Recruitment Pack

Out of School Club Manager

Job Advert

Required from November 2026
Band 4 - 20 hours per week - term time plus 5 days

FTE (£27,274 - £29,070) This will be pro rata. Pro rata salary is £12,982 - £13,837

Join Our Team at Ponteland Primary School

Our fundamental aim is to provide a secure, happy and hardworking environment in which children of all abilities can learn with confidence. We want our pupils to be confident, resilient, independent and inquisitive learners who develop an understanding of the world- past, present and future- and see themselves as being active agents of its evolution.

Ponteland Primary's Out of School Club provides wrap-around care for our school's children, aged three - eleven years.

Due to vacancies within our Out of School Club team , we are seeking to recruit a Manager to manage our provision. Working hours would be Monday – Friday 2pm- 6pm term time plus 5 days (hours can be negotiated).

The application form is available here
The closing date for applications is Friday 13th November at 12.00 (noon).
Applications and a cover letter should be returned by email to cheryl.smith@ppschool.uk
Interviews will take place w/c 16th November

Job Description

JOB TITLE:	**Out of School Club Manager - Band 4 - ref S1276**
RESPONSIBLE TO:	**Headteacher**

MAIN PURPOSE OF ROLE:

To contribute either individually or as part of a team, to the provision in Out of School Club.

KEY DUTIES/RESPONSIBILITIES

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.

1. To support the Headteacher in ensuring the club meets the standards set by OSFTED for out of school provision.
2. Work within the agreed policies and procedures to ensure a safe environment for children, staff and others. This includes the practice of regular fire drills.
3. To routinely risk assess the OSC provision to ensure a healthy, safe and secure environment is maintained.
4. To be the designated person for child protection in the out of school club. To ensure any child protection concerns are acted upon immediately and appropriately.
5. To be responsible for the day to day administrative and organisational needs of the provision. To liaise with the school secretary, ensuring records are properly maintained e.g. daily attendance registers, accident forms and incident log and correspondence is passed to parents and to the office.
6. To administer First Aid as appropriate.
7. To plan, prepare and provide care and play opportunities appropriate to the needs, interests and developmental stage of each individual child. These must also meet EYFS outcomes and fit within the guidance of school policies and procedures.
8. To be responsible for implementing systems of observations and record keeping so that children's progress and achievements are effectively and regularly assessed.

9. To provide support and supervision to play workers/volunteers and arrange staff cover depending on the attendance of the Out of school club.

10. To consult with team members, children and parents and involve them in the planning of activities and snacks.

11. To ensure that refreshments are provided that meet the required standards of hygiene, health and safety.

12. To encourage parental involvement and support for the club. To exchange information regularly re: activities and child's progress.

13. To undertake statutory training as required and additional training as agreed to meet continuous professional development needs.

14. To liaise with the Headteacher, Governors, OFSTED, NCC and any other professionals as deemed necessary to ensure that all legal and statutory requirements are implemented. To provide reports as required.

15. To undertake any other reasonable duties in accordance with the after school business plan/objectives.

16. To undertake any other reasonable duties in accordance with the out of school club business plan/objectives.

Person Specification

POST TITLE: Out of School Club Manager

ATTRIBUTES/ REQUIREMENTS	ESSENTIAL	DESIRABLE
QUALIFICATIONS	A recognised level 3 or above childcare/playworker qualification. Food Hygiene certificate. A satisfactory Enhanced DBS check which confirms suitability to work with children. Health clearance for role	Evidence of child protection training and a current paediatric first aid certificate. A good knowledge and understanding of Health and Safety requirements. Willingness to attend further training courses and meetings as required to keep up to date with current good practice.
EXPERIENCE	Minimum of 2 years experience in a supervisory role within a childcare setting. Experience of providing activities for mixed age/ability groups.	Experience within an after school club.
SKILLS AND COMPETENCIES	Sound understanding of child development and of children's needs. Ability to communicate and liaise effectively with a wide range of people; both professional and members of the local community. The ability to work as part of a team and on own initiative as appropriate. The ability to lead and manage staff to deliver high standards and results. Commitment to and understanding of equality, diversity and inclusive practice. Reliable and enthusiastic.	The ability to plan and implement an out of school curriculum.

PHYSICAL, MENTAL AND EMOTIONAL DEMANDS	A professional approach and calm manner in all situations – a role model at all times. Ability to prioritise and be adaptable/flexible in approach. Ability to create and maintain a stimulating and enjoyable environment. Maintain confidentiality adaptable/flexible in approach. Ability to create and maintain a stimulating and enjoyable environment. Maintain confidentiality	
OTHER	Motivation A commitment to young children and families. A commitment to the provision of a high quality service and achieving customer satisfaction.	

