

# Elveden C of E Primary Academy

## JOB TITLE:

**BREAKFAST CLUB and SEN Support Assistant**

**GRADE: 2 point 2**

## LEVEL DESCRIPTION

All duties will be carried out within recognised procedures or guidelines.

May include ad hoc duties, which require some initiative.

Will make day-to-day decisions about own workload, within a clear framework.

There will be some need to interpret information or situations and to solve straightforward problems.

Problems will be referred to line manager, who will be available for direction and guidance.

No direct responsibility for supervising others, but may involve demonstrating duties or giving advice and guidance to new employees or others.

## EXAMPLES OF DUTIES

Support for the Pupils:

- Supervise pupils in both the breakfast club and/or after school club (including the periods of breakfast and meal time), organising games and activities and supporting the completion of homelearning.
- Prepare simple food and beverages.
- Keep records as required.
- Advise teaching staff of any issues arising during the session.
- Attend relevant training sessions, staff and other meetings as appropriate / required.
- Administer basic first aid, if required.
- To work with groups of children under the supervision of the teacher including the delivery of programmes of work.
- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
- Give regular feedback on children's progress to the class teacher and file records.
- Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
- Plan SEN 1-1, small group activities as appropriate.
- Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to act independently as appropriate.

- Challenge and motivate pupils, promote and reinforce self-esteem.

#### Support for the Teacher:

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers.
- Undertake planned supervision of pupils during out of school learning activities.

#### Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall vision, values and aims of the school.
- Establish constructive with all stakeholders.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.

### **OTHER INFORMATION**

- The job description sets out the major duties associated with this post, it is assumed that other duties of a similar level / nature undertaken within the team are not excluded simply because they are not itemised.
- Duties of the post could vary from time to time as a result of new legislation, changes in technology or policy, in this event appropriate training will be provided.

## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Desirable but not essential for competent performance of job
<b>Knowledge:</b>		
Technical or specialist	<ul style="list-style-type: none"> <li>• Interest in working with children</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Food Hygiene certificate.</li> <li>• Basic first aid may be required.</li> <li>• Level 3 or equivalent in childcare</li> </ul>
Literacy and numeracy	<ul style="list-style-type: none"> <li>• Ability to read and follow instructions</li> <li>• Ability to complete basic paperwork</li> </ul>	
Knowledge & use of equipment		<ul style="list-style-type: none"> <li>• Ability to use craft and ICT equipment.</li> </ul>
<b>Mental Skills:</b>		
Problem solving	<ul style="list-style-type: none"> <li>• Ability to resolve or report straight forward problems.</li> </ul>	
Planning ahead	<ul style="list-style-type: none"> <li>• Day to day planning of activities.</li> </ul>	
<b>Interpersonal &amp; Communications Skills:</b>		
Caring skills	<ul style="list-style-type: none"> <li>• Sensitivity to pupils' needs</li> </ul>	
Training and / or presentation skills	<ul style="list-style-type: none"> <li>• Assist with induction training of new wrap around care assistants.</li> <li>• Demonstrating the use of equipment to pupils.</li> </ul>	
Advising / guiding skills	<ul style="list-style-type: none"> <li>• Advising and guiding children on the best way to handle situations.</li> </ul>	
Negotiating, influencing or conciliating skills	<ul style="list-style-type: none"> <li>• Negotiating / encouraging pupils to participate in /</li> </ul>	

complete tasks.

- Ability to conciliate between pupils in disputes.
- Verbal and written communications skills (including use of languages)
- Ability to communicate clearly
  - Ability to encourage participation and give feedback to pupils
  - Ability to maintain appropriate level of confidentiality

### Physical skills:

Keyboard skills / use of mouse

- Use of keyboard and mouse may be required if supporting children using IT equipment.

Other manual skills

- Ability to demonstrate safe use of craft equipment.
- Ability to prepare snacks and drinks.

### Other attributes:

Level of autonomy

- Post holder is required to work on own initiative but within club/school policies and with supervisory support available when needed.

# EVALUATION NOTES

## KNOWLEDGE

- Basic food hygiene certificate required for food preparation (CPD will be given in school)
- Basic First aid required (CPD will be provided)
- Basic knowledge of school policies and procedures.

## MENTAL SKILLS

- Day to day planning of varied activities for groups of pupils
- Some forward planning required to take account of forthcoming special events, e.g. making Father's Day cards, Easter nests etc.

## INTERPERSONAL AND COMMUNICATIONS

- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils

## PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils with practical activities
- Ability to use basic kitchen equipment to prepare light snacks and drinks

## INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks in the building and in our outside space
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff

## PHYSICAL DEMANDS

- May be in relatively constrained seating position during activities (approximately 30/40 minutes)
- Tools and equipment are generally light
- In an emergency may be required to lift, or assist others to lift, a pupil who is unwell or injured

## MENTAL DEMANDS

- Ability to adapt activities at short notice e.g. if raining, work in the school building instead of outside.

- Mental concentration and attention required constantly when supervising groups of children or individuals in varying activities and environments. Concentration time will vary depending on length of session / activity.

### **EMOTIONAL DEMANDS**

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to the class teacher

### **RESPONSIBILITY FOR PEOPLE**

- Post holder has shared responsibility for ensuring the provision of stimulating activities and the supervision of children in a safe environment.
- Responsibility for pupil when attending to personal needs

### **RESPONSIBILITY FOR PHYSICAL RESOURCES**

- Shared responsibility for ensuring equipment used by the children is functioning correctly and used safely – reporting faults to WAC manager.
- Responsible for setting up equipment and ensuring it's cleared away after use.

### **WORKING CONDITIONS**

- Works within the school complex, predominately indoors but may be required to supervise pupils outside.
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell.