



## Thorndown Primary School and Pre-School

Hill Rise, St Ives, Cambs, PE27 6SE

Tel: 01480 375103

Headteacher: Mr C Snape



### Pre-School Key Worker – Person Specification:

Essential	Desirable
<p><b>Skills, aptitude, knowledge and experience</b></p> <ul style="list-style-type: none"> <li>○ Experience of working within a childcare setting.</li> <li>○ Experience of working with the Early Years Foundation Stage and other relevant learning programmes/strategies eg contributing towards individual education plans</li> <li>○ Understanding and recognition of the principles of equality and diversity</li> <li>○ Knowledge of child development and learning processes with reference to particular barriers to learning</li> <li>○ Proven and successful experience of working with children of relevant age in an early learning environment</li> <li>○ Experience of working as part of a team</li> <li>○ Ability to plan effective learning and care programmes</li> <li>○ Ability to work independently using own initiative.</li> <li>○ Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>○ Ability to relate well to children and adults including other professionals/carers/parents</li> </ul>	<ul style="list-style-type: none"> <li>○ Awareness of developing technologies and their place in the learning environment</li> <li>○ Ability to ensure the learning and care environment is accessible for all children and parents</li> <li>○ Contribute ideas at school meetings for developing the early year's provision.</li> <li>○ Knowledge and understanding of the type of external support that is available to support children's development and how to access these services.</li> <li>○ Ability to interact with children and support their involvement in physical activities and outdoor play</li> <li>○ Ability to action plan and respond to local and national initiatives</li> <li>○ Ability to effectively use ICT to support learning or to undertake training to do so</li> <li>○ Ability to use other technology to support learning e.g. video, photocopier, etc.</li> </ul>

- Ability to set, demonstrate and promote good practice in line with the ethos of the school both



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<p>indoors and out doors.</p> <ul style="list-style-type: none"> <li>○ Ability to manage multiple tasks, whilst ensuring children, colleagues, parents and carers are respected and listened to.</li> <li>○ Consistent approach with children and parents</li> <li>○ Experience of having kept written records of children's achievements including observations</li> </ul>	
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<p><b>Personal qualities</b></p> <ul style="list-style-type: none"> <li>○ Ability to promote and market the service to the wider community</li> <li>○ Fluent English speaker</li> </ul> <p>Effectively communicate with adults and children</p> <ul style="list-style-type: none"> <li>○ Enthusiasm for learning and working with children</li> <li>○ Reflective approach and commitment to personal development</li> <li>○ Able to provide consistently high levels of quality care and education opportunities to all children</li> <li>○ Caring, friendly, approachable, open, inclusive, welcoming, and personable</li> <li>○ Able to maintain confidentiality at all times</li> </ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>○ Completion of a CWDC recognised full and relevant Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children &amp; Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development</li> <li>○ Willingness to participate in other development and training opportunities</li> <li>○ Working knowledge of Early Years Foundation Stage national curriculum and other relevant learning programmes/strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>○ Requirement to participate in training/development as and when identified by line manager as essential for performance of the post.</li> <li>○ Understanding of principles of child development and learning processes and in particular barriers to learning</li> <li>○ Knowledge and/or experience of other forms of communicating with children, eg</li> </ul>



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	Makaton
The ability to demonstrate fluency in written and spoken English	



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