

NB Only complete this questionnaire after referring to the guidance notes.

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|------------------|--------------------------------------|-------------------|-----------------|
| JOB TITLE | Out of School Club Playworker | JOB REF NO | AAAD5101 |
|------------------|--------------------------------------|-------------------|-----------------|

1 BASIC JOB PURPOSE

To work as an effective member of an out of school club team delivering a high quality, inclusive play and care centred service that meets the needs of children, young people and their families in line with the club's policies and procedures, the National Standards for Out of School Care and statutory guidance on Safeguarding Children.

2 MAIN RESPONSIBILITIES

| NO | | APPROX % |
|-----------|--|-----------------|
| 1 | Supervise children and young people and prepare creative and appropriate play opportunities for them | 64 |
| 2 | Check that play materials and equipment are used and stored correctly and report any worn or damaged equipment to the club supervisor | 10 |
| 3 | Assist children with their personal hygiene tasks and at snack time, as appropriate | 5 |
| 4 | Assist in assuring the safety of all children in the event of a fire, fire drill or other emergency and, if qualified, administer first aid when necessary | 5 |
| 5 | Clean and tidy the play area at the end of each session | 5 |
| 6 | Record and report any concerns relating to child protection in line with Local Safeguarding Children Board procedures | 1 |
| 7 | Ensure safe arrival and departure of children and young people. | 5 |
| 8 | Promote positive attitudes and attend meetings, as requested, to contribute to the smooth running of the club | 5 |

Notwithstanding the detail in this job description, in accordance with the Council's Flexibility Policy the job holder will undertake such work as may be determined by the Director/Corporate Manager from time to time, up to or at a level consistent with the Principal Responsibilities of the job and in any location within the Borough of Cheshire East.

Are there any tasks/duties which the Job Holder carries out only occasionally or at certain times in the year? If NO, go to next section. If YES, please list them and say how frequently they are performed.

OCCASIONAL TASKS

HOW OFTEN PERFORMED?

Attend training to maintain occupational competence and update skills and knowledge. As available

3 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

This factor looks at both direct and advisory/policy responsibilities for supervision, direction, coordination and management of employees, or others in an equivalent position

| No and FTE | Levels / grades | Types of work | Where based |
|------------|-----------------|---------------|-------------|
| | | | |

What does the supervision/management of these employees involve? (eg allocating work, training for the job, assessing performance - see guidance notes)

Other Employees supervised by Job Holder (not in a direct line relationship)

| No and FTE | Levels / grades | Types of work | Where based |
|------------|-----------------|---------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |

What does the supervision of these employees involve?

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

| No and FTE | Levels / grades | Types of work | Where based |
|------------|-----------------|---------------|-------------|
| | | | |
| | | | |

What does the supervision of these people involve?

Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees?

YES

If yes, give details

The Job Holder may learn of new regulations which could impact on employees and could pass these to the manager.

4 RESPONSIBILITY FOR FINANCIAL RESOURCES

This factor looks at both direct and advisory/policy responsibilities for financial resources including cash, cheques, debits and credits, invoices, budgets and income, business planning and long-term development of financial resources.

Give details of any direct responsibility for financial resources.

| Financial responsibility | Value of the financial resource (p.a.) | How often is the duty performed? |
|--------------------------|--|----------------------------------|
| | | |
| | | |

Does the Job Holder develop policy or provide advice and information which impacts on financial resources?

NO

If yes, give details

5 RESPONSIBILITY FOR PHYSICAL RESOURCES

This factor looks at both direct and advisory/policy responsibilities for physical resources.

This covers all physical resources such as land, buildings, equipment & vehicles, construction works. It also includes responsibility for information and information systems.

Give details of any direct responsibility for physical resources.

| Physical resource | Nature of responsibility of Job Holder | How often is the responsibility exercised? |
|--|---|--|
| Play area (school hall, classroom, designated area within school, outdoor play area, school field) | Health and Safety Cleanliness and tidiness Ensure no damage to furniture | Each session |
| Small and large play equipment | Carry out checks | Each session |
| Consumables | Ensure correct usage | Each session |
| Computers for children's use Play stations | Ensure sufficient controls are in place Ensure correct usage Ensure correct usage | Each session |

Does the Job Holder develop policy or provide advice and information which impacts on physical resources?

YES

If yes, give details

Job Holder could recommend / request new items of equipment.

6 RESPONSIBILITY FOR IMPACT ON PEOPLE

This factor looks at both direct and advisory/policy responsibilities the Job Holder has (if any) on the physical, mental, social, economic and environmental well-being of other people (excluding employees supervised/managed by the Job Holder).

