

Belmont Primary School

Person Specification for Early Years Practitioner

Aspect	Essential	Desirable
Qualifications and training	<p>NVQ Level 3 for Teaching Assistants or other equivalent or higher qualification linked to education and/or childcare</p> <p>Commitment to on-going training and development</p>	First Aid qualification
Experience	<p>Experience of working with children aged 3-5 and delivering the Early Years Foundation Stage curriculum</p> <p>Experience of teaching small groups and delivering programmes for key literacy and maths skills</p>	Experience of working in a school setting
Knowledge	<p>Knowledge of appropriate behaviour management strategies to use with children aged 3-5</p> <p>Knowledge of the Early Years Foundation Stage curriculum</p> <p>Knowledge of a phonics programme such as Little Wandle</p> <p>Knowledge of (and ability to use) the basic ICT applications</p> <p>Basic knowledge of issues relating to Child Protection, confidentiality, Data Protection and Health and Safety</p>	<p>Knowledge of effective strategies for children at the early stages of learning English</p> <p>Knowledge of how children learn and stages of development</p>
Skills and abilities	<p>Sound literacy and mathematical skills including spoken and written English and ability to prepare resources and displays</p> <p>Ability to carry out observation and assessment of pupils, in line with school practice and record appropriately</p> <p>Ability to apply appropriate strategies for meeting the needs of children with difficulties in areas including reading, writing and maths development, language and communication</p> <p>Skills in preparing resources and developing and maintaining a stimulating supportive learning environment for pupils</p> <p>Ability to be a supportive and reliable team member</p> <p>Ability to communicate effectively with parents, staff, children and other professionals</p> <p>Ability to adhere to the Council's Equal Opportunities Policy</p>	Ability to use guidance from other professionals to deliver targeted support in line with children's special educational needs