

## Job Description

|                        |                               |                       |                                         |
|------------------------|-------------------------------|-----------------------|-----------------------------------------|
| <b>Job title:</b>      | Out of Hours Play Leader      | <b>Contract Type:</b> | Permanent, Term time, 15 hours per week |
| <b>Responsible To:</b> | Deputy Headteacher (Pastoral) | <b>Salary Range</b>   | Scale 3                                 |
| <b>Location:</b>       | St Pauls Way Primary School   |                       |                                         |

### INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

### Key Purpose of the Job:

To contribute to a team of out of hours staff in providing a safe, stimulating and inclusive environment for children before and after school.

### Main Duties and Responsibilities:

1. To carry out prescribed duties to ensure the safety of pupils, taking into account pupil ages, disability and behaviour.

2. To work with other out of hours staff to ensure all students are in a safe, healthy and caring environment.
3. To supervise and manage children about the school premises and in the outdoor play area.
4. To encourage positive behaviour, following the Behaviour for Learning guidance and policy.
5. To be a significant presence and role model for students.
6. To contribute to the preparation of the allocated rooms / areas so that all students can be accommodated during breakfast club and teatime club, ensuring that the areas are clean, tidy and returned to their normal state for others sessions of the school days.
7. To supervise designated play areas, encouraging and engaging in social interaction and playing with the children at all times.
8. To set up a range of engaging and age-appropriate activities for children to take part in, as directed by the Out of Hours Supervisor.
9. To encourage appropriate skills and attitudes when eating, including teaching children how to use a knife and fork, use of good manners.
10. To monitor eating habits/behaviour and to discuss any concerns or changes in eating habits of children with the Out of Hours Supervisor.
11. To ensure that all duties and responsibilities are discharged in accordance with the school's Health & Safety at Work Policy.
12. To comply with the School's Equal Opportunities, Child Protection, Confidentiality, Security and other policies, assisting with their promotion within the school, reporting all concerns to the designated person.
13. To actively participate in the school's performance management scheme, as specified in school policy, meeting regularly with the line manager, in accordance with the scheme, ensuring that performance standards/targets are met within the agreed time scale.
14. To undertake other relevant and appropriate training during contracted hours, as identified with the line manager at a Performance Management Review.
15. To undertake other similar duties commensurate with the grade, provided such duties are within the competence of the post holder.

### Professional Conduct

1. Adhere to the St Paul's Way Foundation Code of Conduct at all times.
2. Be aware of the high profile of St Paul's Way Foundation and to uphold its standards at all times.
3. Work effectively as a member of a growing team by establishing and maintaining good working relationships and to ensure that care is taken when communicating with others to avoid any unnecessary conflict.
4. Encourage an atmosphere of supportive co-operation and respect.
5. Ensure that a polite, courteous and helpful attitude is demonstrated at all times to the children, their parents, staff members and other agencies.
6. Ensure that punctuality is maintained throughout the day.
7. Manage own workload and plan time effectively.

### Professional Development

1. To be a reflective practitioner who is committed to continual personal and professional development and can learn from past experiences.
2. To take responsibility for own professional development and be proactive in keeping up-to-date with curriculum developments, SEN code of Practice and any changes in legislation.

3. To take responsibility for own personal performance and actively seek help when required.
4. To keep abreast of the latest initiatives in regards to SEN, EYFS and the NC and to disseminate information to colleagues and support staff.
5. To attend courses and develop own expertise on advice and agreement of the Head of Infants through the performance management scheme of SPWF.
6. To attend and contribute to staff meetings, professional development training and any other events as requested.

#### Additional Duties

1. To play a full role within the life of the schools' community, support its ethos and encourage all staff and pupils to follow this example.
2. Promote and support all schools' policies.
3. Continue personal professional development.
4. Undertake any other duty as specified by the Deputy Headteacher (Pastoral) not mentioned above.

#### Training

1. The post holder will be required to undertake training as required to be effective in carrying out all duties, and to engage with professional development opportunities.

#### General

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

#### Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

#### Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

#### Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

*This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.*

## JOB DESCRIPTION AGREEMENT

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

### **COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

### **CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

### **HEALTH AND SAFETY**

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Post holder**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Executive Headteacher**

# Person Specification

## Out of Hours Play Leader

| Qualifications and Experience                                                                                                            | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>GCSE A* - C English and Maths or equivalent</li> </ul>                                            | ✓         |           |
| <ul style="list-style-type: none"> <li>Level 3 childcare qualification</li> </ul>                                                        |           | ✓         |
| <ul style="list-style-type: none"> <li>Successful and recent work-based experience involving primary or nursery age students.</li> </ul> | ✓         |           |

| Personal Specification                                                                                                                                                         | Essential | Desirable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>The ability to work as part of a team</li> </ul>                                                                                        | ✓         |           |
| <ul style="list-style-type: none"> <li>The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff</li> </ul> | ✓         |           |
| <ul style="list-style-type: none"> <li>The ability to establish and maintain effective working relationships with teachers and other members of staff</li> </ul>               | ✓         |           |
| <ul style="list-style-type: none"> <li>The ability to accept guidance and direction from others</li> </ul>                                                                     | ✓         |           |
| <ul style="list-style-type: none"> <li>The ability to keep written records and support the development and safety of pupils'</li> </ul>                                        | ✓         |           |
| <ul style="list-style-type: none"> <li>Awareness of how children learn, play and develop and the various factors which effect their learning and development</li> </ul>        | ✓         |           |
| <ul style="list-style-type: none"> <li>Awareness of the need to show respect and value of pupils as individuals</li> </ul>                                                     | ✓         |           |
| <ul style="list-style-type: none"> <li>An understanding of commitment to inclusive education</li> </ul>                                                                        | ✓         |           |
| <ul style="list-style-type: none"> <li>A sympathetic approach to parents and an understanding of the need for confidentiality</li> </ul>                                       | ✓         |           |
| <ul style="list-style-type: none"> <li>A commitment to the School's Equal Opportunities Policy</li> </ul>                                                                      | ✓         |           |
| <ul style="list-style-type: none"> <li>The ability to adapt to differing environments within the school and to take needs of different children</li> </ul>                     | ✓         |           |
| <ul style="list-style-type: none"> <li>An understanding of, and sympathy with, the aims of the school.</li> </ul>                                                              | ✓         |           |