



Early Years Key Worker – Person Specification

Requirement	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	<ul style="list-style-type: none">• Successful experience working with children in an Early Years environment.• Educated to at least Level 2 in Childcare e.g. BTEC, City and Guilds, NVQ.
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none">• Basic knowledge of First Aid and understanding of the School.• Knowledge of child development.• Understanding of child protection policies and procedures.
	Literacy	<ul style="list-style-type: none">• Good reading and writing skills.• GCSE English Desirable (Grade C or above).
	Numeracy	<ul style="list-style-type: none">• Good numeracy skills.• GCSE Maths Desirable (Grade C or above).
	Technology	<ul style="list-style-type: none">• Knowledge of basic ICT to support learning and willingness to learn new skills including the use of iPads.
Communication	Written	<ul style="list-style-type: none">• Ability to write detailed, specific observations and written reports.
	Verbal	<ul style="list-style-type: none">• Listening skills.• Ability to exchange routine verbal information in English clearly with children and adults.• Ability to exchange complex and sensitive information in a firm and non-ambiguous way.• Ability to express own views and opinions.
	Languages	<ul style="list-style-type: none">• Overcome communication barriers with children and adults.
	Negotiating	<ul style="list-style-type: none">• Ability to consult effectively with children and adults.• Ability to motivate/encourage/empower children/adults.
Working with children	Behaviour Management	<ul style="list-style-type: none">• Understanding and implementation of school behaviour management policy.
	SEN	<ul style="list-style-type: none">• Ability to understand and support children with developmental difficulty or disability.
	Curriculum	<ul style="list-style-type: none">• General understanding of current Early Years Foundation Stage Curriculum.

	Child Development	<ul style="list-style-type: none"> • Basic understanding of the way in which children develop. • Understand the way in which play and games can support child development. • Ability to assess performance and progress.
	Health & Well being	<ul style="list-style-type: none"> • Understand and support the importance of physical and emotional wellbeing. • Take responsibility for own wellbeing.
Working with others	Working with partners	<ul style="list-style-type: none"> • Understand the role of others working in and with the school. • Understand and value the role of parents and carers in supporting children.
	Relationships	<ul style="list-style-type: none"> • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.
	Team work	<ul style="list-style-type: none"> • Work effectively as part of a team.
	Information	<ul style="list-style-type: none"> • Ability to record and report observations in an appropriate manner.
Responsibilities	Organisational skills	<ul style="list-style-type: none"> • Good organisational skills. • Ability to remain calm under pressure.
	Time Management	<ul style="list-style-type: none"> • Ability to manage own time effectively and meet deadlines.
	Creativity	<ul style="list-style-type: none"> • Demonstrate creativity and an ability to resolve routine problems independently.
General	Equalities	<ul style="list-style-type: none"> • Demonstrate commitment to treating all people fairly.
	Health & Safety	<ul style="list-style-type: none"> • Basic understanding of Health & Safety.
	Child Protection	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understand procedures and legislation relating to confidentiality.
	Professional Development	<ul style="list-style-type: none"> • Be prepared to develop and learn in the role.