



## The Role of the Key Person in an Out of School Club

Many tasks will be shared with one, or possibly two co-key persons, but the intention should be that as much as is feasible should be done by the key person.

\*Taking responsibility for developing secure, trusting relationships with your key children and their families.

\*Spending time with each key child's family upon induction to learn about the child's interests and dispositions.

\*Settling new children into the setting gradually, with you as the main point of contact for child and family

\*Receiving and settling your key children as they arrive each day

\*Offering help as needed but also supporting their growing skills and independence

\*Sitting with your key children in small groups when possible, ie snacktimes

\*Providing a secure base for your key children by being physically and emotionally available for them to come back to, by sitting at their level and in close proximity to them

\*Providing a secure base for your key children by supporting their interests and explorations away from you, perhaps by nodding and nodding as they explore and draw your attention to things

\*Using body language, eye contact and voice tone to indicate that you are available and interested.

\*Understanding and 'containing' children's difficult feelings by gentle holding, providing words for feelings, and showing empathy in a way suited to each child's needs

\*Comforting distressed children by acknowledging their feelings, offering explanations and reassurance calmly and gently.

\*Acknowledging and allowing children to express a range of feelings: anger, joy, distress, excitement, jealousy, disappointment, love. **Consider affective play spaces**

\*Regularly recording observations and sharing them with other staff and the child's family

\*Taking responsibility for planning to meet your key child's interests and skills, and next steps

\*Taking regular opportunities to reflect on the role of key-working with a skilled, knowledgeable manager or colleague

(Developed from Manning-Morton and Thorpe, 2001)