



Little Giraffes

Empowering Little Learners

Early Years Assistant Placement

Role Profile

Issue Date: December 2025

Review Date: November 2026

Document Remit: All Settings

Classification: Public

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Section One: Role Overview

Name of Role:	Early Years Assistant
Placement Hours:	<ul style="list-style-type: none"> Daily placement hours 07:45-16:15 (including daily briefings/debriefs). At least two days per week on site.
Placement Length:	All Early Years Assistant placements should take place for a whole academic term. Dates available on our website. Longer placements are available.
Reporting to:	Manager and Director of Quality (Ofsted Nominated Individual).
Salary:	Little Giraffes offers unpaid placements that provide professional experience which may support employment opportunities in the future.
Location:	Bispham Hall, Warbreck Drive, Bispham, Blackpool, FY2 9LF This role is only available on site for face-to-face delivery.
Role Summary:	<p>Early Years Assistants nurture children from age of two to five years old, supporting their physical, social, emotional and educational development. They provide a safe and stimulating environment and plan age-appropriate activities in areas such as literacy, numeracy and play.</p> <p>They observe each child's progress and maintain health and safety standards. They also build strong partnerships with parents and carers</p>

	to support each child's individual needs, in line with Ofsted, EYFS and other regulatory requirements.
Safer Recruitment:	Early Years Assistants on placements will need to comply with all safer recruitment requirements prior to commencing their placement and throughout their placement journey with Little Giraffes.

Section Two: Role Description

At Little Giraffes, we prepare role descriptions in line with our core principles. Our approach ensures that everyone at Little Giraffes understands how their role supports our core principles. All roles are reviewed annually as part of our self-evaluation and continuous improvement.

Our Core Principles	Specific Role Duties
<p>We ensure our people and practices are SAFE.</p>	<p>Safeguarding:</p> <ul style="list-style-type: none"> • Support the Designated Safeguarding Lead (DSL) by reporting any safeguarding or prevent concerns promptly and in accordance with Little Giraffes procedures. • Respond appropriately to safeguarding concerns by following the correct reporting steps and maintaining confidentiality at all times. • Follow all safeguarding and child protection policies, including implementing trauma-informed and child-centred practices. • Work collaboratively with colleagues to ensure the environment remains safe, supportive and inclusive for all children. • Participate in safeguarding training and contribute to creating a culture of vigilance across the setting. • Maintain accurate records relating to safeguarding concerns as instructed by the DSL. • Promote safe practices at all times, modelling positive behaviour and professional boundaries. <p>Health and Safety:</p> <ul style="list-style-type: none"> • Support the implementation of risk assessments by following all guidance provided by senior staff and reporting hazards or concerns promptly. • Follow health, safety and emergency procedures as trained, supporting the Manager and others in maintaining a safe environment.

- Respond to accidents and illnesses by following first aid and reporting procedures, seeking help from a qualified first aider or senior member of staff when required.
- Follow kitchen and food safety procedures, ensuring food is handled safely and dietary needs are adhered to.
- Participate in emergency practice drills, such as evacuations and lockdowns, ensuring children are safely supported.
- Maintain a clean, safe learning environment by adhering to hygiene routines, reporting defects and promoting safe behaviours among children.

Team Development:

- Work collaboratively with the team to support high-quality practice that positively impacts children's learning and development.
- Contribute to the promotion of physical activity and healthy nutrition by modelling good practice and supporting planned activities set by staff.
- Help maintain a positive and psychologically safe environment by communicating respectfully, sharing ideas and supporting a culture of openness.
- Support colleagues, students and volunteers by working cooperatively, sharing information appropriately and contributing to a nurturing team atmosphere.
- Report any concerns about practice or conduct to the Manager or senior staff in line with policies and procedures.
- Promote an inclusive and welcoming workplace culture, valuing diversity and showing professionalism in all interactions.

Quality:

- Support the Manager and senior team by following all Ofsted and regulatory requirements in day-to-day practice.

	<ul style="list-style-type: none"> • Contribute to maintaining an ‘inspection-ready’ environment by consistently applying policies, procedures and high-quality practice throughout the setting. • Support good practice in children’s physical development and healthy eating, implementing activities and routines planned by staff and following nutritional guidance. • Follow guidance during Ofsted inspections, supporting the team in providing accurate information, maintaining a calm environment and demonstrating good practice. • Report any concerns about practice to the Manager or senior team to ensure high standards and positive outcomes for all children. • Engage in ongoing professional development, staying aware of sector updates as directed by the Manager and applying new learning to daily practice. • Promote children’s health and wellbeing by encouraging healthy, physical and nutritional habits within routines and activities.
<p>We maintain an OPEN approach within the setting.</p>	<p>Families:</p> <ul style="list-style-type: none"> • Build warm, professional relationships with parents and carers during any interactions, whilst directing queries and questions to the Manager or Key Person to answer. • Support family visits and open days by welcoming parents and carers, supporting the team as needed. • Provide a supportive space for families to share concerns or information, ensuring these are passed promptly to senior staff or the DSL when appropriate. • Follow procedures for responding to family queries through directing concerns or complaints to the Manager. • Ensure where applicable your Key Person families receive daily feedback, sharing observations and updates in line with the setting’s policy and EYFS requirements.

