

Person Specification EYFS TA Level 3

	ESSENTIAL	DESIRABLE	ASSESSED BY *
Qualifications and Experience	- 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 - GCSEs (or equivalent) in English and Mathematics at Grade C / Grade 4 or above, in line with EYFS requirements - Willingness to undertake further training relevant to the role - Proven experience of working with children within the Early Years Foundation Stage - Experience of supporting children's learning through play-based, child-initiated and adult-led activities - Experience of supporting individual children and small groups, including those with additional needs	- Paediatric First aid - Up-to-date safeguarding and child protection training - Experience of working with or caring for children in more than one age group - Experience of working within a school-based Nursery or Reception setting - Experience of supporting children with SEND, EAL, or social and emotional needs - Other relevant training/qualifications	A
Knowledge and Understanding	- Secure knowledge and understanding of the EYFS statutory framework and child development - Excellent working knowledge of how to effectively support teachers in the classroom in their delivery of the EYFS Framework - Knowledgeable about early child development including the different ways children learn. - Understanding of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding.	- Understanding effective ways to manage behaviour - Knowledge/experience supporting children with SEND.	A I R
Skills and Abilities	- Excellent spoken grammar and communication skills - Ability to take responsibility for aspects of learning under the direction of the class teacher or EYFS lead - Ability to take an active, purposeful role in outdoor learning and play - Ability to confidently deliver learning activities to individuals or small groups - Ability to carry out intimate and personal care where required, in line with EYFS expectations, school policy and safeguarding procedures	- Ability to self-evaluate learning needs and actively seek learning opportunities - Knowledge of early phonics, early reading, writing and number development - Understanding of inclusive practice and strategies to support diverse learning needs	A I R O

	- Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality. - Ability to work in accordance with local safeguarding policies and procedures. - Ability to work independently using initiative, while contributing effectively to a team - Able to cover whole classes when required - Good organisational skills and ability to manage time and responsibilities effectively		
Personal Characteristics	- Warm, nurturing and child-centred approach - Positive, proactive and flexible attitude - Commitment to inclusion, equality and high expectations for all children - Professional, reliable and able to maintain confidentiality - Reflective practitioner with a commitment to continuous professional development - Professional, honest and reliable - Ability to inspire, engage and motivate all learners to reach their full potential. - Commitment to equal opportunities and understanding of religious and cultural diversity.	Be flexible and able to work across a broad curriculum	A I R O
Safeguarding	- Clear commitment to safeguarding and promoting the welfare of children - Understanding of professional boundaries and safeguarding responsibilities within an EYFS setting - Willingness to undergo an enhanced DBS check and all required pre-employment checks		A I R O
In the first instance, we assess applications against the following elements: - Overall presentation - Use of standard English - Grammatical accuracy If an application does not meet the expected standard, it will be discarded before being matched to the person specification.			
* A = *A = Application Form; I = Interview; R = Reference; O = Observation			