

Personnel Specification

Post title: Early Years Practitioner – Band 7

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> Experience of the Early Years Foundation Stage to support children's learning and development, adjusting activities according to children's responses and needs; using specialist curricular and learning skills. 	<ul style="list-style-type: none"> Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement 	Application form & Selection process
QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> Will hold a relevant qualification at level 3 or above GCSE English and Mathematics at grade C or above (or equivalent) 		Application form & Selection process. Certificates.
KNOWLEDGE/ SKILLS	<ul style="list-style-type: none"> Have an in depth knowledge of the Early Years Foundation Stage Curriculum Excellent knowledge of current and relevant guidelines and legislation and an understanding of child development Ability to work creatively to meet the needs of the families, working with parents to effect change Ability to plan activity programmes to stimulate learning and development, based on observation Ability to work effectively as a member of the staff team Ability to communicate effectively with children, parents/carers and other professionals Commitment to working in an anti-discriminatory way to ensure equality of opportunity Excellent written and oral communication skills and the ability to communicate effectively at all levels Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress 		Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION/ ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> Ability to relate well to pupils and adults. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. Ability to remain calm under pressure. Demonstrate good co-operative, interpersonal and listening skills. Demonstrate a commitment to working with children of the relevant age. Flexibility and willingness to accept change. 		Selection process

	<ul style="list-style-type: none"> • Willingness to share expertise, knowledge and experience. • Ability to self evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently using own initiative. • Ability to organise, lead and motivate self and others. • Ability to work independently and as part of a team to deliver identified learning outcomes. • Constantly improve own practice/knowledge and learning from others. • Ability to prioritise conflicting demands and procedures. 		
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • Use of relevant equipment, technology. • Can use ICT effectively to support learning. • Good organisational skills and able to prepare lessons. • Ability to report, record and interpret information. • Ability to maintain order and keep pupils on task. 	<ul style="list-style-type: none"> • Able to display pupils work in an attractive manner 	Application form & Selection process
CIRCUMSTANCES - PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). 		Selection process. Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices. • Management is also required to assess your ability to do the tasks required of you and further assess the moving task, the load and the environment within which the load is handled. 		Selection process.