

## All Saints CofE Primary School

### Outline Job Description

<b>POST TITLE:</b>	<b>PLAYWORKER / BREAKFAST, BEFORE &amp; AFTER SCHOOL CLUB ASSISTANT</b>
<b>POST REF:</b>	
<b>GRADE:</b>	<b>BAND 3-4, SCP 3 - 4</b>

#### GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

#### PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and support staff in providing safe and effective high quality play for children and young people.

Working in partnership with parents, carers, teaching staff and other professionals; improve access and develop opportunities for children to play whilst promoting their wellbeing.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

#### KNOWLEDGE AND SKILLS:

*(See Personnel Specification)*

## **EFFORT DEMANDS:**

- Contribute to the delivery and supervision of a quality play provision within the school whilst ensuring all activities are carried out in a safe, creative and appropriate play environment.
- Acting as a role model, will establish productive and constructive working relationships with pupils, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to play, learn and develop.
- Will develop and maintain good relationships and communications with parents; encouraging parental involvement where appropriate.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

## **RESPONSIBILITIES:**

- Under the supervision of the play leader; undertake structured and agreed play activities as appropriate to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times; recognising and responding to individual and group play needs, identify new play needs and ensure health and safety at all times in the play environment.
- Will prepare, co-ordinate, promote and provide a wide range of inclusive, creative and enjoyable play opportunities for pupils which is responsive to their play needs; giving pupils the freedom to spend their leisure time in their own way whilst encouraging fair and caring behaviour.
- Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Attend to the pupils' personal needs including the safety and well being of the pupils and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.

- Will occasionally be required to supervise the play area for brief periods where the play leader is not available.
- Promote self-esteem; ensuring inclusion, acceptance and integration for all as well as encouraging pupils to act independently as appropriate, interact and work co-operatively with others and engage in activities; including those with specific and special needs and those from different cultures and/or with a different first language.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the play leader in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- If appropriate, will ensure food provision is carried out within the guidelines of the Food Safety Act 1990; making sure all food served is balanced and healthy in accordance with School Food Standards
- If appropriate, prepare light meals (breakfast, snacks, refreshments etc.) which may include the use of kitchen appliances in accordance with Food Hygiene and ensuring individual pupil dietary requirements are met.
- If appropriate, prepare the eating area, supervise children in the eating area (seating, serving, eating, clearing plates etc.) and maintain/clear the eating area throughout (cleaning up of any spillages, wiping surfaces, washing up etc.).
- Collect and safely supervise children to and from the teaching/play area and, if appropriate, ensuring the child is collected by a recognised parent/carer/family member.
- May have responsibility for small sums of cash.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will participate in out of working hours activities such as school fairs and party's.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

#### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

### Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

### Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

### **SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

### **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

### **PERSONNEL SPECIFICATION:**

	ESSENTIAL (E) / DESIRABLE (D)
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>• Experience (paid or voluntary) of working with children or young people from a variety of backgrounds, including disabled children and children from disadvantaged minority groups, in a play/childcare setting. (E)</li> <li>• Experience of working in a team situation. (E)</li> <li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level (E)</li> </ul>
<b>QUALIFICATIONS/ TRAINING:</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (D)</li> <li>• Qualifications relating to the post e.g. Health, Childcare, Food Hygiene, first aid qualification. (D)</li> <li>• Willingness to participate in development and training opportunities including a nationally recognised playwork foundation course. (D)</li> </ul>
<b>KNOWLEDGE/ SKILLS:</b>	<ul style="list-style-type: none"> <li>• Will have an outline understanding of relevant legislation. (D)</li> <li>• Knowledge of basic Food Hygiene, Health and Safety, First Aid, Lifting and Handling and Fire Prevention. (D)</li> <li>• Good communication skills. (E)</li> <li>• Good numeracy/literacy skills. (E)</li> <li>• An understanding of the needs of a multicultural society. (E)</li> <li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)</li> <li>• Knowledge of childcare. (E)</li> <li>• Awareness of child development. (E)</li> <li>• Knowledge and commitment to schools Equality policy. (D)</li> <li>• Ability to relate well to pupils and adults. (E)</li> <li>• Ability to work constructively as part of a team. (E)</li> <li>• Ability to remain calm under pressure. (E)</li> <li>• Demonstrate a commitment to working with children of the relevant age. (E)</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills. (E)</li> </ul>

- Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)
- Ability to perform all duties and tasks with reasonable adjustments where necessary. (E)
- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties. (E)
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)

**PACT HR USE ONLY:**

<b>COMPILED BY:</b>	Lindsey Greenwood
<b>DATE OF ISSUE:</b>	January 2016
<b>DATE OF UPDATE:</b>	July 2020 (SCP change to reflect new pay bands)
<b>DATE OF UPDATE:</b>	1 April 2024 (PACT HR Branding and Copyright)
<b>DATE OF UPDATE</b>	1 March 2025 (Realignment of Pay Bands)

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