



St Felix RC Primary School



Wraparound Leader

Job Description

Line Manager: Head of School

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning of provision over the short and medium term.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

Duties would include:

- setting up and clearing away activities for the wraparound session
- caring for pupils including engaging in play
- providing a suitable snack for all pupils being aware of food allergies
- liaising with parents and ensuring messages are passed onto school staff
- planning and providing activities for pupils with different needs
- Ensuring behaviour is in line with school policies and standards and reporting any concerns to school staff
- providing intimate care
- managing stock levels for snacks and drinks
- reporting safeguarding concerns and ensuring the school culture of safeguarding is maintained during wraparound sessions
- managing other team members

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> • A recognised Level 3 or above childcare qualification (or equivalent eg A levels)) 	
	<ul style="list-style-type: none"> • A sound understanding of child development and of children's needs 	<ul style="list-style-type: none"> • An interest in creative play for children
	<ul style="list-style-type: none"> • Knowledge of EYFS curriculum, the age-related expectations of pupils, 	

	<ul style="list-style-type: none"> ● Knowledge of the key factors that can affect the way pupils behave 	
	<ul style="list-style-type: none"> ● Awareness of the statutory frameworks relevant to their role. 	
	<ul style="list-style-type: none"> ● Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. 	<ul style="list-style-type: none"> ● Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.
	<ul style="list-style-type: none"> ● Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties 	<ul style="list-style-type: none"> ● Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
	<ul style="list-style-type: none"> ● Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> ● Awareness of health and safety procedures
	<ul style="list-style-type: none"> ● Basic knowledge of first aid 	<ul style="list-style-type: none"> ● Paediatric First Aid Certificate
Literacy and numeracy	<ul style="list-style-type: none"> ● Recognised competence in literacy and/or numeracy 	
	<ul style="list-style-type: none"> ● Ability to read and understand school policies and procedures relevant to area of work 	
	<ul style="list-style-type: none"> ● Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
School environment	<ul style="list-style-type: none"> ● Knowledge of school policies and procedures 	<ul style="list-style-type: none"> ● Awareness and understanding of relevant government initiatives
	<ul style="list-style-type: none"> ● Adherence to Trust Code of Conduct 	<ul style="list-style-type: none"> ● Good knowledge and understanding of the school's structure
	<ul style="list-style-type: none"> ● An understanding of the importance of safeguarding 	<ul style="list-style-type: none"> ● Level 1 safeguarding training
	<ul style="list-style-type: none"> ● An excellent record of reliability, attendance and punctuality 	

	<ul style="list-style-type: none"> To be supportive of the Catholic ethos of the school 	
--	--	--

Interpersonal & Communications Skills:		
Caring skills	<ul style="list-style-type: none"> Sensitivity to pupils' needs 	
	<ul style="list-style-type: none"> Ability to provide intimate care in a sensitive way and in line with school protocols 	
	<ul style="list-style-type: none"> Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved. 	
	<ul style="list-style-type: none"> Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. 	
Advising / guiding skills	<ul style="list-style-type: none"> Organise and manage safely the learning activities, the physical space and resources for which they are given responsibility. 	
	<ul style="list-style-type: none"> Ability to conciliate between pupil in wraparound 	
	<ul style="list-style-type: none"> The ability to lead and manage staff to deliver high standards and results 	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> Effective communication skills and sensitivity with pupils to support their learning 	
	<ul style="list-style-type: none"> Ability to use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment. 	

	<ul style="list-style-type: none"> ● Ability to communicate effectively and sensitively with pupils to support their learning. 	
	<ul style="list-style-type: none"> ● Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher 	
	<ul style="list-style-type: none"> ● Ability to maintain appropriate level of confidentiality 	
Level of autonomy	<ul style="list-style-type: none"> ● Able to make decisions on when to refer queries/problems to teaching staff or line manager 	
	<ul style="list-style-type: none"> ● The ability to work as part of a team and on own initiative as appropriate 	

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of equipment, including IT equipment where appropriate.
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form.
- The post holder will be expected to resolve more complex queries and problems

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain tasks and activities to pupils
- Ability to disseminate key information to other staff

PHYSICAL SKILLS

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

INITIATIVE AND INDEPENDENCE

- Ability to manage own workload, and that of wraparound Assistants.
- Ability to work with groups of pupils both inside and outside
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other member of staff

PHYSICAL DEMANDS

- Walking or standing whilst supervising pupils during sessions. Demonstrating outdoor games.
- Tools and equipment generally light
- On occasion may be required to lift or assist others to lift a pupil who is unwell or injured

MENTAL DEMANDS

- Awareness required when supervising

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 teacher

RESPONSIBILITY FOR PEOPLE

- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- Supervisory responsibility for Wraparound Assistants

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Responsibility for ensuring snack and drink provision is available

WORKING CONDITIONS

- Works within the school complex, both indoors and outdoors
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell

