

# Early Intervention Practitioner Level 4 Apprenticeship



## At a glance

Funding value  
£3,500

Apprentice qualifies  
as an **Early Intervention  
Practitioner** and a **Thrive  
Licensed Practitioner**

World-class blended  
training across  
12-18 months

# Seven reasons to embrace Thrive

1

Thrive is an effective tool used to identify and address social and emotional development needs and support mental health

2

Thrive is a powerful and proactive approach which helps to prevent mental health problems from developing

3

Thrive results in lower rates of referrals to external agencies and cost savings in terms of interventions and staff time

4

All children and young people from 0-25 can benefit from Thrive - it can be used in any and all schools, settings and other organisations

5

As well as benefitting children and young people, Thrive enhances staff wellbeing and aids job satisfaction and retention

6

Thrive improves attendance, attainment and behaviour and decreases exclusions and behavioural incidents

7

Thrive allows schools and multi-site organisations to benchmark and measure progress and impact using a unique assessment tool called Thrive-Online



“ Good mental health is intrinsically linked to good attendance, attainment and behaviour, so if we want to improve these, we need to be building on a foundation of emotional wellbeing and resilience. ”

**Anna Smee** – Managing Director of Thrive

# Thrive Early Intervention Practitioner Level 4 Apprenticeship

Thrive empowers professionals to actively develop the emotional wellbeing and resilience of the children and young people they work with, leading to better outcomes, happier young people and fulfilled staff.

## What is an Early Intervention Practitioner?

An Early Intervention Practitioner is responsible for identifying and sourcing the right intervention at the right time in an individual's life. They work in many different environments within early years, schools, colleges, youth organisations and across the community to meet the needs of the children and young people they are supporting.

## Course overview

The Thrive Early Intervention Practitioner apprenticeship will develop the knowledge and skills needed to provide person-centred, early intervention approaches and services to support children and young people aged 0–25.

Apprentices will learn how to nurture vital social and emotional skills to help young people to effectively cope with stress, overcome adversity, and build confidence and self-esteem.

They will explore how to help children understand and manage their emotions, so they can bounce back after challenges rather than becoming overwhelmed, leading to a positive impact on wellbeing, behaviour, school attendance and attainment.

Apprentices will learn to offer practical help and emotional support to children and young people with complex needs or experiencing specific barriers to learning in order to help them overcome challenges impacting their daily lives and equip them to succeed. They will provide impartial information, advice, support and guidance to the young person and other people in their lives such as education professionals, support workers, parents and carers.

Throughout the apprenticeship, apprentices will learn safeguarding, managing early intervention cases, conflict management, theoretical perspectives, referral management and reflective practice.

## Course content

The Early Intervention Practitioner apprenticeship curriculum is split into 11 areas of focus:

- Managing working relationships
- Risk management and safeguarding
- Managing early intervention cases
- Conflict management and resolution
- Theoretical perspectives
- Evidence based practice
- Digital technology
- Professional development and supervision
- Referral and transition management
- Mentoring and coaching

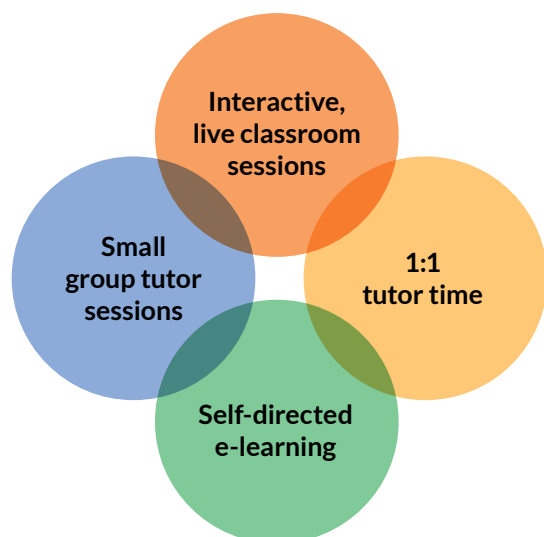
## Who the apprenticeship is for

Thrive's Early Intervention Practitioner apprenticeship is ideal for anyone working closely with children or young people between the ages of 0 and 25 over a period of time. It's particularly beneficial to educators in a form tutor or class teacher role, teaching assistants, mentors, family support workers, attendance mentors, and those with pastoral responsibilities including mental health, safeguarding, special educational needs or SEMH education.

