

## Person Specification EYFS TA Level 3

	ESSENTIAL	DESIRABLE	ASSESSED BY *
<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• A Level 3 Early Years qualification that is deemed <i>full and relevant</i> by the Department for Education (DfE), allowing the post-holder to be counted in EYFS staff-to-child ratios</li> <li>• GCSEs (or equivalent) in English and Mathematics at Grade C / Grade 4 or above, in line with EYFS requirements</li> <li>• Willingness to undertake further training relevant to the role</li> <li>• Proven experience of working with children within the Early Years Foundation Stage</li> <li>• Experience of supporting children's learning through play-based, child-initiated and adult-led activities</li> <li>• Experience of supporting individual children and small groups, including those with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Paediatric First aid</li> <li>• Up-to-date safeguarding and child protection training</li> <li>• Experience of working with or caring for children in more than one age group</li> <li>• Experience of working within a school-based Nursery or Reception setting</li> <li>• Experience of supporting children with SEND, EAL, or social and emotional needs</li> <li>• Other relevant training/qualifications</li> </ul>	A
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Secure knowledge and understanding of the EYFS statutory framework and child development</li> <li>• Excellent working knowledge of how to effectively support teachers in the classroom in their delivery of the EYFS Framework</li> <li>• Knowledgeable about early child development including the different ways children learn.</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding effective ways to manage behaviour</li> <li>• Knowledge/experience supporting children with SEND.</li> </ul>	A I R
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent spoken grammar and communication skills</li> <li>• Ability to take responsibility for aspects of learning under the direction of the class teacher or EYFS lead</li> <li>• Ability to take an active, purposeful role in outdoor learning and play</li> <li>• Ability to confidently deliver learning activities to individuals or small groups</li> <li>• Ability to carry out intimate and personal care where required, in line with EYFS expectations, school policy and safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Knowledge of early phonics, early reading, writing and number development</li> <li>• Understanding of inclusive practice and strategies to support diverse learning needs</li> <li>•</li> </ul>	A I R O

	<ul style="list-style-type: none"> <li>• Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality.</li> <li>• Ability to work in accordance with local safeguarding policies and procedures.</li> <li>• Ability to work independently using initiative, while contributing effectively to a team</li> <li>• Able to cover whole classes when required</li> <li>• Good organisational skills and ability to manage time and responsibilities effectively</li> </ul>		
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Warm, nurturing and child-centred approach</li> <li>• Positive, proactive and flexible attitude</li> <li>• Commitment to inclusion, equality and high expectations for all children</li> <li>• Professional, reliable and able to maintain confidentiality</li> <li>• Reflective practitioner with a commitment to continuous professional development</li> <li>• Professional, honest and reliable</li> <li>• Ability to inspire, engage and motivate all learners to reach their full potential.</li> <li>• Commitment to equal opportunities and understanding of religious and cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible and able to work across a broad curriculum</li> </ul>	A I R O
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Clear commitment to safeguarding and promoting the welfare of children</li> <li>• Understanding of professional boundaries and safeguarding responsibilities within an EYFS setting</li> <li>• Willingness to undergo an enhanced DBS check and all required pre-employment checks</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	A I R O
<p>In the first instance, we assess applications against the following elements:</p> <ul style="list-style-type: none"> <li>• Overall presentation</li> <li>• Use of standard English</li> <li>• Grammatical accuracy</li> </ul> <p>If an application does not meet the expected standard, it will be discarded before being matched to the person specification.</p>			
<p><b>* A = *A = Application Form; I = Interview; R = Reference; O = Observation</b></p>			