It includes the impact of e.g. direct services which are provided to others (who may be dependent on the Job Holder for assessment of needs or devising care programmes) as well as implementation or enforcement of regulations which impact on people's health, safety or well-being.

| Task/Duty | Who benefits? | How they benefit? |
|--|---------------------------|---|
| Supervision of children and young people in before and after school and holiday care | Children and young people | Safe and healthy environment Development of positive relationships with caring staff Opportunity to participate in a variety of meaningful and enjoyable activities Breakfast and after school snack |
| As above | Parents and carers | Ability to work or train Peace of mind knowing children are well cared for and able to engage in a variety of enjoyable activities |
| As above | Local community | Less anti-social behaviour Children and young people making a positive contribution |

Does the Job Holder develop policy or provide advice and information which impacts on people?

YES

If yes, give details:-

The Job Holder may provide information and advice relating to changes in legislation, for example, following training sessions or after reading play work publications.

7 KNOWLEDGE

This factor looks at all the knowledge which is essential to do the job properly, including any which is essential background or context to the work.

| Type of knowledge | What knowledge is essential? | Why are these needed? | How is it normally acquired? |
|-------------------|---|--|---|
| Job related | National Standards for Out of School Care | Ofsted requirement | Workshop Personal study |
| Child related | Child development | Successful care and management of children | NVQ 2 in Playwork or CCLD Experience |
| Play related | Playwork principles | To create a playwork ethos within the club | Workshop Personal study |
| Play related | Planning and delivering activities | Successful running of the club | NVQ2 in Playwork or CCLD |
| Job related | Club policies and procedures | Ofsted requirement | In-house training Personal study |
| Health and safety | First aid | Accident or emergency | 12 hour paediatric first aid course |
| Administration | Records and documents | Ofsted requirement | Workshop Personal study |
| Health and Safety | Health and Safety procedures including fire | Ofsted requirement | In-house training Personal study |
| Child related | Safeguarding children | Ofsted requirement | Level 1 training |

How long would it take for a Job Holder to become fully operational?

Three months

8 MENTAL SKILLS

Mental skills include fact finding, analytical, problem solving and judgemental skills. They also include creative and developmental skills whether related to design, handling of people or development of policies and procedures; planning and strategic skills.

a) What sort of situations/problems does the Job Holder typically have to deal with?

Example

Encouraging an unwilling child to take part in activities

Example

Encouraging a child to try 'healthy' foods

b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.

Managing challenging behaviour from children and young people

Example: Approximately how often would the example in (b) occur?

This would depend upon the children and young people, and their individual needs.

Five times per week

Give details below of the mental skills required in the job and reasons why they are needed.

| Mental Skill | Why Needed? |
|---------------|--|
| Patience | To work with challenging children, young people, parents and staff |
| Understanding | To comprehend the stresses which affect the lives and behaviour of children, young people, parents and staff |
| Flexibility | To adapt to situations which may arise |

9 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Interpersonal skills are those which involve developing some form of working relationship with others, for example caring skills for responding to their needs, training skills for identifying and responding to learning needs, persuasive, motivating or counselling skills.

Communication skills include oral, linguistic and written communication skills and skills required for communication by signs. They also include skills required for communicating with, and responding to, different audiences.

| Skill | Used for? | With whom? |
|--------------------------|--------------------------------|--|
| Communication | Talking, listening Written | Children, young people, parents and staff School staff |
| Caring | Listening Advising | Children, young people, parents and staff |
| Persuasion / influencing | To elicit acceptable behaviour | Children and young people |

10 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skills cover manual and finger dexterity and co-ordination of hand-eye, limbs and senses.

Give details (if any) of the physical skills essential to do the job properly.

| Physical skill | Used for? | Any precision/speed requirements? |
|--|-----------------------------------|-----------------------------------|
| Good hand/eye co-ordination and manual dexterity | Writing skills Keeping records | None |
| | Ball games Arts and crafts | None |

11 INITIATIVE AND INDEPENDENCE

This factor looks at the scope allowed to the Job Holder to exercise initiative, take independent actions and plan their own work, taking into account the nature and level of supervision of the Job Holder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the Job Holder works on their own or with others.

Allocation of work

a) How is work allocated to the Job Holder?

The manager or deputy will allocate work to the Job Holder

What is a typical cycle for allocating work to the Job Holder eg hourly, daily, weekly?

During team meetings, appraisals or on a sessional basis, as appropriate.