The apprenticeship is also well-suited to professionals working with children and young people in civic leadership roles, as well as those in social care, youth organisations and charities, including youth workers, youth offending teams, tutors supporting pupils with complex needs, and social workers.

## How and when the training will be delivered

The world-class training will be delivered by experienced Thrive experts using a blend of:



20% of the apprentice's contracted hours should be focused on gaining or applying new learning ('off-the-job training'). We will work with you to ensure this time is spent on activities that both build the apprentice's capabilities and benefit the organisation within which they are located.

For example, apprentices will be taught how to assess and respond to a child's social and emotional needs using the Thrive Approach then tasked with applying this new knowledge to children in their setting and sharing their findings and recommendations with colleagues.

The 'off-the-job training' component includes Thrive training, tutor time, working with children and young people, inset days, in-house training, mentoring, shadowing, conferences, seminars, reflective learning, networking, project work and research. The exact blend of activities will be agreed with the apprentice and employer at the start of the programme, to meet your organisational needs.

## Eligibility

Candidates must meet the standard entrance criteria for a level 4 apprenticeship, be employed by a school, setting or organisation in a role working closely with children and young people, and have achieved GCSE grade 9-4 (A\*-C) or equivalent in English and maths. If they have not secured a grade 4 (C) or above in GCSE English and maths, they will be required to complete Functional Skills Level 2 in these areas. They must also be England-based.



## Funding routes

- £ If your setting contributes to the apprenticeship levy fund**

Levy paying employers can access their fund contributions through their **apprenticeship service account**. You can use this service to manage the funds you have available for apprenticeship training in England.
- £ If your setting does not contribute to the apprenticeship levy fund**

You pay 5% towards the cost of the training for your apprentice. The remaining 95% will be paid by the government.
- £ Apprenticeship levy transfer**

Employers with unspent funds can transfer up to 50% of that contribution to another employer. That means you can benefit from the levy contributions of a different organisation to cover the full costs of an apprenticeship for your setting.
- £ If your setting has fewer than 50 employees**

You will receive 100% of the funding where the apprentice is 16–18 years old or is between 19 and 24 and has a local education, health and care plan. Employers and training providers will receive an additional £1,000 where the apprentice is between 16 and 18 years old.

## Start date and duration

The training will take 12–18 months to complete (depending on the apprentice's prior learning and experience). For start dates, please visit [mythrive.uk/apprenticeship](https://mythrive.uk/apprenticeship)

## Qualifications

Successful candidates will qualify as an Early Intervention Practitioner, and also as a Thrive Licensed Practitioner.



### What to do next

For the next available start date, FAQs and to register your interest, visit

[mythrive.uk/apprenticeship](https://mythrive.uk/apprenticeship)

## Why train with Thrive?

- ✓ Have the tools to identify those children and young people with under-developed social and emotional skills
- ✓ Learn practical strategies to help form strong relationships and provide positive experiences that shape behaviour
- ✓ Acquire the knowledge to work with those whose social and emotional development has been interrupted, to build their skills and strengthen their stress regulation systems
- ✓ Create a calm, motivated group of young people who are ready to engage with life and learning

## How – and why – Thrive started

“I’ve been s’cluded.”

This was the response a six-year-old boy gave to Thrive co-founder Roe Lovelock in the early 1990s when she got chatting to his mum in a supermarket and asked him why he wasn’t in school.

