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 | **POST TITLE:** **Breakfast Club Assistant** |  |
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 | **GRADE: 1**  | Job Evaluation Ref No: A5561 |
|  | **LOCATION:** **St Margaret’s CE Primary**  |  |

1. **RELEVANT TO THIS POST:**

**Disclosure & Barring Service:** Subject to DBS Enhanceddisclosure

1. **ORGANISATIONAL RELATIONSHIPS:**

The post holder will be accountable to: Wraparound Care Manager and Headteacher

1. **DESCRIPTION OF ROLE:**

To support the Wraparound Care Manager in the day to day organisation of the Breakfast Club

To work effectively within a team delivering high quality care; to organise and maintain a high quality care; environment (including displays and resources).

1. **DUTIES AND RESPONSIBILITIES *SPECIFIC* TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

**Key Area – Care of Children**

* To know and build up knowledge about individual children;
* To listen and respond to children;
* To be alert to the children’s needs;
* To maintain a caring environment;
* To communicate effectively, and to establish positive and professional relationships, with parents and carers;
* To ensure the setting’s equipment is safe to use and to report any issues to the Club Manager (or Head Teacher);
* To have full regard to the setting’s Equal Opportunities Policy, Child Protection Policy and Safeguarding procedures.

**Key Area – Curriculum Delivery**

* To work in partnership with the Club Manager and team to deliver high quality care;
* To contribute to the planning and evaluating of enrichment activities;
* To take a full and active role in preparing and maintaining the care environment indoors and outdoors;
* To work in partnership with other members of staff to ensure that the needs of all children are met. This includes working with children with special educational needs under the direction of the Club Manager, SENCO and/or outside agencies;

**Key Area – Team Membership**

* To communicate effectively, and to establish positive and professional relationships, with colleagues and representatives of outside agencies;
* To recognise and use own strengths and those of others.
* To reflect the high standards expected of all staff working within the school setting.

**Key Area – Setting Identity**

* To promote a positive image of the setting to children, parents/carers and visitors;
* To contribute to and promote the Christian ethos of the school in which the setting is fully integrated.

**Key Area – Health, Hygiene and Safety**

* To contribute to both the physical and emotional health and well-being of the children;
* To keep up-to-date with children’s allergies and health concerns and use this knowledge to ensure the setting is safe for all children;
* To liaise with the Club Manager, Teachers, SENCO and representatives from outside agencies in supporting children’s health and/or medical needs;
* To administer first aid and medicines when necessary and if trained;
* To keep the kitchen and toilet areas tidy, clean and safe.
* To be responsible for preparing a healthy snack and tea when required;
* To carry out duties with full regard to the setting’s health and safety procedures.

**Key Area – Personal and Career Development**

* Review and develop own practice;
* Identify own training needs in conjunction with line manager;
* Attend and participate in training as required.

**Key Working Relationships**

The Breakfast Club Assistant is expected to build and maintain good working relationships at every level. Working in partnerships with parents and families is valued and the Childcare Assistant must be approachable, friendly and able to communicate effectively at all times. The Childcare Assistant must also respect confidentiality of sensitive family information and have regard to child protection policies and procedures.

**Internal**

* Children attending the Club, their parents and carers;
* Club colleagues;
* Club Manager.

**External**

* The School Head Teacher;
* The School Office Staff;
* Durham County Council;
* Ofsted.
* social workers and other professionals;

**9. COMMON DUTIES AND RESPONSIBILITIES:**

9.1 **Quality Assurance**

To set, monitor and evaluate standards at individual, team performance and service quality so that school’s requirements are met and that the highest standards are maintained.

 To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

9.2 **Communication**

To establish and manage the team communications systems ensuring that the school’s procedures, policies, strategies and objectives are effectively communicated to all employees.

9.3 **Professional Practice**

 To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school’s stated objectives of continual improvement in quality of its service to internal and external customers.

9.4 **Health and Safety**

Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the school’s Health and Safety policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

9.5 **General Management (where applicable)**

To provide vision and leadership to staff within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the Authority’s and the Service’s policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

9.6 **Financial Management (where applicable)**

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

9.7 **Appraisal**

 All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

9.8 **Equality and Diversity**

As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice. To ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

       These policies apply to all employees of Durham County Council including school-based employees.

9.9 **Confidentiality**

 All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work unless it is permitted for the purposes of their role, they have explicit consent from the person concerned or exceptions governed by legislation.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

9.10 **Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.

**Person Specification**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualification** | Basic literacy and numeracy skills | Food Hygiene CertificateFirst Aid Certificate | Application formSelection ProcessPre-employment checks |
| **Experience** | Knowledge of the duties and role of an assistant providing school wraparound childcarePrevious experience of working with children aged 4-11 years | Experience of working in a school environment in either a paid or voluntary capacity | Application formSelection ProcessPre-employment checks |
| **Skills/Knowledge** | Able to plan engaging and exciting activities for childrenGood communicationTo be able to work under pressureTo be able to work as part of a teamAbility to work within school policies and guidelinesRecognition of the needs of SEN childrenThe ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. | Basic understanding of child development and learningAn understanding of children with special needsGood behaviour management strategies | Application formSelection ProcessPre-employment checks |
| **Personal Qualities** | Use own initiativeFlexible approach to workAwareness of confidentialityGood timekeepingEnthusiastic, courteous and politePatience and resilience in working with challenging behavioursSensitive to the needs of childrenCalm and positive approach |  | Application formSelection ProcessPre-employment checks |
| **Other qualities** |  |  | Application formSelection ProcessPre-employment checks |

*In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:*

* *motivation to work with children and young people;*
* *ability to form and maintain appropriate relationships and personal boundaries with children and young people;*
* *emotional resilience in working with challenging behaviours; and*
* *attitudes to use of authority and maintaining discipline.*

Any relevant issues arising from references will be taken up at interview.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.