WORK ARRANGEMENTS

Physical requirements: None

Transport requirements: None

Working patterns: Monday – Friday 2pm - 6pm term time plus 5 days

Working conditions: Working outdoors

Ponteland Primary School is committed to safeguarding and promoting the welfare of all pupils and expects all staff to share this commitment. Successful applicants will undertake an Enhanced Disclosure from the Disclosure and Barring Service. Our Child Protection Policy is within supporting documents.

Ponteland Primary is an Equal Opportunities Employer.

Ponteland Primary School is part of Pele Trust; successful applicants will be required to comply with all trust policies.

Why Work for Pele Trust

Introduction

Pele Trust is a Multi Academy Trust (MAT) formed in February 2019. Currently a group of fourteen schools in Northumberland and North Tyneside, eleven primary and three secondary schools serving pupils aged 2 - 18, we came together through a mutual desire to provide the best educational experience for the pupils in our school partnership.

The schools are Belsay Primary School, Branton Primary School, Darras Hall Primary School, Ellingham CE Primary School, Embleton St. Vincent CE Primary School, Heddon St. Andrews Church of England Primary School, Longhoughton CE Primary School, Ponteland Primary School, Richard Coates Church of England Primary School, Shilbottle Primary School, Swansfield Park Primary School and Ponteland High School, The Duchess's Community High School and John Spence Community High School.

Pele Trust Vision

Purpose

- To build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff.
- To have an influential voice contributing to the development and enrichment of education in the north-east of England build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff.

Ambition

To be a learning community where everyone…

- is happy to be
- learns and improves
- is known well and valued for who they are
- has a place
- is fulfilled
- consistently experiences a rich, stimulating and challenging learning environment
- strives for excellence in all they do
- treats others with respect, dignity and courtesy at all times
- contributes positively to the improvement of all of our schools

- recognises the important partnership between parents and school

Values

Pele Trust is founded upon values at both Trust and School level

1. Our schools are each driven by a set of explicit values that guide and share the culture and ethos
2. We are committed to pursuing excellence in a manner that we can be proud of and that values every child, pupil and student equally
3. We are committed to acting with integrity and honesty in all of our decision making
4. We are committed to operating with openness and transparency and welcome the benefits of peer review and external scrutiny
5. We are committed to making a positive contribution to the development of the Trust and recognise that we will receive support and challenge in return
6. We believe that all individuals should be treated with compassion and kindness
7. We are optimistic in our outlook and see a positive future for our schools and pupils as we work together to meet the challenges ahead
8. We believe that leaders at all levels should demonstrate humility and a sense of service to others
9. We will seek to uphold and model the Nolan principles of public life, namely: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership

Structure and Governance

The structure of Pele Trust comprises three levels:

- Board of Directors
- Academy Committees
- Executive Leadership Team.

The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

Directors

The Directors are responsible for setting general policy, adopting an annual development plan, setting the annual budget, trust wide budget monitoring and making major decisions about the direction of the MAT, capital expenditure and senior staff appointments.

Academy Committees

- The management of individual schools is delegated by the Directors to the Academy Committee (AC) whose role is to:
- Maintain an overview and keep the Directors properly informed of the conduct and progress of the Academy
- Act as a critical friend to the Headteacher and staff of the Academy
- Be accountable to the Directors, parents and the wider community for the AC's actions and the Academy's overall performance

Executive Leadership Team

Comprising the Chief Executive Officer, Chief Operating Officer and all Headteachers, the Executive Leadership Team (ELT) operates at an executive level implementing the policies defined by the Directors and managing operational school business.

Each school has its own senior and middle leadership teams which may include Deputy Headteachers, Assistant Headteachers, Heads of Department/Faculty, Phase Leaders and Pastoral Leaders. These managers support Headteachers in the day to day operation of the academies, in particular organising the teaching staff, facilities and students.

Central Services

The Central Services team provides financial, administrative and business management support to all schools in the Trust.

Growth and Development

Directors have aspirations to increase the number of schools in the Pele Trust family. The first few years have been about establishing and embedding culture, structures and policy but we are at a point now that if we are to have an influential voice across the north east then it is time to increase in size and reach and Directors of Pele Trust expect to see Pele Trust grow and add more schools within the next 12-18 months.

Further information about Pele Trust, including Director profiles, statutory reports and links to individual school websites can be found on the Pele Trust website https://www.peletrust.org.uk/governance/

Training and Development

We offer training packages for a broad range of staff from School Direct pupils through to Chief Executive Officer, as well as professional support staff.

Aspiring leaders undertake National Professional Qualifications such as NPQH and NPQSL and all colleagues can access training relevant to specific needs and job role.

Our bespoke Trust Leadership Development programme, Peer Reviews, Networks and middle leader placements offer a unique opportunity for teaching colleagues to develop and share their skills and expertise with school and Trust colleagues. All teachers undertake an action research project as part of their appraisal targets.