## Priestley Academy Trust_Final_300



# Person Specification – Early years Practitioner

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| **Qualifications and Training** | **Essential** | **Desirable** |
| * GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1. * Relevant early Years qualification (at least Level 2) * Qualifications relating to post eg health, children, practical skills, first aid * Evidence of previous personal development. * Pediatric first aid | ✓  ✓  ✓  ✓ | ✓ |
| **Skills and Knowledge** |  |  |
| * This is a public facing role and therefore is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English. * An understanding of the needs of a multicultural society. * An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. * Understanding of principles of child development and learning processes as appropriate. * Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation * Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. * Knowledge of Health and Safety requirements * Knowledge of Behaviour Management * Knowledge of particular subject / technical area | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓ |
| **Experience** |  |  |
| * Experience of working with pupils of relevant age, assisting in their development. * Experience of working with pupils with additional educational needs, more able, special educational needs. * Experience of working in the relevant discipline. * Experience of working as part of a team. * Specific technical / resource experience eg. science, art, ICT. | ✓  ✓  ✓  ✓ | ✓ |
| **Disposition and attitude** |  |  |
| * Very good numeracy/literacy skills. * Ability to relate well to pupils and adults. * Ability to work constructively as part of a team. * Ability to remain calm under pressure. * Ability to use other relevant equipment / technology. * Ability to use ICT effectively in relation to the post. * Good organisational skills. * Ability to use relevant equipment / resources. * Good organisational skills. * Demonstrate good co-operative, interpersonal and listening skills. * Demonstrate a commitment to working with children of the relevant age. * Ability to understand classroom roles and responsibilities and your own position within these. * Good sense of humour. * Flexibility and willingness to accept change. * Willingness to share knowledge, expertise and experience. * Ability to prioritise conflicting demands and pressures. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to work proactively and independently. * Approachable, courteous and able to present a positive image of the school to callers and visitors. * Maintain confidentiality in matters relating to the school, its pupils, parents and carers. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Other** |  |  |
| * Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices. * Commitment to raising standards * 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 (CRB check required). * 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 postholder to be capable of lifting and carrying pupils, within school policies and practices. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |

**This post is subject to satisfactory vetting, including a satisfactory enhanced disclosure from DBS**