The child, who couldn’t even say the word excluded, let alone understand the concept of exclusion, made a big impression on Roe, a social work trainer. To her, it spoke volumes about the flaws in the education system of the day and highlighted what needed to change. Roe and the three other co-founders of Thrive (Jan Banks, a psychotherapist; Julia Bird, a Gestalt psychotherapist and educationalist; and Lynne Tarrab-Snooks an integrative psychotherapist and educationalist) kept hearing about children who had been excluded, often from several schools, and often at a young age. They could see the damage this was doing to a generation of children and young people and the impact exclusions were having on their life chances, including the increased risk of outcomes including criminality, substance abuse and gang membership.

They believed that children’s behaviour stems from unmet need and that until this need is met, children are unable to change their response to circumstances. The Thrive Approach was borne out of the passion these experts felt to effect change in the education system and to make schools places of compassion and understanding that seek to meet pupils’ need, rather than punish them for behaviour that is not a conscious choice. They combined aspects of theory and expertise in their respective fields to define key developmental needs and provide responses and activities to help strengthen children and young people’s engagement in learning and life.

With the growing crisis in children and young people’s mental health, Thrive is needed now more than ever and our focus has broadened from the specific issue of exclusions to the wider issue of poor mental health in young people including problems with behaviour, attendance and attainment.

## Where we are now

- More than 75,000 educators in 2,800 schools and settings have received Thrive training, ensuring that 795,500 children and young people aged 0–25 have access to the Thrive Approach.
- Settings using the Thrive Approach report that mental wellbeing, attendance, staff morale and retention, relationships with parents and carers, behaviour and attainment have improved dramatically and often in a short timescale. They report that fixed-term exclusions, absenteeism and long-term mental health problems have decreased.
- Settings also tell us they are saving money on interventions and additional staffing costs to support poor behaviour. They are well-prepared for inspections because they have data to evidence pupils’ progress with behaviour and wellbeing. Plus, using Thrive-Online helps to streamline EHCP referrals and can be used as an early indicator of safeguarding concerns.
- Thrive was the global winner of the Digital Health and Wellbeing Learning Product of the Year Award and the Gold Award at the Digital Education Awards.
- Our Net Promoter Score, which measures customer loyalty and satisfaction, is +67. The industry benchmark is +42.
- Thrive is now a registered apprenticeship training provider, offering a levy-funded Early Intervention Practitioner level 4 apprenticeship.



## Where we're going

Our mission is to positively impact the lives of millions of children and young people, so they feel safe, supported and ready to learn.



## Facts and figures



Thrive is used in  
**2,800+ schools**

**75,000+ staff**

have received training in  
the **Thrive Approach**



**30+ Schools**  
of Excellence

**795,500+ children  
and young people**

are **benefitting** from access to **Thrive**



**15,000+ Thrive**

**Licensed  
Practitioners** trained

**80 qualified  
trainers**

delivering courses

An independent study looking into the **social return on investment of the Thrive Approach** estimates that between **£7.70 and £9.06** of value for society is generated for every **£1 invested** in its implementation.



When **longer-term outcomes** are taken into account – including reductions in social and emotional problems later in life as a **result of exposure to Thrive** in childhood – the potential **social return** rises to between **£16.50 and £22.00** for every **£1 invested** in Thrive.

Now you know a bit more  
about us, let's get back to those  
**seven reasons to embrace Thrive...**

# 1

## Thrive is an effective tool used to identify and address social and emotional development needs and support mental health

An NHS survey revealed 20.3 per cent of 8–16-year-olds had a probable mental disorder in 2023, up from 12.1 per cent in 2017. At the same time, waiting lists for Child and Adolescent Mental Health Services are growing longer, with waiting times of up to three years in some parts of the country. The Thrive-Online platform allows educators to quickly assess all children (this can be done on a group or individual basis). This questionnaire-based assessment is completed based on what teachers see in front of them and allows them to assess children's social and emotional skills against age-related expectations. It's important to say that Thrive-Online is not a diagnostic tool. For example, it will not suggest that a child is or isn't autistic but it will give activities and strategies for a child who is struggling to contain their emotions, whether they are on the autistic pathway or not.

As well as this benchmark of children's social and emotional skills, Thrive-Online will suggest an action plan of relevant strategies and activities that will help children and young people to progress and improve against these age-related milestones.

