**PERSON SPECIFICATION**

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your **application form** how you meet each of the following essential criteria. Please ensure that your address each one of the criteria as this will be used to assess your suitability for the post.

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| Post Title: Early Years Lead Practitioner | | **Grade:** Scale 5/6 | |
|  | **REQUIREMENTS** | |  |
|  | **EDUCATION and EXPERIENCE** | | A/I/T\* |
|  | Early Years Professional (EYP) or Early Years Teacher (EYT) Status or recognised pathway to EYT | | A |
| **E2** | Substantial successful experience of working within an Early Years Foundation Stage setting, including children from birth to three. | | **A** |
| **E3** | A sound knowledge of child development and early childhood education. | | **A/I** |
| **E4** | An understanding of, and commitment to, integrated education and care and knowledge of the role that children’s centres play in achieving the best start in life for children. | | **A/I** |
|  | KNOWLEDGE, SKILLS and ABILITY | |  |
| E5 | Ability to identify and model the delivery of high quality practice and provision in which 3 year old children can thrive | | **A/I** |
| **E6** | Proven commitment to meeting the needs of the whole child and his/her family, particularly an understanding of the importance of the child’s well-being, personal, social and emotional development. | | **A/I** |
| **E7** | Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community. | | **A/I** |
| **E8** | Understanding of the importance of appropriate information sharing and confidentiality in supporting children’s and families well-being. | | **I** |
| **E9** | Ability to contribute to evaluating provision and initiate and manage appropriate change. | | **I** |
| **E10** | Ability to develop wider partnerships and support a multi disciplinary team approach around the child and family to ensure best outcomes. | | **A/I** |
| **E11** | Evidence of commitment to fostering equality and inclusion in relationship with parents, and staff. | | **A/I** |
| **E12** | Sound knowledge of current developments and issues in the education and care of Nursery aged children, including those who are vulnerable or disadvantaged and to meeting the needs of families. | | **A/I** |
| **E13** | A sound knowledge and understanding of how to meet the needs of more vulnerable Nursery children including those with SEND | | **A/I** |
| **E14** | Displays an awareness, understanding and commitment to the protection and safeguarding of children. | | **I** |
| **E15** | Ability to motivate and support colleagues to identify their own strengths and areas that need development. | | **A/I** |
| **E16** | Knowledge and understanding of effective observation, assessment and tracking progress systems and their use in improving outcomes of young children. | | **A/I** |
| **E17** | High level of communication and inter-personal skills, combined with energy, enthusiasm and good humour. | | **A/I** |
| **E18** | To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software | | **A/I** |
| **E19** | Understanding of the process of the common assessment framework and ability to act as lead professional, if required, in team around the child meetings. | | **A/I** |
| **E20** | Ability to work in accordance with national and local Child Protection and Safeguarding policies and procedures. | | **A/I** |
|  | COMMITMENT TO EQUAL OPPORTUNITIES | |  |
| **E21** | **Ability to adhere to the Council’s Dignity for All policy.** | | **A/I** |
|  | SPECIAL REQUIREMENTS OF THE POST | |  |
| **E22** | **This post requires an enhanced level of Criminal Records Bureau (CRB) Disclosure** | | **A/I** |
| **E= Essential D= Desirable** | | | |
| **\*Assessed by: A= Application I= Interview** | | | |