



Person Specification – Early Years Practitioner – Scale 5

Early Years Practitioner Selection Criteria	Essential or Desirable
Qualifications	
<ul style="list-style-type: none"> • Minimum of relevant NVQ Level 3 or equivalent • GCSE English and Maths (Grade C or above) or equivalent • Willingness to participate in development and training opportunities • Paediatric First Aid Certificate 	<ul style="list-style-type: none"> • Essential • Desirable • Essential • Desirable
Experience	
<ul style="list-style-type: none"> • Experience of working within Early Years and Child Development/Pre-School Practice (birth to 5 years) • Experience of working in a school or nursery 	<ul style="list-style-type: none"> • Essential • Essential
Professional knowledge & Understanding	
<ul style="list-style-type: none"> • Basic understanding of principles of child development and learning process from birth to 5 years. • General understanding of the Early Years Foundation Stage principles and practice. • Knowledge of a range of strategies for dealing with and managing pupils with a variety of needs. • Understanding of the importance of values development within the broader curriculum and ethos of the school to support the school community and individual pupils as citizens of the local and world community. • Knowledge of safeguarding children and young people. • Knowledge of inclusion and equality and how this relates to this age range. • Knowledge of Health and Safety • Knowledge of food hygiene safe practices 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Desirable
Skills	
<ul style="list-style-type: none"> • Good level of written and spoken English. • Able to encourage and motivate children. • Able to advise, instruct negotiate and explain to children. • Able to assist with the organization of the learning environment. • Able to use assertive discipline strategies in the school. • Able to model an assertive and respectful way in talking and dealing with children. • Able to model the idea of respect between all staff and pupils. • Able to plan and prioritize tasks within specific deadlines. • Able to engage with and communicate effectively to a range of audiences. • Able to work as part of a team and on own initiative. • Able to judge when to make decisions and when to consult with others. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential



<ul style="list-style-type: none"> • Able to deal sensitively with people and resolve conflicts. • Able to use ICT effectively to support learning and own working. 	<ul style="list-style-type: none"> • Essential • Essential • Essential
Professional Qualities	
<ul style="list-style-type: none"> • Committed to excellence with high aspirations for all pupils. • Committed to the maintenance of good relationships with staff, parents, pupils, governors, the community and other stakeholders. • Well organised and able to work under pressure and to deadlines. • Able to self-evaluate learning needs and actively seek professional development opportunities. • Committed to equality, with respect and empathy for all. • Enthusiastic and inspiring to staff, pupils and parents • Consistent and fair to all • Capacity to be flexible and adaptable – willing to take on and develop the best ideas from within and outside the school. • Able to comply with policies and procedures • Able to respond to every day and emergency situations calmly and quickly. • Able to demonstrate resilience when faced with challenges. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential
Personal and Professional Conduct	
<p>This post demands the utmost trust and confidentiality. The post holder should maintain high standards of ethics and behaviour at all times, both within and outside school by:</p> <ul style="list-style-type: none"> • Treating pupils, parents and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a school worker's professional position. • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. • Ensuring that personal beliefs are not expressed in ways which cause offence or exploit vulnerability. • Having proper and professional regard for ethos, policies and practices of the school, and maintain high standards in your own appearance, manner, attendance and punctuality. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential