

**Person Specification**

**Breakfast Club Assistants Role**

# Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# Essential

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| 1 | Experience of effectively and proactively working with, and supporting, children in a learning environment. |
| 2 | Able to communicate effectively verbally with children, young people, colleagues and parents/carers. |
| 3 | Able to establish positive relationships with pupils. |
| 4 | Have knowledge of children’s play. |
| 5 | Experience of childcare organisation. |
| 6 | Able to consistently and effectively implement agreed behaviour management strategies. |
| 7 | Able to work within and apply all relevant club and school policies. |
| 8 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people 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 * attitude to use of authority and maintaining discipline. * able to work in partnership with other agencies |
| 9 | GCSE in English and Maths (or equivalent) qualification and relevant childcare qualification e.g. CACHE Level 2 (or equivalent). |
| 10 | Able to undertake relevant training as required |

**Desirable**

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| 11 | Paediatric First Aid Training First Aid Training or willingness to obtain certificate within 3 months |
| 12 | Food hygiene qualification |

# Part B: Assessment Stage

Items 1, 2, and 3 of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

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| 1 | Have positive, inclusive values, attitudes and high expectations for **all** pupils. |
| 2 | Able to use language and other communication skills that children can understand and relate to. |
| 3 | Able to establish positive relationships with pupils, parents and staff. |
| 4 | Able to consistently and effectively implement agreed behaviour management strategies. |
| 5 | Able to provide levels of individual attention, reassurance and help with tasks as appropriate to pupils’ needs, empathising with these. |
| 6 | Able to work within and apply all relevant club and school policies. |
| 7 | Able to supervise groups of pupils, deploying suitable activities as well as engaging the pupils with these. |
| 9 | Able to lead a team and to work effectively as part of a team. |
| 10 | Committed to achieving further professional development |
| 11 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people 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 * attitude to use of authority and maintaining discipline. * able to work in partnership with other agencies |
| 12 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

# Desirable

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| 13 | Knowledge of pupils with additional needs |

The following methods of assessment will be used:

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| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Other (specify) | No | Other (specify) | No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| 1 | Enhanced Disclosure and Barring Service Check |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | DBS Barred List Check |
| 3 | Medical clearance |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Right to work check and any other statutory check required by an educational establishment |