



PERSON SPECIFICATION – SENIOR EARLY YEARS PRACTITIONER

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful recent experience working with nursery / early years' children. NNEB or equivalent. Good general standard of education.
	Knowledge of relevant policies and procedures	First aid qualification. Knowledge of child development. Knowledge of Foundation Stage Curriculum. Knowledge of assessment techniques for young children. Understanding of child protection policies and procedures.
	Literacy	Good literacy skills
	Numeracy	Good numeracy skills
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.
Communication	Written	Ability to write detailed reports.
	Verbal	Listening Skills Ability to exchange information clearly with children and adults Ability to express own views and opinions.
	Languages	Able to support pupils with specialist communication or language skills
	Negotiating	Ability to consult effectively with children and adults Ability to motivate, encourage and empower children and colleagues
Working with children	Behaviour Management	Understand and implement school behaviour management policy. Ability to manage groups of children, ensuring pupils remain on task.
	SEN	Understand and support the differences in children and respond appropriately.
	Curriculum/School organisation	Working knowledge and experience of implementing the national curriculum and other learning programmes
	Child Development	Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development
	Health & Well being	Understand and promote the value of emotional and physical wellbeing in children and staff. Take responsibility for own wellbeing



Working with others	Working with partners	Ability to forge networks and links with internal and external partners, including across the trust.
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. Able to use appropriate communication styles Ability to build open and honest relationships.
	Team work	Able to work within a team Ability to work independently Know when and how to seek support Knowledge of own position within a team environment and the boundaries which apply.
	Information	Ability to record and report observations in an appropriate manner. Ability to distinguish between opinion and fact. Able to follow and give instructions
Responsibilities	Organisational skills	Ability to be proactive and initiate action, managing workload effectively.
	Line Management	Ability to support the work of others as part of a team led by the Trust EYFS Lead.
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Demonstrate commitment to treating all people fairly
	Health & Safety	Good understanding of Health and Safety
	Child Protection	Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Evidence of continual professional development.