



**PERSON SPECIFICATION - EARLY YEARS PRACTITIONER**

|                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                                                                                                                                                                                                                    |
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| Experience                  | <ul style="list-style-type: none"> <li>• Level 3 EYFS Qualification or equivalent in childcare</li> <li>• Experience of implementing a wide range of activities for young children</li> <li>• Experience of completing observations and learning journals</li> <li>• Working with pupils SEND</li> <li>• Working with pupils with additional Social, Emotional and/or behavioural needs</li> <li>• Experience of close liaison with parents/carers</li> <li>• Collaborative working with a team</li> <li>• Experience of working with individuals and groups</li> <li>• Creating and maintaining stimulating learning environments including displays</li> </ul> | <ul style="list-style-type: none"> <li>• Recent and relevant experience of working in an EYFS setting for at least 2 years</li> <li>• Paediatric First Aid certificate</li> </ul>                                                                                            |
| Knowledge and Understanding | <ul style="list-style-type: none"> <li>• The school's ethos and values</li> <li>• A working knowledge and understanding of the EYFS</li> <li>• Understanding of the EYFS framework and curriculum</li> <li>• Knowledge of child development</li> <li>• How ICT can promote, support and enhance teaching and learning</li> <li>• Good knowledge of ICT including tools for planning, research, analysis &amp; admin and hardware (including digital cameras, computers, email and internet)</li> <li>• A range of positive behaviour management strategies</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Assess-Plan-Review cycle</li> <li>• Secure understanding of the SEND code of practice and disabilities legislation</li> <li>• Special Educational Needs e.g. ASD, ADHD</li> <li>• Effective feedback to move learning on</li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>• Understanding of Health and well-being, safety and child protection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |
| Skills             | <ul style="list-style-type: none"> <li>• Ability to work collaboratively and supportively with colleagues</li> <li>• Have high standards and expectations of all children, staff and self</li> <li>• Ability to use own initiative</li> <li>• Strong communication skills - both written and verbal</li> <li>• Strong interpersonal and intrapersonal skills</li> <li>• Ability to keep calm under pressure</li> <li>• Ability to adapt to change quickly and positively</li> <li>• Good administrative skills</li> <li>• Able to form and maintain appropriate professional relationships and boundaries with children and young people</li> <li>• Suggest alternative ways of helping children if they are unable to understand</li> </ul> |                                                                                                                                                                                                                                                                                      |
| Qualifications     | <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Safeguarding Level 1 or willingness to gain upon appointment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• NVQ Level 1 or equivalent in literacy and numeracy or equivalent</li> <li>• Any other relevant qualifications</li> <li>• Training or expertise in a relevant curriculum or other learning area e.g. Computing, Child Development</li> </ul> |
| Personal Qualities | <ul style="list-style-type: none"> <li>• A positive mind-set and 'can do' attitude</li> <li>• An enthusiastic approach to working with children</li> <li>• Kindness and sensitivity</li> <li>• Ability to motivate children and engage them with their learning</li> <li>• Ability to defuse and de-escalate situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |

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|  | <ul style="list-style-type: none"> <li>• Ability to make relationships easily with young people and adults</li> <li>• Ability to work flexibly &amp; respond to developing needs</li> <li>• Reliability and integrity</li> <li>• Humour and resilience</li> <li>• An understanding and genuine commitment to Inclusion</li> <li>• Have empathy with those facing barriers to their learning</li> </ul> |  |
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