### Fortis Academy, in Birmingham

Fortis Academy is a large secondary school with a high proportion of pupils in receipt of Pupil Premium. Thrive was introduced in 2020, in response to concerns about pupils' wellbeing, especially given the pandemic. Thrive Licensed Practitioners prioritised giving basic Thrive training to staff so that they could respond to the needs of all pupils when they returned to school after the lockdowns.

Thrive Licensed Practitioner **Vicki Williams** said: "Our pupils are more resilient now as a result of Thrive and this will mean that their grades will increase.

Thrive is teaching them empathy and to take on another person's point of view, which has helped their window of tolerance to grow."



# 2

## Thrive is a powerful and proactive approach which helps to prevent mental health problems from developing

The Thrive Approach equips school staff with an understanding of the theories that underly positive mental health, especially around neuroscience. They can then help children to understand their emotions and how to manage them, and increase their own self-awareness too. Our community often describes this as a lightbulb moment that empowers adults and children to understand mental health in a different way and to recognise that proactive steps such as stress management, healthy lifestyle choices and early intervention can help mitigate the factors that contribute to mental health problems. This also leads to

greater resilience and improved overall wellbeing. Specifically, educators tell us that they are also able to identify children with mental health needs before they reach crisis point. For example, if a child is quiet and compliant, it may not be obvious that they are masking anxiety or other problems. By identifying this need at an early stage through using Thrive-Online, teachers can intervene and help to prevent problems from developing.





### Kaizen Primary School, in London

Kaizen Primary School began its journey with Thrive in 2016 as a way of improving attendance and behaviour. It runs Family Thrive courses to support families and carers in its local community and is a Thrive School of Excellence. Behaviour and attendance have both improved – something the school puts down to Thrive, but there have been many other benefits, including an overall increase in wellbeing.

The school’s Thrive Licensed Practitioner **Alice Bird** said: “Our children don’t seem as angry or worried as they have been in the past. They are definitely more able to say how they feel.”

### Rothesay Nursery School, in Luton

Rothesay Nursery School, in Luton, has been using Thrive since 2018. The setting has a high number of vulnerable children as well as large numbers of children with SEN and children with English as an Additional Language.

Deputy Headteacher and Senco **Elizabeth Leer** said: “Thrive is a constant reminder about how important it is to know about neuroscience and how children’s brains are developing, especially during the early years. We can almost be like brain surgeons because children’s brains are able to forge new connections and adapt. What we do here really is shaping children’s futures.”



## 3

### Thrive results in lower rates of referrals to external agencies and cost savings in terms of interventions and staff time

Early intervention and support for pupils’ mental health needs can prevent the escalation of challenges that may lead to the need for special education services. By addressing mental health concerns proactively, schools can reduce the number of pupils requiring enhanced support

via Education Health Care Plans (EHCP) or being referred to specialist behaviour support teams or CAMHS. It also means that classroom staff and SLT can focus on education, rather than firefighting the disruptive behaviour that often occurs when children and young people’s needs are not being met.

### GLF Schools Multi-Academy Trust

GLF Schools is a multi-academy trust with settings across the south of England. 35 schools within the trust use Thrive to support their pupils, including Meridian High School in Croydon. Head of GLF Schools’ Foundation **Jak Martin** said: “The Thrive Approach has saved us money because the amount of exclusions and permanent exclusions at Meridian have gone down, which obviously cost the school money. The other interventions that were in place aren’t as prevalent now either, as Thrive is at the heart of everything the school does.”

**Jayne Curd**, Senior Leader for Behaviour at Meridian, added: “Thrive has enabled us to identify the barriers to learning that pupils have and to remove them. It has improved the culture for staff because teachers want to teach – they don’t want to have to manage pupils that are disrupting a lesson. If our students are calm and ready to learn, we know our staff will be happier and more fulfilled too.”



