICE AND SAFEGUARDING

Modules sixteen to twenty one strengthen pedagogy, inclusion, transitions, safeguarding and safe, well run environments.

READY FOR ASSESSMENT

The final months bring the portfolio together and prepare your practitioner for the observation and the professional discussion.

PARTNERSHIP AND LEADERSHIP

Modules twenty two to twenty four build partnership with families and agencies, leadership of others and research led reflection.

COMING IN 2027

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THE PROGRAMME

HOW IT WORKS

Twenty four months of learning followed by an assessment period of typically three months. This programme will not be available until 2027. Register your interest now and we will keep you informed and reserve your place.

01 FIVE HOURS A WEEK

A minimum of 466 hours of off the job training, around five hours each week

04 THE OBSERVATION

A 90 minute observation with questioning, carried out in your setting

07 DBS, ENGLISH AND MATHS

DBS checks completed, with Level 2 English and maths where needed

02 PROGRESS REVIEWS

Employer, apprentice and tutor together every 8 to 12 weeks

05 PROFESSIONAL DISCUSSION

A 90 minute discussion underpinned by a portfolio and case study report

08 FULL AND RELEVANT

Aligns with DfE full and relevant criteria at Level 3, supporting your ratios

03 REMOTE AND FACE TO FACE

Delivered remotely and face to face, grounded in your own setting

06 GRADED TO DISTINCTION

Assessed independently and graded fail, pass, merit or distinction

09 REGISTER YOUR INTEREST

Available in 2027. Talk to us now and we will reserve your place

HOW IT IS DELIVERED

Delivered remotely and face to face and grounded in your setting. A minimum of 466 hours of off the job training, around five hours a week, with progress reviews every 8 to 12 weeks.

END POINT ASSESSMENT

Assessed by an independent end point assessment organisation. A 90 minute observation with questioning in your setting and a 90 minute professional discussion underpinned by a portfolio. Graded fail, pass, merit or distinction.

ENTRY REQUIREMENTS

Suited to experienced practitioners ready to take an operational lead, with enough scope to lead an aspect, area or environment and to lead colleagues. DBS checks required, with English and maths in line with the funding rules.

ROLES AND PROGRESSION

Prepares your practitioner for room leader, senior practitioner, deputy or assistant manager and early years coordinator roles, and aligns with DfE full and relevant criteria at Level 3.