

SPENCER NURSERY SCHOOL

Person Specification

Early Years Educator

Grade: 3/4

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked to undertake practical tests to cover the skills and abilities shown below. You will also be asked to provide evidence of your qualifications. Original documents will only be accepted.

Priority	Please note that this indicates:
1	An essential requirement of this post
2	A desired requirement of this post

EDUCATION AND/OR EXPERIENCE		Priority
1.	NNEB/NVQ3/Level 3 qualification in childcare or equivalent.	1
2.	Have good literacy and numeracy skills - equivalent to at least Basic Skills Level 2/GCSE Grade C or Grade 4 in English & Maths.	1
3.	Recent experience of working with birth to 5 years in an education, day care setting or other registered service.	1
4.	Appropriate first aid training/qualification or a willingness to undertake relevant training.	2

EFFECTIVE COMMUNICATION AND ENGAGEMENT WITH CHILDREN AND THEIR FAMILIES AND CARERS KNOWLEDGE, SKILLS AND ABILITIES		Priority
5.	Skilled in listening and building empathy through developing respectful and trusting relationships with children, their families and work colleagues.	1
6.	Able to communicate effectively and engage with children, their families and centre staff both orally and through clear written communication.	1
7.	Awareness of and an ability to demonstrate a commitment to treating all people fairly and with respect for the needs of the individual, including multi-cultural and inclusive practice.	1
8.	Understand the role and value of families and carers as partners by supporting them and their child/children to achieve positive outcomes.	1

CHILD DEVELOPMENT KNOWLEDGE, SKILLS AND ABILITIES		Priority
9.	Able to constructively use observation and assessment of children's play, behaviour and learning to plan and provide appropriate activities that challenge and support all learning needs.	1
10.	Able to use knowledge of the Early Years Foundation Stage curriculum, Early Years Outcomes and children's developmental needs to plan, organise and deliver a programme of activities, in partnership with other team members, that meets the needs of all children.	1
11.	Able to support children with a developmental difficulty or disability to access planned activities and specific learning targets.	1
12.	Able to organise and maintain the play, care and learning environment to ensure that all children feel welcome, safe valued, secure and special.	1
13.	Understand how babies and very young children develop, their specific learning needs and those of their families/carers.	1
14.	Ability to meet each child's individual needs including personal needs i.e. changing children when required.	1

SAFEGUARDING AND PROMOTING THE WELFARE OF THE CHILD KNOWLEDGE, SKILLS AND ABILITIES		Priority
15.	Able to identify children not achieving their full potential and able to liaise with the 0-3 years Manager and/or SENCo, as appropriate, in the support of the child's needs.	2
16.	Able to promote children's welfare recognising the importance of safeguarding and child protection including how to use and demonstrate school policy and procedures in everyday practice, with children and families.	1

SHARING INFORMATION KNOWLEDGE, SKILLS AND ABILITIES		Priority
17.	An understanding of the importance of information sharing and confidentiality procedures in line with relevant school policy and practice.	1

GENERAL KNOWLEDGE, SKILLS AND ABILITIES		
18.	Able to work as part of a team and participate in supervision, appraisal and training as identified or required.	1
19.	Able to adhere to and to contribute to the implementation of school policies and procedures and relevant legislative protocols.	1
20.	Ability to use own initiative and work positively and constructively as part of a team, understanding own role and responsibilities and the roles and responsibilities of others and own position within the team structure.	1
21.	Ability to work flexibly across the school within the 0-2 room, 2-3 room or the 3-5 room. For full-time practitioners this will be on rotation through an early shift (7.30am-3.15pm), split shift (8am-11.30am plus 2.30pm – 6pm) or a late shift (10.30pm-6.15pm). For part-time practitioners, hours of work will be 8am-6pm and/or 8am-4pm/10am-6pm, as specified in an individual's offer of employment.	1
22.	Ability to use ICT, including online packages to record assessment and provision, a digital camera and other technology to deliver your role.	2