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| **General heading** | **Detail** | **General Examples** | **Specific examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Relevant to postInclude experience of working with children where relevant | Successful recent experience working with childrenDegree Level with QTS/NVQ Level 4 in Early Years Childcare & Education or equivalent.Good general standard of education.Completion of DCSF Induction programme |
| Knowledge of relevant policies and procedures | e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection  | First aid qualification. Knowledge of child development.Knowledge of Foundation Stage Curriculum.Knowledge of assessment techniques for young children. Understanding of child protection policies and procedures. |
| Literacy | Level of literacy required, including qualification level where required | Good literacy skills |
| Numeracy | Level of numeracy required, including qualification level where required  | Good numeracy skills |
| Technology | Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc. | Ability to uses equipment e.g. photocopier, laminator, specialist equipment e.g. for technicians, IT packages etc. |
| **Communication** | Written | Form filling, letter writing, report writing | Ability to write detailed reportsAbility write routine letters |
| Verbal | Ability to exchange information clearly, presentation skills, training etc. | Listening SkillsAbility to exchange routine verbal information clearly with children and adultsAbility to exchange complex and sensitive information in a firm and non-ambiguous wayAbility to express own views and opinions  |
| Languages | Any specific requirement to have a second language, signing etc. | Seek support to overcome communication barriers with children and adults |
| Negotiating | Requirement for consultation, and negotiation | Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults |
| **Working with children** | Behaviour Management | Knowledge level of behaviour management policy plus any specialist skills  | Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy |
| SEN | General - understand and support the differences in peopleAny specific skills, knowledge or qualification | Understand and support the differences in children and adults and respond appropriately |
| Curriculum/School organisation | Knowledge level of the school curriculumAny specific skills, knowledge or qualificationFor those not directly supporting children this may include areas such as exams procedure, timetabling etc. | General understanding of the school curriculumWorking knowledge and experience of implementing the national curriculum and other learning programmesUnderstanding of statutory framework relating to teaching  |
| Child Development | Level of understanding required of the way in which children develop  | Basic understanding of the way in which children developUnderstanding of different developmental stages and the impact of experience on these developmentsUnderstand the way in which play and games can support child developmentUnderstand and support children in transition |
| Health & Well being | General and any specific requirements to promote and support physical and emotional wellbeing  | Understand and promote the value of emotional and physical wellbeing in adults and childrenTake responsibility for own wellbeing  |
| **Working withothers** | Working with partners | Ability to forge networks/links, internal and external partners  | Understand and value the role of parents and carers in supporting childrenKnow when, where and how education and support services can be accessed |
| Relationships | Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc. | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication stylesAbility to build open and honest relationships |
| Team work | Requirements to work within team and/or independently | Work effectively as part of a teamAbility to work independentlyKnow when and how to seek supportKnow when and how to hand over controlKnowledge of own position within a team environment and the boundaries which apply |
| Information | Following/giving instructions, requirements to provide information | Knowledge of CAF (if/when appropriate)Ability to record and report observations in an appropriate mannerAbility to distinguish between option and fact  |
| **Responsibilities**  | Organisational skills | Requirements of the post | Ability to be proactive and initiate action |
| Line Management | Any line management, supervisory requirements | Ability to manage and support the work of others, as required and appropriate |
| Time Management | Requirements of the post | Ability to manage own time effectivelyAbility to meet deadlines |
| Creativity | Requirements for initiative, original thinking, creativity, innovation etc.  | Demonstrate creativity and an ability to resolve problems independently |
| **General** | Equalities | General and any specific requirements | Demonstrate commitment to treating all people fairly |
| Health & Safety | General and any specific requirements |  |
| Child Protection | General and any specific requirements | Understand what is mean by safeguarding and the different way in which children can be harmedUnderstand and comply with children protection procedures |
| Confidentiality/Data Protection | General and any specific requirements | Understand and comply with procedures and legislation relating to confidentiality |
| CPD | Demonstrate commitmentEvidence of |  |