

| Essential | | Desirable | |
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| The successful applicant is subject to an enhanced DBS clearance. | | | |
| Qualifications | | | |
| 1 | Recognised qualification in Early Years/Childcare or Special Educational Needs/ level 3 or working towards | 1 | Working towards a higher level qualification i.e foundation degree/BA Hons |
| 2 | GCSE Maths and English Grade C or Equivalent in Numeracy and Literacy | | |
| 3 | | 3 | Current child protection training and certificate |
| Experience | | | |
| 4 | At least 3 years extensive experience of working children aged 0-5 in Early Years settings | 4 | Experience in working across settings, and liaising with a wide range of specialist support services. |
| 5 | Experience, knowledge and understanding of the needs of very young children whose development is delayed | 5 | The implementation of systems such as PECS, TEACCH |
| 6 | Experience of working in partnership with parents in order to help meet the special educational needs of their children | 6 | Experience in working with parents in groups |
| 7 | Supporting children with speech language and communication difficulties | 7 | Experience of supporting a child and family to promote inclusion for children aged 0-5 |
| Qualities | | | |
| 8 | A sense of humour | | |
| 9 | Ability to express ideas, listen actively, and negotiate action plans in both individual and group situations. | | |
| 10 | Good communication and interpersonal skills with children, parents and professionals in writing and verbally | | |
| 11 | Ability to manage own time in order to meet individual and organisational deadlines | | |
| 12 | Ability to work as part of a team but also to act independently and use initiative appropriate to job role. | 12 | An ability to be creative in thought and action to improve outcomes for young vulnerable children |
| 13 | Have a genuine interest and knowledge of the importance of play. | | |
| 14 | Well-developed ICT skills and knowledge of EYFS and Microsoft software packages. | 14 | |
| 15 | Ability to empathise and support parents of young vulnerable children with difficulties and disabilities | | |
| 16 | A working knowledge of the communication methods and strategies used for children experiencing communication difficulties | | |
| 17 | Committed to continuing professional development. | | |
| 18 | Be flexible and prepared for change | | |

| Knowledge | | | |
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| 18 | Working knowledge of up to date practice and requirements within the early years foundation stage | 18 | |
| 19 | Knowledge of local working practices in accordance with the SEN Code of Practice(2014) | 19 | |
| 20 | Awareness of multi- agency safeguarding approaches and thresholds i.e. Common Assessment Framework) CAF, DART Knowledge of local services and agencies | 20 | . |