

## **Job and Profile Description**

**Name:**

**Job Title:** Breakfast and Afterschool Club Team Leader

**Grade : Scale 4 Points 7-10**

**Liaises with:** Headteacher/ Assistant Headteacher

### **Main Purposes of the Job**

The Team Leader is a member of a team of practitioners responsible for the care and safety of the children in the Breakfast and Afterschool Club. They are responsible for ensuring the smooth daily running of the Breakfast and Afterschool Club in line with its aims.

The Team Leader, supervisor and assistants work as a team being 'partners' in providing activities for the children's health and well being in a secure environment.

The supervisor works under the direction and control of the headteacher. They would normally be expected to work independently. They are required to manage groups of children and to use their own initiative to organise activities and tasks.

### **Duties and Responsibilities**

#### **1. Lead the Club by:**

- a) Determine the most effective and safe layout of the Breakfast and Afterschool Club environment for the age range and any special needs of the pupils and planned use.
- b) Ensure that the register is completed daily
- c) Help pupils to select equipment and materials relevant to the task they are undertaking and to use these safely and correctly.
- d) Regularly review stocks of equipment and materials and inform the supervisor to re-order where necessary following the agreed procedures, including food and drink for the children's breakfast.
- e) Obtain the information needed and update individual children's records when new information is provided by parents/guardians, reporting any changes to the school office or supervisor.
- f) Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour.
- g) Support behaviour management at the beginning and end of each session.
- h) Where necessary, correct behaviour to maintain order and discipline.
- i) Report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the senior leader and to keep a record of such behaviour.
- j) Deal with general questions from parents regarding the running of the club and possible available places.

#### **2. Support for pupils**

- a) Provide levels of individual attention, reassurance and help as appropriate to the pupil's needs.
- b) Provide information, advice and opportunities for pupils to establish group rules, within the framework of school and class policies.
- c) Be responsible for first aid (after training) in the event of accident or injury and provide documentation as required.
- d) Take appropriate action to minimise health, safety and security risks, which arise during Breakfast and Afterschool Club hours.

- e) Provide advice and assistance as required (depending on age and ability) to enable pupils to develop basic hygiene skills, supporting pupils in respecting their own and others' needs relating to health and hygiene matters
- f) Promptly report signs of health problems to the senior leader and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality.
- g) Supervise children at arrival/departure and at other designated times in the Breakfast and Afterschool Club environment.

### **3. Support for the club:**

- a) contribute effectively to the review of team practice, identifying and sharing information on the opportunities for improvement.
- b) Demonstrate a willingness to share information and expertise, which could benefit other team members in their work.
- c) Comply with health and safety regulations.
- d) Give clear, accurate and complete information to other Breakfast and Afterschool Club assistants as needed for them to work effectively.
- e) Complete weekly rotas for club assistants for them to know their roles and responsibilities on each shift
- f) Maintain confidentiality
- g) Actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to them by parents appropriately.
- h) Promptly report any difficulties in communicating with parents to the headteacher.
- i) Ensure that the area used by Breakfast and Afterschool Club is cleared up and ready for school use.

### **4. Arrangements for appraisal of performance:**

- a) participate in annual performance review

### **ADDITIONAL REQUIREMENTS**

1. The London Borough of Havering has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job

Signed..... Date.....

Signed..... Date.....

## Breakfast and Afterschool Club Supervisor – Grade 3

Skills and Abilities	Essential	Desirable	Assessed by
Effective communication of instructions and guidance	<input type="checkbox"/>		Interview
Ability to adapt or modify interactions to pupils needs and interests		<input type="checkbox"/>	Application
Effective communication with parents	<input type="checkbox"/>		
Ability to manage stock	<input type="checkbox"/>		Application & interview
Ability to manage time effectively	<input type="checkbox"/>		Application & interview
Ability to recognise the range and implications of factors that impact on the behaviour of pupils, e.g., age, gender and culture.		<input type="checkbox"/>	
<b>Knowledge</b>			
Principles underlying effective communication, planning and collaboration	<input type="checkbox"/>		Application & interview
Group dynamics and how to apply them	<input type="checkbox"/>		Application & interview
How to provide a structured activity within a group setting	<input type="checkbox"/>		Application & interview
The implications of the Children Act and child protection for selection and use of behaviour management strategies	<input type="checkbox"/>		Application & interview
Health and Safety at Work Act 1974	<input type="checkbox"/>		Interview
Spreadsheets & Record Keeping, including keeping registers updated.	<input type="checkbox"/>		Interview
How to obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs		<input type="checkbox"/>	Application and interview
Strategies suitable for Behaviour Management	<input type="checkbox"/>		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		<input type="checkbox"/>	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		<input type="checkbox"/>	Application & interview
National policies for literacy and numeracy		<input type="checkbox"/>	Application & interview
The resources used to develop literacy and numeracy skills		<input type="checkbox"/>	Application & interview
<b>Qualifications and Experience</b>			
At least three years working as a Teaching Assistant and N/SVQ Level 3 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 3	<input type="checkbox"/>		Interview