

## Person Specification: Early Years Family Practitioner / Senior Early Years Family Practitioner

	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> <li>Educated to A Level or recognised child care qualification</li> </ul>	<ul style="list-style-type: none"> <li>Psychology Degree or Teaching Degree (honours)</li> <li>Registered Behaviour Technician (RBT) Qualification</li> <li>Further study within Behaviour Analysis</li> </ul>
Specific knowledge, experience and technical skills	<ul style="list-style-type: none"> <li>Experience of Behaviour Analysis / Verbal Behaviour (<i>minimum 2 years for Senior Early Years Family Practitioner</i>)</li> <li>Experience working with children with special needs including autism</li> <li>Good standard of spoken and written English</li> <li>Good standard of literacy and numeracy skills</li> <li>Good standard of computing skills</li> <li>Willingness to learn new methods of teaching autistic children</li> <li>Understanding of and commitment to equality of opportunity within an inner-city, special needs environment</li> <li>Commitment to undertaking further training and professional development</li> <li>Demonstrable interest in education</li> <li>Demonstrable interest in Behaviour Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with young children</li> <li>Knowledge of Psychology</li> <li>Knowledge of national EYFS curriculum</li> <li>Experience of working in an Early Years setting</li> <li>Experience working with non-verbal children</li> <li>Experience of using communication tools such as Makaton &amp; PECS</li> <li>Experience of training others (including parents)</li> <li>Experience of working closely with Parents</li> <li>Good standard of computing skills, including using excel to graph data</li> </ul>
Personal attributes	<ul style="list-style-type: none"> <li>Ability to work in a pressured environment.</li> <li>Ability to work as a member of a team.</li> <li>Professional attitude – including professional dress code.</li> <li>Good communication and interpersonal skills- ability to communicate effectively with children, parents and staff</li> </ul>	<ul style="list-style-type: none"> <li>Work-based experience in a high-pressure service-based setting</li> <li>Long-term ambition for internal progression</li> </ul>

	<p>delivering training and offering guidance.</p> <ul style="list-style-type: none"><li>• The ability to establish a rapport with key stakeholders (including children, parents, staff and managers).</li><li>• The ability to demonstrate tact and diplomacy.</li><li>• Understanding of and commitment to the organisations Safeguarding and Child Protection Policy.</li><li>• Physically and emotionally resilient in order to work with children with autism who may present with challenging behaviours.</li><li>• Passionate and committed to the skill development of the pupils within the setting and a determination to ensure every child is reaching their full potential.</li><li>• Patient, a calm demeanour and an empathetic nature</li><li>• Ability to follow directions and implement training received in a timely manner.</li><li>• A positive attitude towards the science of Behaviour Analysis/Verbal Behaviour and its use within the organisation.</li></ul>	
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