

I CAN Licensee Minimum Qualification Criteria

Applicants need to check that they meet the criteria outlined below for the product they wish to apply for. All application forms will be vetted against these criteria – please ensure your application form provides clear evidence that you meet the requirements for the product.

All licensees should have the following skills/experience

- Excellent verbal communication skills
- Excellent organisation ability
- Ability to quickly establish rapport and credibility with early years or Primary (depending on license applied for) practitioners
- Commitment to safe guarding and promoting the welfare of children and young people
- Ability to use IT software such as Word and PowerPoint
- Awareness of issues in initial and on-going professional development of teachers and therapists
- Knowledge of revised EYFS / Primary Curriculum (as appropriate to licenses applied for)
- The ability to develop and maintain good working relationships with colleagues and I CAN staff

Tutors delivering training should additionally have

- Experience of delivering training
- Excellent presenting skills

Licensees: Minimum Professional Qualification Criteria for Licensed Tutors/Mentors by programme license:

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| Early Talk Supporting Communication Course - Tutor | Qualified speech and language therapist / early years professional with extensive fieldwork experience in working with babies and toddlers SLC development |
| Early Talk Enhancing Communication course-Tutor | Qualified speech and language therapist registered as practising member of RCSLT and HPC, or specialist teacher or early years practitioner; each with extensive experience of working with pre-school children with SLCN. |
| Early Talk Supportive level Accreditation - Mentor | Qualified speech and language therapist registered as practising member of RCSLT and HPC, or specialist teacher or early years practitioner with knowledge and experience of the EYFS and SLCN |
| Early Talk Enhanced level Accreditation - Mentor | Qualified speech and language therapist registered as practising member of RCSLT and HPC, or specialist teacher or early years practitioner with knowledge and experience of the EYFS and SLCN |
| Good Practice Validation - Mentor | Qualified speech and language therapist registered as practising member of RCSLT and HPC, or specialist teacher or early years practitioner with knowledge of the EYFS and experience of supporting settings with improving outcomes for SLCN in children and families |
| Early Talk Boost (ages 3-4) Tutor | Qualified speech and language therapist / early years professional with experience of working with young children. Knowledge of SLC development and the importance of early interventions |
| Talk Boost (ages 4-7) - Tutor | Qualified Speech and Language Therapist registered with HPC/teacher with experience of working with children with SLCN. |

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| Primary Talk Supporting Communication and Enhancing Communication Course - Tutor | An experienced teacher with knowledge of Speech, Language and Communication (teacher with additional qualifications, SENCO, Language Unit Teacher or Educational Psychologist) or Speech and Language Therapist with experience of working in schools |
| Primary Talk Supportive and Enhanced level Mentor | Experienced teacher with a high level of knowledge of SLC (teacher with additional qualifications, SENCO or Educational Psychologist) or a qualified speech and language therapist with extensive experience of working in schools |
| Talk Boost KS2 - Tutor | An experienced teacher (teacher with additional qualifications, SENCO, Language Unit Teacher or Educational Psychologist) or Speech and Language Therapist with a working knowledge of the KS2 curriculum and experience of working with children with delayed language/SLCN in KS2. |
| Working with Under 3s WWU3s – Tutor Working with Parents – Tutor | Qualified speech and language therapist / early years professional, each with extensive fieldwork experience in working with babies and toddlers SLC development |

Specific requirements are also required for some licensed course and programmes are listed below and are shown as either Desirable or Essential.



helps children communicate

REGISTERED QUALITY DISCO

| | Experience of supporting communication development through direct interaction with children | Experience of delivering support to parents, early years practitioners or other professionals (or schools for Primary programmes) | Ability to use own initiative /analytical skills | Knowledge and expertise in field of Speech, Language and Communication Needs SLCN | An understanding of recent general educational developments as they affect special education in general and the education of children with speech and language needs | Experience of supporting developmental work in settings (SLC related) | Experience of training and coaching in schools and supporting on-going whole-school development | Knowledge of how settings and CCs currently evaluate their work and understand the role of Ofsted | Knowledge of current policy framework (e.g. EYFS 2012/referral procedures) | Commitment to ongoing personal Development and target setting for self and setting staff |
|---|---|---|--|---|--|---|---|---|--|--|
| ET Supporting Communication course – Tutors | E | | E | E (good awareness rather than expertise required) | | D | E | | E | |
| ET Enhancing Communication course-Tutor | E | E | E | E | D | E | E | E | E | D |
| ET Supportive level Accreditation - Mentor | | | E | | D | E | | E | E | E |
| ET Enhanced level Accreditation - Mentor | | | E | E | E | E | | E | E | E |
| Good Practice Validation - Mentor | E | | | E | E | E | | E | E | E |
| Early Talk Boost (ages 3-4) -Tutor | E | E | | D | D | D | | | | |
| Talk Boost (ages 4-7) – Tutor | E | E | D | D | D | D | | D | D | D |



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|--|---|---|--|---|--|---|---|---|--|--|
| PT Supporting and Enhancing Communication course - Tutor | E | E | E | E | E | E | E | E | E | E |
| PT Supportive and Enhanced level Accreditation - Mentor | E | E | E | E | E | E | E | E | E | E |
| Talk Boost KS2 tutor | E | E | E | E | | | | | | E |

E = Essential

D = Desirable