 Malmesbury C of E Primary School

Job Description: Breakfast & After School Club Assistant

|  |  |  |  |
| --- | --- | --- | --- |
| **Reference** | | SCH238 Grade D | |
| **Job Title** | | Breakfast & After School Club Assistant | |
| **Responsible to:** | | School Business Manager | |
| **Main Job Purpose:** | | To undertake the care of individuals or groups of children and support their learning and development before or after school | |
| **Main Duties** | | | |
| 1 | To ensure that the health and safety needs of each individual child are met at all times. | | |
| 2 | To stimulate, encourage and develop children’s play in a positive way, both indoors and outdoors, enabling them to play appropriately and creatively, individually or in groups. | | |
| 3 | To foster children’s language development and social skills through sustained shared thinking and the use of open ended questioning. | | |
| 4 | Acknowledge and note individual children’s progress and development and be able to share this with parents and relevant school staff. Report any issues of concern regarding an individual child to relevant school staff as soon as possible. | | |
| 5 | Attend to the personal, social and emotional needs of individual children, together with any other special requirements and, depending on the nature of a pupil’s special needs, make these part of the play experience wherever possible. | | |
| 6 | Foster an atmosphere of mutual respect and demonstrate the behavioural, equal opportunities and anti-racist policies of the school/centre effectively at all times by challenging inappropriate behaviour/language. | | |
| 7 | To support colleagues in all aspects of running the club, including planning and resourcing activities, managing changes to rotas between colleagues and setting up/packing away equipment. To liaise with the School Office regarding sessions booked by parents. | | |
| 8 | To prepare/serve food and drinks as necessary. | | |
| **Supervision and Management** | | | |
| The job holder does not have regular supervisory responsibility for staff but may be required to assist in work familiarisation for new recruits. | | | |
| **Creativity and Innovation (ie: Problem solving)** | | | |
| The job holder works within school procedures, policies and approved methods under the supervision of the School Business Manager. | | | |
| **Key Contacts and Relationships** | | | |
| Teaching & support staff | | | Working together, running club, consulting about children |
| Children | | | Supporting |
| Parents | | | Dropping off children, discussions about children etc. |
| **Decision Making** | | | |
| The jobholder is expected to follow school policies and procedures. | | | |
| **Resources** | | | |
| The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security. | | | |
| **Working environment** | | | |
| The jobholder is based in play/activity settings and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions eg: when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils. | | | |
| **Knowledge and Skills** | | | |
| New entrants are not required to have any background in Learning Support work or play but must have good general skills in dealing with children/young people and have the ability, through an extended induction period, to learn and apply support techniques. By the time the job holder is fully competent in the job, he/she will be operating at NVQ 2 (or equivalent) level with an understanding of children’s different needs and ways of meeting these. | | | |

**Name of post holder:**

**Signed:**

**Date**