

## Supervisor, After School Club

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**Department:** Children, Young People, Education and Skills

**Division:** Education, d'Auvergne Primary School

**Reports to:** School Business Manager

**JE Ref:** CYP096

**Grade:** CS05                      **JE Date:** 23/04/2020

### Job Purpose

To provide a safe and nurturing environment for the children in After School Club. To provide appropriate support by taking responsibility for agreed learning activities under an agreed system of supervision.

Be responsible for the supervision of children and monitor their behaviour, attendance and development. Be responsible for the development of activities within the After-School Club.

### Job Specific Outcomes

Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities in line with the agreed activity.

Monitor and evaluate students' responses to learning activities.

Plan and implement agreed work programmes/practical lessons. Observe and monitor the development of specific students, recording appropriately and applying this knowledge to future planning. Give feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area.

Be responsible for keeping and updating records in agreed format with the After-School Club Manager, including registers of attendance and learning objectives. Contribute to reviews of systems/records as requested.

Supervise visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Support and develop partnerships with parents, liaising with them, with the support of the Manager in charge, to ensure consistency in approach for the students.

Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare matters. Care for sick, distressed and injured children carrying out the necessary First Aid and take the appropriate follow-up action necessary through the agreed school policy.

Supervise whole groups. The primary focus will be to provide high quality extra-curricular activities and to keep children engaged in their activities in a safe manner.

Be aware of and comply with policies and procedures relating to Child Protection, Health, Safety and security, confidentiality and data protection. Report all concerns to an appropriate person.

### Statutory Responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

### Organisational Structure



## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p><b>Qualifications</b> <i>This relates to the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Good level of education (minimum of 5 GCSEs A-C grade or equivalent) Paediatric First Aid qualification</p>	<p>Diploma in Early Education and Care qualification or NVQ 3 and 3 years' experience in working with children</p> <p>Full comprehensive driving license.</p>
<p><b>Knowledge</b> <i>This relates to the level and breadth of practical knowledge <b>required</b> to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Child Protection and Safeguarding Training</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>The ability to write a risk assessment based on the activity.</p> <p>Knowledge of Health and Safety.</p>	<p>Understanding of principles of child development and learning processes in particular, barriers to learning</p> <p>Ability to plan effective actions for students who require support to progress their learning or who require specific support to facilitate their accessing of learning opportunities.</p>
<p><b>Technical / Work-based Skills</b> <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>		<p>Obtained the Mini-bus license (D1 category) is desirable.</p> <p>Have received training in at additional work-based skills/strategies (i.e. bi-lingual, managing behaviour, supporting children with physical needs, sign language, etc.)</p>
<p><b>General Skills/Attributes</b> <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Good numeracy/literacy skills to level 3 standard.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p>	<p>Have the ability to make decisions and use their initiative</p> <p>Be patient but firm, remain calm and deal with others in a tactful and sensitive manner.</p>

	<p>Ability to plan effective actions for students who require support to progress their learning or who require specific support to facilitate their accessing of learning opportunities.</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p>	<p>Working within a team, the postholder will need to share ideas and information as well as accept advice.</p> <p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.</p>
<p><b>Experience</b> <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>3-5 years' experience in working with/caring for children, dependent upon qualifications held.</p>	<p>Experience of working with students with additional complex needs.</p>

### Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities attributes and behaviour indicators.