**JOB DESCRIPTION**

**Breakfast and After School Club Provision**

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| **Post Title:** EYFS qualified Breakfast/After School Club Supervisor (Level 3) | | **Director/Service/Sector:** Children’s Services | | JE Ref: SG18 |
| **Band:** 4 | | **Workplace:** Wylam First School | |
| **Responsible to:** Headteacher | | **Date:** 25.05.18 | **Manager Level:** |
| **Job Purpose:** To ensure the safety, welfare and good conduct of pupils during the breakfast club and to adhere to the statutory framework for the EYFS | | | | |
| **Resources** | Staff | None | | |
| Finance | | Not Applicable | | |
| Physical | | Shared responsibility for classroom equipment and materials. | | |
| Clients | | Relevant School pupils, parents and staff | | |
| **Duties and Responsibilities:**   1. Supervise pupils effectively maintaining positive behaviour and within the statutory framework for EYFS 2. Deal with accidents and incidents appropriately following school policy and protocol 3. Create a positive and secure environment for the children in line with the statutory framework of the EYFS with appropriate activities for all age ranges across the breakfast and after school provision. 4. Plan a range of activities in line with a half termly theme to engage the children. 5. Support the preparation of breakfast and the serving and tidying of breakfast resources in line with food hygiene policies. 6. Leaning up spillages 7. Encourage pupils to play and interact with one another. 8. Encourage positive relationships with parents and carers and pass on any relevant information to teaching staff. 9. Organise and maintain resources as appropriate 10. Maintain records appropriately in line with school requirements   **Support for the School**    1. Comply with all school policies relating to:   * Health and Safety * Equal Opportunities * Child Protection * Confidentiality and data protection. * EYFS statutory framework     2. Work in such a way as to promote the ethos and vision of the school.    3. Participate in training and development, and activities that contribute to the management of performance.    4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher  and member of the school’s management.    5. Attend and participate in regular meetings    6. To undertake other duties and responsibilities as required commensurate with the grade of the post  This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person.  The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | |  | | |

Northumberland County Council

**PERSON SPECIFICATION**

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| **Post Title:** EYFS qualified Breakfast/After School Club Supervisor – Level 3 | **Director/Service/Sector:** Children’s Services | **Ref**: SG18 | |
| **Essential** | **Desirable** | **Assess by** | |
| **Knowledge and Qualifications** | | | |
| Very good numeracy and literacy skills;  NVQ 3 for teaching Assistants or equivalent qualifications  Participated in training related to various national strategies e.g. literacy and numeracy | HSAW First Aid Certificate or equivalent;  Level 1 BSL  Willingness to participate in development and training opportunities | | (a), (i) |
| **Experience** | | | |
| Willingness to participate in development and training opportunities |  | | (i) |
| **Skills and competencies** | | | |
| NVQ 2 ICT Qualification or in-service training and 3 years experience of using ICT in a learning environment   Ability to use other types of learning technology:   * Photocopying * Whiteboards * Digital Media   Understanding of codes of practice and recent relevant education;  Good understanding of the principles of child development and the learning process  Can actively self-evaluate learning needs and seek out learning opportunities  Can work as a member of a team, understanding their role in the classroom and associated responsibilities. |  | | (a), (i) |
| **Physical, mental and emotional demands** | | | |
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| **Other** | | | |
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits.