

**Person Specification:**

**Teaching Assistant Level 3/ EYFS Nursery Room Leader**

| Requirements  | Essential (E) or Desirable (D)                                       | Identified by Application Form (A), Reference (R), Interview (I)                                      |
|---|--|---|
| <p><b>Qualifications:</b><br/>           Minimum of GCSE (or equivalent) grade C in Maths and English<br/>           Early Years Foundation Stage (EYFS) assessment, observation, planning and training<br/>           Full and relevant minimum level 3 Early Years Child Development qualification<br/>           Paediatric First aid training<br/>           Relevant safeguarding/child protection training undertaken and a willingness to update training regularly</p>  | <p>E<br/>E<br/>E<br/>D<br/>D</p>                                     | <p>A<br/>A<br/>A<br/>A<br/>A,I</p>  |
| <p><b>Experience:</b><br/>           At least three years of experience in an EYFS environment<br/>           Experience monitoring and recording a child's development<br/>           Experience working alongside a senior leadership team to develop the quality of the curriculum and learning activities<br/>           Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties<br/>           Room Leader experience within an EYFS setting</p>   | <p>E<br/>E<br/>D<br/>D<br/>D</p>                                     | <p>A<br/>A<br/>A<br/>A<br/>A</p>  |
| <p><b>Knowledge and Skills:</b><br/>           An ability to take a lead role in innovative curricular development<br/>           Knowledge of creative and stimulating teaching strategies which engage and motivate children<br/>           Knowledge of the principles of good practice relating to staff supervision<br/>           An ability to identify problem areas and suggest appropriate measures for improvement<br/>           An understanding of professional development opportunities for EYFS<br/>           An ability to promote and maintain consistently high standards and ensure quality for children<br/>           A clear understanding of child development and how this contributes to teaching strategies and learning styles<br/>           Excellent communication skills, both written and verbal<br/>           Ability to work as part of a team<br/>           Ability to consistently model good practice and behaviour</p> | <p>E<br/>E<br/>E<br/>E<br/>E<br/>E<br/>E<br/>E<br/>E<br/>E<br/>E</p> | <p>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I<br/>A, I</p> |
| <p><b>Other</b><br/>           Commitment to equality and diversity<br/>           Commitment to health and safety<br/>           Satisfactory attendance record/commitment to regular attendance at work<br/>           Commitment to safeguarding and protecting the welfare of children and young people</p>   | <p>E<br/>E<br/>E<br/>E</p>   | <p>I<br/>I<br/>R<br/>A, I</p>   |
| <p>Commitment to undertaking in-service development<br/>           To work within school policies and procedures<br/>           To be aware of the confidential nature of issues related to</p>   | <p>E<br/>E<br/>E</p>   | <p>A<br/>A<br/>A</p>  |

home/pupil/ teacher/school work

**Note: We will always consider your references before confirming a job offer in writing**

**Date created: 15.2.25**