	<ul style="list-style-type: none"> • Contribute to discussions about children’s progress, sharing observations with senior staff who lead formal meetings with families. • Assist with paperwork for children, gathering information and preparing forms under the guidance of senior staff. • Support wraparound or outreach activities such as messy play or parent–toddler groups by helping set up resources, supervising activities and engaging positively with families. • Contribute to the promotion of Little Giraffes by sharing ideas or content when asked, ensuring senior staff oversee and approve all published material. <p>Partnerships:</p> <ul style="list-style-type: none"> • Support positive relationships with external agencies and engage professionally when visitors are present. • Assist the Manager and senior team in implementing guidance from local authorities or specialist service while following instructions and incorporating strategies into daily practice. • Attend meetings or training sessions with external partners when asked by the Manager or senior team, contributing information about the children in your care when appropriate. • Represent Little Giraffes positively by maintaining professional standards and promoting a welcoming, child-centered environment during visits. • Support fellow students and volunteers by helping them understand routines, modelling good practice and referring any queries to senior staff. • Assist with children’s transitions within the setting or to new schools by preparing resources, sharing observations with Key Persons and helping children feel secure during transition visits.
<p>We embed FUN throughout our approach to learning.</p>	<p>Curriculum and Learning:</p>

- Supports the team through contributing to schemes of learning where appropriate to enhance outcomes for children.
- Engages children in their learning through responsive, high quality and interesting activities.
- Champion the value of outdoor learning by planning a purposeful outdoor curriculum and promoting its positive impact on children's physical health, emotional wellbeing and wider curriculum learning.
- Role models exemplary English and expands children's vocabulary and conversational skills where possible.
- Helps with identifying children who may require additional support and seek advice where needed.
- Support the team to equip children with independent skills.

Resources:

- Supports daily activities and a variety of resources that are used throughout the day and weeks to provide varied opportunities for children.
- Embraces the use of technology to automate tasks and reduce back-end admin tasks so that the team's time can be focused on children.
- Remains flexible in deployment to meet children's needs, policies and regulatory requirements.

Section Three: Role Specification

Qualifications and Training:	Essential	Desirable
Level 3 or above full and relevant qualification in early years.		X
Willingness to achieve when requested a valid Paediatric First Aid certificate.	X	
Level 2 Safeguarding qualification (or a commitment to complete this ahead of any placement start).	X	
Commitment to complete the Governments Early years child development training ahead of any placement if not in possession of a Level 3 full and relevant qualification in early years.	X	
Qualifications in trauma-informed practice (or commitment to complete once in role).		X
Qualifications and training in SEND (or commitment to complete once in role).		X
Experience:	Essential	Desirable
Experience working or volunteering with children.		X
Experience of reporting safeguarding concerns.		X
Successfully worked as part of a team.		X
Experience of supporting children with SEND		X
Experience working within inclusive, multi-agency frameworks.		X
Experience of supporting families.		X
Skills and Abilities:	Essential	Desirable
Strong interpersonal and communication skills.	X	
Reflective practitioner with a growth mindset.	X	
High levels of initiative, adaptability and problem-solving.	X	
Proficiency with childcare management systems (e.g. Tapestry, or similar platforms) and Microsoft Office (or commitment to learn once in role).		X
Ability to build strong, trust-based relationships with families and communicate children's development clearly and sensitively.	X	
Knowledge and Understanding:	Essential	Desirable
Comprehensive understanding of the EYFS, Ofsted Inspection Framework and relevant legislation (e.g. Children Acts 1989 & 2004).		X
Understanding of Early Years Foundation Stage nutrition and Safer Eating.		X

Up-to-date knowledge of safeguarding legislation including KCSIE, Prevent Duty, FGM, British Values and Working Together to Safeguard Children.		X
Awareness of inclusive practices and cultural competence in early childhood settings.		X
Understanding of child development, trauma-informed approaches and SEND needs.		X
Little Giraffes All Roles:	Essential	Desirable
Commitment to equality, diversity and inclusion.	X	
Commitment to our core principles and values.	X	
Commitment to continuous personal development and completing sector leading training.	X	
Commitment to meet the needs of the organisation including during periods of change.	X	
Commitment to safer recruitment including obtaining and maintaining a satisfactory Enhanced DBS and medical clearance.	X	

Section Four: Appendixes (Separate Documents)

4.1 [Brand Values](#)

4.2 Safer Recruitment Policies