# 4

All children and young people from 0-25 can benefit from Thrive – it can be used in any and all schools, settings and other organisations

Thrive can support children and young people at any stage up to the age of 25, offering settings a joined up approach to wellbeing. This is particularly helpful for organisations which are operating at scale such as local authorities, children’s centres or multi-academy trusts. Children can start benefitting from the Thrive Approach at an early years setting and this work can be built on at primary, secondary and specialist schools, as well as organisations working in communities

or social care. This wrap around, consistent approach allows for maximum effectiveness, especially if settings also offer Family Thrive courses. These sessions allow parents and carers to learn about the Thrive Approach so that a common language and way of being is offered at school, in the community and at home. No other therapeutic or intervention-based response to children and young people’s mental health offers this continuity and consistency.

## Feltham Young Offenders Institution, in Surrey

Feltham Young Offenders Institution adopted the Thrive Approach in 2022 after a senior leader had seen its effectiveness in educational settings. The setting used Thrive with a small group of offenders who all showed measurable improvements to their wellbeing and mental health. The boys themselves reported feeling more confident and better able to manage daily life.

**Martin Downs**, Deputy Head of Education at Feltham Young Offenders Institution, said: “To achieve educational outcomes like attainment and progress to GCSEs or vocational or functional skills, you need to make sure that the softer skills are developed so that young people feel safe. These basic needs have to be met or there can be no progress. Thrive is a great way of ensuring that this solid foundation is in place as well as helping to build relationships with staff. Relationships are the foundation of everything that Thrive does. It also provides very rich data that helps the team to understand what is going on for that learner. Everyone here knows that the behaviour that the boys sometimes display on the outside doesn’t always match what is going on inside. Thrive is a tool that shows us where the behaviour is coming from.”



# 5

## As well as benefitting children and young people, Thrive enhances staff wellbeing and aids job satisfaction and retention

By creating a supportive, nurturing environment for children and young people, staff are also helping to create a mentally healthy workplace for themselves and their colleagues. By recognising and prioritising pupils' mental health, staff are also placing an emphasis on their own mental health. This in turn aids job satisfaction and retention. Thrive training starts from a position of teaching educators about their own processes and triggers. The logic is that once the adults understand this about themselves, they can pass on this knowledge and awareness to their pupils, helping them to develop positive strategies to get their needs met.

In 2024, in recognition of the tremendous strain that educators and school staff are under, we launched a new course which focuses solely on staff wellbeing, helping educators to develop and maintain the resilience they need to thrive in their workplaces. This will also help schools to address staff retention and recruitment problems.

### Holy Trinity and St John's CoE School, in Kent

At Holy Trinity and St John's CoE School, in Kent, staff have reported feeling much more confident and empowered in managing behaviour in the classroom as a result of the Thrive Approach.

Headteacher **Rob Garratt** said: "Staff feel more confident. They know they are supported because we have a structured, whole school approach – it's a positive shift for everyone."



### Northfields School and Sports College, in Stockton-on-Tees



**Samantha Strange** is the Personalised Learning Centre Manager at Northfields School and Sports College, a large secondary school in Stockton-on-Tees.

She said: "Thrive training exceeded my expectations and it has brought me huge benefits professionally and personally. It's been an amazing journey that has completely transformed me. I'm much more self-aware and I now consciously practise self-care. As a result, I know that I'm a better practitioner, a better mother, a better wife and a better friend. I love my job and I work with a lot of lovely, like-minded people who support what we are doing. I would advise anyone thinking about starting Thrive training to go for it, for your own mental health and for professional satisfaction."

# 6

## Thrive improves attendance, attainment and behaviour and decreases exclusions and behavioural incidents

Wellbeing and learning are intrinsically linked. By monitoring children and young people's social and emotional development, and ensuring their needs are met, they are more likely to feel safe, supported and ready to engage with life and learning. Settings that have embedded Thrive tell us every day of the difference the Approach makes to attendance, behaviour and learning outcomes.

### Tuition Extra, in Kent

Tuition Extra, in Kent, saw a rise in students' engagement levels with education from 11 per cent to 95 per cent within four months, with learners achieving a GCSE pass rate of 95 per cent. Head of Service **Ruth Minhall** said: "We're proud to be named as a Thrive Ambassador School and to represent a forward-thinking, intelligent and life-changing approach which understands the correlation between emotional development and inspirational academic outcomes."



