



**EARLY YEARS EDUCATOR / EARLY YEARS SUPPORT ASSISTANT
PERSONAL SPECIFICATION**

ROLE	ESSENTIAL SKILLS	DESIRABLE SKILLS	EVIDENCE OF SKILLS		
			Application letter	Interview	Reference
To satisfy all aspects of Safer Recruitment procedures.	<ul style="list-style-type: none"> • Cache Level 3 Certificate in Early Years Education or equivalent Early Years qualification. • Experience of working in an early years setting with children aged 2-4. • Enhanced DBS clearance. • Suitable person to work in school environment. • Trustworthy and honest. 	<ul style="list-style-type: none"> • Understanding of Safeguarding and Statutory Welfare requirements within the Early Years Foundation Stage. 			
Professional conduct and cooperation with a wide range of clients and colleagues.	<ul style="list-style-type: none"> • Excellent communication skills in person, online and telephone. • Flexibility in working practices , able to shift attention to prioritise tasks and manage workload effectively. 	<ul style="list-style-type: none"> • Able to deal with queries, concerns and messages effectively. 			
To support the preparation, planning and delivery of the early years curriculum, observation and assessment.	<ul style="list-style-type: none"> • Experience of working in groups to plan, prepare and assess work. • Willing to participate as a team member in the care and presentation of the rooms, outdoor spaces and displays. • Dedication to create a safe and stimulating learning environment. 	<ul style="list-style-type: none"> • ICT Skills, use of Microsoft programmes, Power-point, Publisher, Word etc. to create labels and resources. • ICT Skills – Use of the 2 simple software to create observations or similar online programme.. 			
To be responsible for assisting the SEYE or Leading Teacher in preparation, design, equipping and maintenance of resources.	<ul style="list-style-type: none"> • Able to work in team, participate in meetings and share views. • Able to create, rearrange and set up curriculum experiences and displays which will motivate and engage children. • Able to follow planning guidelines and offer children engaging and motivating group experiences. 	<ul style="list-style-type: none"> • Evidence of excellent skills in interaction with young children. • Creative skills. 			
Liaison with all parties is carried out to a high standard of professionalism, discretion and co-operation.	<ul style="list-style-type: none"> • Able to communicate professionally, in teams and with parents / external agencies. • Able to follow professional advice to support children's learning and development. 	<ul style="list-style-type: none"> • Evidence of supporting groups e.g. children with SEND, specific language intervention groups etc. 			
All school policies, procedures, development aims and targets succeed due to commitment of school team.	<ul style="list-style-type: none"> • Able to read understand and follow the key aims of the school. • Able to set and maintain personal CPD targets linked to aims. 	<ul style="list-style-type: none"> • Dedication to ongoing professional development and self learning. • Support colleagues to develop skills, present information sessions or training. 			

Please refer to the specification above when completing your letter of application; your referees will also receive a copy of this document.