HYLTON RED HOUSE NURSERY SCHOOL PERSON SPECIFICATION *Early Years Practitioner: Family Support Lead*					
Factor		**Essential**		**Desirable**	**Evidence**
1.	**Skills, Knowledge and Aptitudes**	i.	Ability to identify emerging needs and vulnerabilities and facilitate timely support through effective partnership working and early intervention	i. Ability to provide guidance, advice, coaching and support to colleagues to promote effective practice.	AF / I / R
		ii.	Ability to develop, plan, co-ordinate and evaluate programmes, interventions and support strategies that respond to identified needs.		AF / I / R
		iii.	Knowledge and understanding of safeguarding requirements and the ability to identify, respond to and appropriately escalate concerns.		AF / I / T / R
		iv.	Ability to establish and maintain effective working relationships with children, families, colleagues and external professionals.	ii. Ability to exercise initiative, professional judgement and an appropriate degree of autonomy.	AF / I / R
		v.	Ability to analyse information, maintain accurate records, prepare reports and use evidence to inform decision-making.	iii. Ability to promote positive attendance and family engagement, identifying and addressing barriers to children's participation and learning.	AF / I / T / R
		vi.	Good organisational and planning skills, with the ability to prioritise competing demands and co-ordinate activities across different rooms or age groups.		AF / I / R
		vii.	Good IT skills, including the ability to use relevant systems and software to maintain records and prepare reports.		AF / I / T / R
		viii.	Knowledge and understanding of early intervention approaches, including supporting vulnerable families and facilitating access to appropriate services.		AF / I / R
		ix.	Ability to promote children's emotional wellbeing, development and inclusion through observation, assessment and appropriate support strategies.		AF / I / R
		x.	Ability to maintain accurate and confidential records, monitor information, prepare reports and contribute to the evaluation and improvement of provision.		AF / I / R
2.	**Qualifications and Training**	i.	***A DfE approved 'full and relevant'* Level 3+** qualification in early years and childcare (eg Early Years Educator / NNEB) or ability to work towards this in a reasonable timescale	i. ***A DfE approved 'full and relevant'*** Level 4+ qualification	AF / I / C / R
		ii.	Level 2 qualification in English (Grade C at GCSE / 4+)	ii. Level 2 qualification in Maths (Grade C at GCSE / 4+)	AF / I / C / R

			iii. Willingness and commitment to undertake further training as required, including further qualifications Level 3 and above		AF / I / C / R
			iv. Relevant, up-to-date safeguarding training and commitment to ongoing professional development, including training appropriate to Deputy Designated Safeguarding Lead responsibilities.	iii. Experience within Designated Safeguarding Lead (or deputy) role	AF / I / T / C / R
3.	**Experience**		i. Working directly with children and their families (particularly the 0-5 years age range) within the context of an early years environment.	i. Experience of undertaking Key Person responsibilities and supporting children's learning and development	AF / I / R
			ii. Experience of contributing to the planning and delivery of activities for individuals and groups of children to support learning and development.	ii. Experience of developing and co ordinating family engagement and early intervention activities that promote children's wellbeing, attendance, development and participation in school life.	AF / I / T / R
			iii. Experience of working in partnership with families, colleagues and external agencies to coordinate support, make referrals and improve outcomes for children.	iii. Experience of supporting children and families experiencing additional needs, vulnerabilities or challenging circumstances.	AF / I / T / R
			iv. Demonstrable working practice evidencing understanding of EYFS requirements		AF / I / T / R
4.	**Disposition**		i. Effective communication and interpersonal skills, including the ability to communicate sensitively in challenging or complex circumstances.		AF / I / T / R
			ii. Ability to demonstrate high personal and professional standards		AF / I / T / R
			iii. Demonstrates flexibility and willingness to attend occasional meetings / training sessions and meetings outside normal working hours, where reasonably required by the needs of the role.		AF / I / T / R
			iv. Demonstrates empathy, patience, resilience and a non-judgemental approach when working with children and families experiencing challenging circumstances.		AF / I / R
			v. Demonstrates a positive, enthusiastic and solution-focused approach, working collaboratively with others, showing initiative and contributing positively to the team and wider nursery environment.		AF / I / R
5.	**Equality**		i. Ability to demonstrate awareness and understanding of equal opportunities and of other people's behaviour, physical, social and welfare needs.		AF / I / T / R
			ii. Ability to create and maintain a working environment which values the individual, challenges discrimination and respects confidentiality		AF / I / T / R

AF = Application Form I = Interview T = Task / Practical Activity C = Certificates / Qualifications R = References