### Liskeard Hillfort School, in Cornwall

Liskeard Hillfort School, in Cornwall, has seen fixed-term exclusion rates fall to zero, from a high of 35 days in an academic year.

Headteacher **Dr Tim Cook** said: "In my professional opinion, you can't progress more sophisticated things like phonics, reading and writing if a school is like the Wild West. Thrive's principles and practices have helped us to identify individual needs and to respond accordingly so that our children feel settled and ready to learn. We would have been in the mire without it."



### Perry Wood Primary and Nursery School, in Worcester

Perry Wood Primary and Nursery School, in Worcester, has seen attendance increase from 93.7 per cent to 95 per cent – something it attributes to its use of Thrive.

"The impact of Thrive has been amazing – we can really see the progression," said the school's Thrive Lead **Lisa Kelly**.



# 7

## Thrive allows schools and multi-site organisations to benchmark and measure progress and impact using a unique assessment tool called Thrive-Online

Schools have to provide data on key indicators such as attainment and attendance. By doing so, trends can be monitored and any interventions needed can be rapidly put in place in order to provide an effective and timely response. Children and young people's mental health is one of the main issues facing our society, especially following the pandemic, and yet schools aren't required to evaluate or evidence this. We believe that a data-based approach is vital to responding to the current mental health crisis and our assessment tool, Thrive-Online, provides a robust and easy to use method of measuring wellbeing that can be used to track progress at an individual, group, class, school, MAT or local authority level. Thrive-Online takes this data and automatically creates a bespoke action plan that can also be implemented at the relevant scale, i.e. from individual to MAT-wide. Crucially, it also generates suggestions for bespoke activities that adults can do with children and young people to fill in developmental or social gaps in order to raise levels of wellbeing.

Thrive-Online helps staff to quickly find effective wellbeing solutions for all children and young people. Many activities suggested by Thrive-Online are designed to be integrated into the curriculum so that wellbeing can be embedded across all aspects of school life.

We offer a Schools of Excellence and Ambassador Schools programme where schools are assessed on their wellbeing provision so that they have confidence that they are meeting pupils' needs. This also gives them the opportunity to have feedback on their practice to benchmark quality and to continually improve.

### South Green Junior School, in Essex

South Green Junior School Headteacher **Elizabeth Benjeddi** said that Thrive-

Online had helped them to spot children who may have been going under the radar because they were not acting out – even though they still had a mental health need. “As a teacher I think it's easy to only notice the children whose behaviour is more obvious, for example, through shouting or hitting out, so it is much easier to identify that there is a need. The ‘invisible’ children don't always come to light until they're in year five or six and then it's a bit late to help them. Recognising their need sooner means we can intervene a lot earlier,” she said.



### Palladian Academy Trust, in Somerset

**Becky Wilson**, Executive Headteacher at Palladian Academy Trust, said: “To fully embed Thrive, all of our schools are creating class profiles using Thrive-Online twice a year so that we can collate and analyse the data together as a trust. We can then pick up on common themes and intervene appropriately at an early stage to prevent problems gaining momentum, rather than waiting until there's an issue and managing them reactively. If common themes are identified, i.e. should there be an area where many children are struggling, we can use our resources wisely across the group and put the right interventions in place quickly. Whereas our smaller primary schools may have struggled on their own to access this level of support if at all. The data we get from Thrive-Online allows us to assess pupils against age-related expectations for social-emotional development and create action plans to support them as needed. It allows us to evidence trends to internal and external stakeholders, such as our governors, parents, and Ofsted, and show the impact of what we're doing around mental health and wellbeing.”



“Thrive training ignited a renewed passion in me and has helped enormously with my professional development. It truly was a lightbulb moment in my career.”

– Thrive Licensed Practitioner



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For further information or  
to register your interest, visit  
[mythrive.uk/apprenticeship](https://mythrive.uk/apprenticeship)

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