**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 | |  |  |  |  |  |  |  |  |