

## **Person Specification for Nursery Assistant**

| 1. Qualifications and Experience   | Essential                | Desirable            |
|--|--------------------------|----------------------|
| Experience of administrative work in a busy office environment.  | <b>√</b>                 |                      |
| Educated to NVQ Level 2 or equivalent.   | ✓                        |                      |
| First Aid Qualification.   | ✓                        |                      |
| Completion of DCSF induction programme.  | ✓                        |                      |
| Knowledge of general school policies and procedures.   |                          | ✓                    |
| Knowledge of H&S policy and procedures.  | ✓                        |                      |
| Good reading and writing skills.   | ✓                        |                      |
| Ability to count and undertake calculations.   | ✓                        |                      |
| Ability to use photocopier.  |                          | ✓                    |
| Ability to use word processor and basic databases.   |                          | ✓                    |
|  |                          |                      |
| 2. Communication   | Essential                | Desirable            |
| 2. Communication  Ability to complete forms, write routine letter.   | Essential   √            | Desirable            |
|  |                          | Desirable            |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and   |                          | Desirable            |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and sensitively with children and adults.  Seek support to overcome communication barriers with   | √<br>√                   | Desirable            |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and sensitively with children and adults.  Seek support to overcome communication barriers with children and adults.  | √<br>√<br>√              | Desirable  Desirable |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and sensitively with children and adults.  Seek support to overcome communication barriers with children and adults.  Ability to consult with colleagues.   | √<br>√<br>√              |                      |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and sensitively with children and adults.  Seek support to overcome communication barriers with children and adults.  Ability to consult with colleagues.  3. Working with children  Understand and implement the school's behaviour  | √<br>√<br>√<br>Essential |                      |
| Ability to complete forms, write routine letter.  Ability to exchange verbal information clearly and sensitively with children and adults.  Seek support to overcome communication barriers with children and adults.  Ability to consult with colleagues.  3. Working with children  Understand and implement the school's behaviour management policy.  Understand and support the differences in children and | √ √ ✓ Essential          |                      |



| Understand the importance of physical and emotional wellbeing.  | <b>√</b>            |           |
|---|---------------------|-----------|
| Ability to support children who may be unwell.  | ✓                   |           |
| 4. Working with others  | Essential           | Desirable |
| Understand the role of others working in and with the school.   | <b>√</b>            |           |
| Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.   | <b>√</b>            |           |
| Ability to work effectively with other adults in the school.  | ✓                   |           |
| Ability to work on own.   | ✓                   |           |
| Ability to provide timely and accurate information.   | ✓                   |           |
| 5. Responsibilities   | Essential           | Desirable |
| Good organisational skills.   |                     | _         |
|   |                     | <b>√</b>  |
| Ability to work accurately with attention to detail.  | <b>√</b>            | <b>√</b>  |
|   | √<br>√              | <b>√</b>  |
| Ability to work accurately with attention to detail.  |                     | <b>V</b>  |
| Ability to work accurately with attention to detail.  Ability to manage own time effectively.   | √                   | Desirable |
| Ability to work accurately with attention to detail.  Ability to manage own time effectively.  Ability to follow instructions.  | √<br>√              |           |
| Ability to work accurately with attention to detail.  Ability to manage own time effectively.  Ability to follow instructions.  6. General  | √<br>√<br>Essential |           |
| Ability to work accurately with attention to detail.  Ability to manage own time effectively.  Ability to follow instructions.  6. General  Demonstrate a commitment to equality.  Working knowledge and good understanding of Health           | √ ✓ Essential ✓     |           |
| Ability to work accurately with attention to detail.  Ability to manage own time effectively.  Ability to follow instructions.  6. General  Demonstrate a commitment to equality.  Working knowledge and good understanding of Health & Safety. | √<br>✓<br>Essential |           |