



PERSON SPECIFICATION

JOB TITLE: Montessori Guide, Children's House

Note: Safe recruitment

The Montessori Place is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

REQUIREMENTS

Below are the skills, abilities and characteristics needed to undertake this job. Candidates will be selected on the extent to which these are met. The two quotes that follow capture more poetically the dispositions and attitudes required to undertake this work with young children.

"He who would have beautiful roses in his garden must have beautiful roses in his heart. He must love them well and always. He must have not only the glowing admiration, the enthusiasm, and the passion, but the tenderness, the thoughtfulness, the reverence, the watchfulness of love."

Dean Samuel Reynolds Hole

"The vision of the teacher should be at once precise like that of the scientist, and spiritual like that of the saint. The preparation for science and the preparation for sanctity should form a new soul, for the attitude of the teacher should be at once positive, scientific and spiritual."

Dr Montessori, *The Advanced Montessori Method Vol I*, p107

Qualifications

The minimum qualification is an AMI Diploma 3-6 years. Ideally the candidate will also have successfully completed an MMI Montessori Observation course, but this is not a requirement.

Knowledge and understanding

The candidate will have a thorough understanding of Montessori theory, in particular:- planes of development, sensitive periods, Absorbent Mind, human tendencies, the role of the Montessori Guide, and the three constitutional types. They will also have a thorough understanding of the Early Years Foundation Stage and best practice in its implementation.

Also:-

An understanding of how children's well-being, development, learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting

A working knowledge of the main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings

A working knowledge of the current legal requirements national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children and their implications for early years settings

An understanding of the contribution that other professionals within the setting and beyond can make to children's physical and emotional wellbeing, development and learning

Working effectively with children

A faith and trust in the natural development of the child

High expectations of all children and a commitment to ensuring that they can fulfil their natural development

The ability to establish and sustain a safe, welcoming, orderly, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn

The ability to select, prepare and introduce a range of resources suitable for children's stage of development, interests and abilities, taking account of diversity and promoting equality and inclusion

An understanding of the aims of the Children's House materials and activities and experience of connecting children to them.

The ability to aid and support the development of child's will, understanding how the strengthening of the will is a prerequisite for self-discipline and a strong character.

Experience of observing a large group of children and recording the choices they make and other significant aspects of their behaviour

Experience of observing children in-depth through the use of 'work curves'; recording these timed observations, then analysing them in the context of character development.

The ability to interpret these observations in order to provide differentiated and individual provision for children, understanding the rhythm and pattern of their individual work cycle

The ability to judge when to intervene in a child's activity and when to pull back and give freedom.

The ability to establish fair respectful, trusting, supportive and constructive relationships with children

The ability to use a variety of respectful techniques to refocus and redirect a child

Effectively model loving and respectful behaviour

The ability to convey a warm authority

Experience of listening to children, pay attention to what they say and value and respect their views

A commitment to the use of positive language

The ability to tell oral stories, poems and sing songs both from memory and created spontaneously

Ability to recognise when a child is in danger or at risk of harm and know how to act to protect them

Partnerships with parents

Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, wellbeing and learning

Experience of establishing fair, respectful, trusting and constructive relationships with families and parents/carers and communicating sensitively and effectively with them

Experience of working in partnership with families and parents/carers, at home and in the Children's House, to aid the natural development of children.

Experience of informally sharing information about children's wellbeing, development and learning with families and parents/carers

Administration/organisation

Experience of producing precise and accurate briefs and reports both verbal and written

Ability to plan and manage multiple projects concurrently within a team

Working knowledge of word-processing and email packages

Ability to keep accurate records and attention to detail

Ability to prioritise organise own work and work quickly

Ability to work to tight deadlines

Personal qualities

Support for and belief in the aims of The Montessori Place

A high level of flexibility, initiative self-motivation and energy

Willingness to work beyond normal hours when necessary

The ability to establish and sustain a culture of collaborative and cooperative working between colleagues

Reflect and evaluate the impact of practice, modifying approaches where necessary, and taking responsibility for identifying and meeting professional and development needs

Ability to be calm and act with gentleness.

