

Overview

This standard identifies the requirements when you lead a provision that offers early education. It requires you to lead in planning of the curriculum and to model good practice in providing a high-quality early education for children and their families. It requires you to ensure that there are adequate resources for curriculum delivery and assessment, and evaluate the effectiveness and determine strategies for improvement

Performance criteria

You must be able to:

1. identify and agree the roles and responsibilities of yourself and others in relation to curriculum provision
2. lead curriculum provision for early education to meet the needs of all children
3. support others to develop curriculum plans to meet the requirements of early years frameworks
4. involve children and families in curriculum planning
5. identify and procure resources to implement curriculum plans
6. lead curriculum delivery using personalised pedagogical approaches
7. implement plans and model best practice through direct work with children
8. provide guidance and support to others to identify and access resources
9. lead assessments of experiences across the curriculum
10. facilitate implementation of planning cycles
11. lead the development of systems and procedures to monitor, evaluate, and improve curriculum provision
12. support others to monitor and evaluate curriculum provision
13. complete records and reports required for leading curriculum provision of early education for children
14. reflect on how you carried out your roles and responsibilities when leading curriculum provision of early education for children

Knowledge and understanding

You need to know and understand:

1. the significance of communication, language and literacy on how children learn and develop
2. how to incorporate communication, language and literacy development into all areas of the curriculum
3. how to use evidence-based research to develop systems and procedures to monitor, evaluate, and improve curriculum provision
4. the importance of involving children and families in curriculum planning
5. how to lead on dignity, kindness and compassion in curriculum provision of early education for children
6. how to support emotional regulation in curriculum planning
7. the influence of neurodivergence and additional needs on curriculum provision
8. the influence of culture and background on curriculum provision
9. the importance of early intervention in curriculum provision
10. how to support others to deliver curriculum provision
11. how to ensure valid and reliable data when making assessments of the development of children
12. how to lead on the application of trauma informed principles during observation and assessment
13. the workplace processes and procedures for observation and assessment
14. how your workplace processes and procedures link to external curriculum frameworks
15. the transitions that children or young people may go through
16. how to use digital tools and devices when leading curriculum provision of early education for children
17. the records and reports required for leading curriculum provision of early education for children
18. theories relevant to leading curriculum provision of early education for children
19. the relevant legal requirements, standards of practice, frameworks and guidance for leading curriculum provision of early education for children
20. the workplace requirements on equality, diversity, inclusion, and rights when leading curriculum provision of early education for children
21. how your personal experiences and unconscious bias may impact when leading curriculum provision of early education for children, and how to address this

22. the role of supervision, reflective practice and learning and development in curriculum provision of early education for children

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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Lead curriculum provision of early education for children

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