**Pre-School Assistant**

**Person Specification**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Qualifications, Skills and Experience** |  |  |  |  |  |  |  |  **Essential**  | **Desirable** |
|  |   |   |   |   |   |   |   |   |   |
| Child Care NVQ Level 3  |   |   |   |   |   | x |   |
| Early Years Professional Status  |   |   |   |   |   | x |
| GCSE English and Maths A\*-C grade (or equivalent)  |   |   | x |   |
| Experience of working within an Early Years setting  |   |   | x |   |
| Thorough working knowledge of the EYFS framework  |   |   | x |   |
| Sound understanding of child development, the Characteristics of Effective | x |   |
| Learning, and the current statutory requirements relating to Early Years  |   |   |   |
| Familiarity with the revised EYFS framework (statutory September 2021)  |   | x |
| Completion of an enhanced DBS  |   |   |   |   | x |   |
| Safeguarding qualification  |   |   |   |   |   |   | x |
| Paediatric First Aid  |   |   |   |   |   |   |   | x |
| Personal and Intimate Care  |   |   |   |   |   |   | x |
| Understanding of Health and Safety  |   |   |   |   |   | x |
| Experience of working with Special Needs Children, including those |  |   |   |
| with social, emotional and communication difficulties, and contributing |  |   | x |
| to Individual Education Plans (IEPs). |   |   |   |   |   |   |
| Computer literacy  |   |   |   |   |   |   | x |   |
| Experience using an online learning journal (Tapestry or similar)  |   |   | x |
| Experience in planning (observing) and implementing activities that cater | x |   |
| for individual children’s needs and interests |   |   |   |   |   |
| Familiarity with the ‘In the Moment Planning’ approach  |   |   |   | x |
|   |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |   |   |
| **Personal Attributes and Qualities** |   |   |   |   |   |   |
|  |  |  |  |   |   |   |   |   |   |
| A resolute belief in the power of play  |   |   |   |   | x |   |
| Positive and caring attitude with a friendly, flexible approach  |   | x |   |
| Ability to work with parents/carers and encourage their involvement  |   | x |   |
| Ability to form strong working relationships and work collaboratively with | x |   |
| colleagues, including the wider school setting, and other professionals  |   |   |   |
| Effective communicator, both verbally and in writing  |   |   | x |   |
| Able to work on own initiative  |   |   |   |   | x |   |
| Commitment to continuing professional development (CPD)  |   |   | x |   |
| An appreciation of equal opportunities and a commitment to its |   | x |   |
| implementation  |   |   |   |   |   |   |   |   |