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| **Job Title:** |  | **Breakfast & After School Club Assistant** |  | **Job No.** | **ALP** | | **PSW17** |  | |  |  |  |
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| **Responsible to:** |  | Business Manager and Club Supervisor |  | **Band / salary:** |  | 1 | |
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| **Job purpose:** |  | Under the supervision of the provision supervisor and Business Manger ensure the safety, welfare and good conduct of pupil during the on-site breakfast and after school clubs | | | | | | |

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| **Resources:** |  | **Staff:** |  | None |
|  |  | **Finance:** |  | Possible occasional collection of small amounts of cash |
|  |  | **Physical:** |  | Shared responsibility of resources |
|  |  | **Clients:** |  | Parents, pupils and staff |

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| **Duties & responsibilities:** | | | |
| **1.** |  | Supervise the pupils in the before or after school provision. | | | |
| **2.** |  | Ensure the maintenance of good order and discipline. | | | |
| **3.** |  | Deal with accidents and incidents in accordance with school procedures. | | | |
| **4.** |  | Clean up spillages as necessary. | | | |
| **5.** |  | Prepare simple snacks for children and clean up following service. | | | |
| **6.** |  | Encourage pupils to play and interact with one another | | | |
| **7.** |  | Other duties appropriate to the nature, level and grade of the post. | | | |
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| Play a full part in the life of the ALP, promoting ALP schools positively within the local community and beyond | | | | | |
| Undertake other duties and responsibilities as required commensurate with the grade of the post | | | | | |
| As a representative of the ALP, it is important that a positive, helpful and courteous approach is adopted with everyone with whom the postholder comes into contact. For the purposes of this aspect of the job, customers can be categorised as internal (e.g. governors, staff and pupils to whom the postholder is providing a service) and external (e.g. parents, visitors, suppliers, contractors, local residents etc). | | | | | |
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| The ALP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The postholder is therefore under a duty to use the ALP’s procedures to report any concerns they may have regarding the safety or well-being of any child or young person. | | | | | |
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| **Work arrangements** | | |
| **Physical requirements:** | | |  | | Mainly standing position with opportunities to sit if wished. |
| **Transport requirements:** | | |  | | None |
| **Working patterns:** | | |  | | Monday – Friday term time. |
| **Working conditions:** | | |  | | Indoors – time outdoors with pupils possible dependant on weather |

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| The ALP will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition. |

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| This job description may, after satisfactory negotiation has taken place, be modified to reflect or anticipate changes which occur over time at a local or national level |

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|  |  | **(Postholder)** |

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|  |  | **(Line Manager)** |

**PERSON SPECIFICATION**

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| **Job Title:** | |  | **Breakfast & After School Club Assistant** | |
| **Assessed by:** |
| **Essential:** |  | | | **Desirable:** | |  |  |

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| **Knowledge & Qualifications** |  | **Knowledge & Qualifications** |

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| Basic literacy and numeracy skills to keep attendance and cash collection records. |  |  |  |  |
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| Food Hygiene certificate |  |  |  |  |
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| **Experience** |  | **Experience** |

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| Interacting with children of a primary age |  |  |  |  |
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| **Skills & Competencies** |  | **Skills & Competencies** |

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| Ability to follow oral and written instructions |  |  |  |  |
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| No requirements for IT skills. |  |  |  |  |
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| Exercise interpersonal caring skills to meet the basic welfare needs of pupils during breakfast club. |  |  |  |  |
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| Identify straightforward solutions to simple problems that arise during the breakfast club. |  |  |  |  |
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| **Physical, mental, emotional & environmental demands** |  | **Physical, mental, emotional & environmental demands** |

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| Medium periods of concentrated sensory attention being alert to the actions of pupils. |  |  |  |  |
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| Minimal emotional demands from disclosure.. |  |  |  |  |
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| **Other** |  | **Other** |

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| Willingness to participate in development and training opportunities |  | A willingness to undertake job related training |  |  |
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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 |