Scope for initiative

b) How much freedom/discretion does the Job Holder have: to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

The Job Holder will have some freedom to make suggestions for activities.

to allocate their time to duties?

The Job Holder will allocate their time to duties in line with directions received from manager or deputy.

What is the level of guidance/instruction available?

The Job Holder would receive guidance from the manager or deputy.

c) What sort of direction, management or supervision is given to the Job Holder?

| Type of Direction | From Whom | How Often |
|-------------------|-----------|------------------|
| Induction | Manager | Upon appointment |
| Appraisal | Manager | Annual |
| Review | Manager | Annual |

d) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

| Expected problem | Nature of available guidance | Typical Frequency |
|--|--|-------------------|
| Helping children and young people resolve disputes | Training course In-house training | Weekly |
| Child refusing to eat 'healthy' snack | Training course In-house training | Occasional |
| Unexpected problem | Nature of available guidance | Typical Frequency |
| Child becoming suddenly unwell | Paediatric First Aid course Manager | Occasional |

e) Give two examples of problems or decisions the Job Holder would be expected to refer to their supervisor/manager. How often do these occur?

| Problem or decision | Point of referral | Typical Frequency |
|---|-------------------|-------------------|
| Damaged or worn out equipment | Manager / deputy | Occasional |
| Serious challenging behaviour from children or young person | Manager / deputy | Rare |

12 PHYSICAL DEMANDS

Physical demands cover all forms of bodily effort, for example that required for standing and walking, lifting and carrying, pulling and pushing; for working in awkward positions eg bending, crouching, stretching, sitting, standing or working in a constrained position; stamina and strength.

What sort of physical demands does the job involve? (See guidance notes for examples)

| Physical Demand | Typical Duration | How often? | Other details (eg how heavy?) |
|---|------------------|---------------------|-------------------------------|
| Carrying and setting up large equipment | 10 minutes | 1 to 5 times a week | Varies |
| Playing strenuous games | 30 minutes | 1 to 5 times a week | Varies |

13 MENTAL DEMANDS OF THE JOB

Mental demands cover mental concentration, alertness and attention, and awareness. It also covers other forms of work-related pressure e.g. arising from conflicting work demands, interruptions or the need to switch between varied tasks or activities.

| Nature of task | Mental Demand | Duration | Frequency |
|--|---|-------------|-----------|
| Working with children and young people | Alertness Awareness Flexibility Responsible Compassionate Understanding Control | 90% of time | daily |
| Working under direction of manager | Alertness Flexibility Concentration | 10% of time | daily |

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

| Nature of pressures /interruptions | Source | For how long? | How often? |
|---|---|------------------|------------|
| Interruptions | Individual requests from staff, children and young people | Few minutes | Occasional |
| Disruptive behaviour from children and young people | Children and young people | 5mins to an hour | |

If the Job Holder is subject to any other form of mental demand, please give details below.

14 EMOTIONAL DEMANDS

Emotional demands are those arising from work with other people who are e.g. angry, difficult, upset or unwell; or in circumstances such as to cause stress to the Job Holder e.g. if the people are terminally ill, very frail, at risk of abuse, homeless or disadvantaged.

Give details of the extent to which the Job Holder typically has direct contact with people (other than immediate work colleagues) and material such as to place emotional demands on the Job Holder.

(Do NOT include Verbal Abuse – however upsetting – this should be considered under the Working Conditions factor).

| Nature of the task being performed by Job Holder. | Behaviour/source of the emotional demand | Frequency (per day/wk/month) |
|---|--|------------------------------|
| General care of children and young people | Children who are being abused or are at risk of abuse | Occasional |
| As above | Children whose parents are undergoing separation / divorce | Occasional |
| As above | Dealing with challenging behaviour from children and young people. | Occasional |

15 WORKING CONDITIONS

This factor looks at exposure in the job to disagreeable, uncomfortable or hazardous working conditions arising from the environment or from working with people.

a) In what kind of places does the Job Holder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

| Location of work | Proportion of time |
|---|--------------------|
| Out of school club within school setting (May involve visits and outings in school holidays) | 100% |

b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Not applicable

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

| Working Condition or Behaviour from other people | How long does it last at any one time? | How often does it typically occur? |
|--|---|---|
| Rude, abrasive and uncooperative children and young people | 5 to 15 minutes(?) | Occasionally |

d) What protection is offered (if any) *e.g. against adverse weather (clothing, shelter), against infection, security measures etc.*

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

The job holder will be required to work from 8am to 9am and from 3pm to 6pm term-time and from 8am to 6pm during school holidays.

SEL 29.01.2007