**ROLE PROFILE (JOB DESCRIPTION SUMMARY)**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Nursery Practitioner = Early Years Practitioner = Nursery Nurse</th>
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<tbody>
<tr>
<td>Qualifications</td>
<td>CWDC recognised Level 3 Qualification (or higher)</td>
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<tr>
<td>Responsible to</td>
<td>Helen O’Hagan / Duty Manager</td>
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</tbody>
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**ROLE SUMMARY**

- To deliver high quality early years care and education following the EYFS and current best practice guidance.
- To work in partnership with parents, carers and Sandcastles colleagues to deliver the Every Child Matters agenda.

**KEY DUTIES/RESPONSIBILITIES**

*The post holder must be capable of working on his/her own initiative, sometimes to deadlines, whilst maintaining a high level of confidentiality and discretion at all times.*

1. Interact, engage and play with children, inspiring and extending their thinking. Offer constructive and sensitive feedback to help children recognise what they have achieved and think about what they might do next.
2. Have high expectations of all children and demonstrate commitment to ensuring that they achieve their full potential.
3. Establish and sustain a safe, welcoming, stimulating and encouraging environment where children feel confident, secure and inspired.
4. Use observation and other strategies to monitor children’s activity, development and progress systematically and carefully, and use this information to plan, reflect and improve practice and provision.
5. Plan and provide safe, appropriate adult initiated experiences and opportunities indoors, outdoors and in out-of-setting contexts, which enable children to develop and learn. *Working with young children much of your ‘planning’ is designed in the moment in response to children’s enthusiasm.*
6. Select, prepare and use a range of resources suitable for children’s ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
7. Actively support the development of children’s language and communication skills through your daily interactions and planned support strategies.
8. Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children’s social, emotional and behavioural skills.
9. Promote children’s rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
10. Safeguard children by recognising when a child is in danger or at risk of harm and know how to act to protect them.

**KEY RELATIONSHIPS**

1. Establish fair, respectful, trusting and supportive relationships with children, their families and your colleagues communicating sensitively and effectively.
2. Support our culture of listening to children, paying attention to what they say and valuing and respecting their views.
3. Role model the positive values, attitudes and behaviour which the setting expects from the children.
4. Contribute to our team administrative tasks such as SEN intervention reports, children’s records etc.

*This list of duties is not intended to be exhaustive, but indicates the main areas of work and may be subject to change after consultation with the post holder to meet the changing needs of the service.*
**Key Person role in detail**

The main aim of our key person system is to create a "family" atmosphere. When assigning key people we take into account existing staff-family relationships, the sessions that the child attends, the hours the team member works and the compatibility between the child, parent/carer and the team member.

**What does the Key Person role mean:**

For the baby or young child

The key person makes sure that, within the day-to-day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular while they are away from home.

For the parents and close carers at home

The personal relationship key people build with their individual key children empowers children to explore and encourages parents to feel greater ‘peace of mind’ knowing that their child is in the care of a trusted familiar adult. Though this system families and key people form a partnership holding the child at the centre.

For the key person

The key person role is intense, involving hard work and a big professional and emotional commitment. However, the benefits of being and becoming a key person are that you really matter to a child and to their family. You are likely to have a powerful impact on the child’s well-being, their mental health, and their opportunities to think and learn. The trust you build with parents may lead them to seek your professional advice and reassurance.

The key person approach does not mean that attachments with parents will be undermined. In fact, this works the other way round: attachments at home and in the early years setting can support each other.

The key person approach does not mean that the key person should be with their key children all the time. No parent does that and children need, and benefit from, interactions with other adults and children in the early years setting.

The key person approach does not mean that children are not allowed to make close relationships with other adults. Children choose who they want to attach to and these choices should be respected.

**Key person** (EYFS v. 2012)

3.26 Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs (in accordance with paragraph 1.11 EYFS v.2012), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

1.11 Each child must be assigned a key person (a safeguarding and welfare requirement - see paragraph 3.26). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.