**Person Specification- Early Years Practitioner**

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|  | **Qualifications** | E | D | A | I |
| 1. | GCSE level grade C or equivalent in English | √ |  |  |  |
| 2.  | NNEB/NVQ3/CACHE Diploma Level 3 in Child Development or equivalent qualification | √ |  | √ |  |

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|  | **Knowledge & Understanding** |  |  |  |  |
| 3. | Understanding of the needs of young children & their development | √ |  |  | √ |
| 4. | Understanding of use of assessment & evaluation for planning | √ |  |  | √ |
| 5. | A sound working knowledge of the Foundation Stage curriculum | √ |  |  | √ |
| 6. | Understanding of safeguarding procedures & how they are applied, including working with other agencies to support children and their families | √ |  |  | √ |
| 7. | Knowledge, understanding and practical experience of young children aged 2-5 years of age |  | √ |  | √ |

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|  | **Skills** |  |  |  |  |
| 8. | Good listening skills | √ |  |  | √ |
| 9. | Clear verbal and written communication in English  | √ |  | √ | √ |
| 10. | Ability to plan & prioritise work |  | √ |  | √ |
| 11. | Ability to build good relationships with relevant adults (families, staff, other professionals) | √ |  |  | √ |
| 12. | Ability to lead a small team |  | √ |  | √ |

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|  | **Experience** |  |  |  |  |
| 13. | 5 years post qualification experience working in an Early Years setting |  | √ | √ |  |
| 14. | Experience working in a multi-cultural environment | √ |  |  | √ |
| 15. | Experience of working with parents & carers to support the progress of children | √ |  |  | √ |

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|  | **Personal Attributes** |  |  |  |  |
| 16. | Be reliable, enthusiastic and energetic | √ |  |  | √ |
| 17. | Self-confident, resourceful & self-motivated | √ |  |  | √ |
| 18. | To be flexible & adaptable as best serves the needs of the children | √ |  |  | √ |
| 19. | Be committed to equal opportunities for all children and families & be able to actively demonstrate safeguarding & promoting the welfare of children. | √ |  |  | √ |
| 20. | Demonstrate the ability to uphold public trust & confidence & maintain appropriate positive boundaries in relationships with both children & adults. | √ |  |  | √ |
| 21. | Successful Enhanced DBS status | √ |  |  |  |

E- Essential

D- Desirable

A- Evidence on application form

I- Evidence at interview