**JOB DESCRIPTION**

**POST:** EYFSWRAP AROUND CARE ASSISTANT

**RESPONSIBLE TO:** Headteacher or designated person

**SALARY:** Band B2

**ACTUAL SALARY:** £9,617 (SCP 6) – £10,182 (SCP 11) based on 15 hours before and after school club provision

QUALIFICATION: Level 3 NVQ/ Cache (or equivalent) in childcare or Early Years

**LOCATION:** Wood End Primary School

**WORKING PATTERN:**  15 Hours per week – Term Time Only (7:30 – 8:30 am and 3-5pm daily)

**DISCLOSURE LEVEL:** Enhanced

**BROAD DESCRIPTION:**

Under the direction of the Headteacher or other senior member of staff, to co-ordinate and be responsible for the day-to-day running of the club, ensuring provision of high quality childcare

**Responsibility for others:** The post has some impact on the well-being of individuals or groups (i.e physical, mental, social, health and safety).

**Responsibility for physical resources:** The post has considerable responsibility for cleaning, maintenance and the repair of certain equipment or buildings including the security of buildings.

**Responsibility for budget:** The post has some direct responsibility for physical resources, involving the careful, accurate, confidential and secure handling/processing of information and maintenance of materials/games/toys.

**TYPICAL TASKS**

* Deliver and participate in play with the children – planning activities that promote development in all aspects of the EYFS Framework
* Provide care for the children including: delivering and collecting small groups to and from school, ensuring safe return to appropriate person
* Liaising with nursery staff about the children and information that may need to be passed on
* Provide refreshments (drinks, snacks)
* Liaise with parents (re: attendance and collection of children, charges for and collection of fees, child behaviour and wellbeing whilst at the club etc).
* Undertake day-to-day administration tasks including maintenance and updating of records
* Ensure that resources are maintained and clean and arrange for replacement/new resources
* Work within the Children’s Act, ensuring that standards and guidelines are adhered to by self and others
* Understand and ensure Child Protection procedures, H & S policies, confidentiality procedures are adhered to.
* Administer first aid as appropriate and according to policies
* Prepare/clean tables for meals
* Clear away/clean after snacks, including cleaning furniture, floors, cutlery, plates etc.
* Supervise toileting and washroom activity
* Prepare and serve refreshments/snacks/meals
* Assist children with their meals and encourage good table manners
* Set up play area/room for club with toys, etc. and clear away
* Ensure that resources/materials/equipment are maintained and clean, reporting loss/damage or low stock to supervisor

**QUALIFICATIONS/TRAINING AND COMPETENCIES**

* Level 3 or above qualification in childcare or Early Years
* Knowledge of the EYFS Framework
* Experience of working in an Early Years setting
* Educated to at least GCSE/GCE O level/CSE grade 1 in literacy and numeracy to be able to read and understand procedures, policies and legislation and to count and calculate charges.
* Knowledge of relevant procedures, e.g. Child Protection, Health and Safety, Food Hygiene
* Understand good quality childcare
* Be able to maintain accurate records
* Be able to use own initiative.
* Previous relevant experience working with young children
* Have good communication, listening and persuasion skills
* Able to present evaluative information to others (for formal reviews etc.)
* Hold current paediatric first aid certificate (desirable)
* Be aware of cultural differences re: food.
* Able to participate in safe and creative play

**SAFEGUARDING CHILDREN**

* CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.
* The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
* The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** | * GCSE Grade C English (or equivalent)
* GCSE Grade C Maths (or equivalent)
* NVQ3 or Cache Level 3 (or equivalent in childcare)
 | * Evidence of ongoing professional development
* Paediatric first aid
 |
| **Experience, Skills and knowledge** | * Knowledge of the EYFS framework
* Making adaptations to activities to meet the needs of all pupils
* Knowledge of SEND
* Effective management skills that lead to calm, productive environments
* Emotional resilience in working with distressed behaviours and an understanding of the range of approaches that can be used to promote appropriate behaviours
* Knowledge of how play can be used to maximise learning opportunities
 | * Experience of working with children in EYFS
* Knowledge of Health and Safety
* Knowledge of food preparation guidelines for EYFS
 |
| **Personal Qualities** | * Organised – managing workload and deadlines to ensure the smooth running of school
* Teamwork – a willingness to be support colleagues to ensure the best outcomes for pupils.
* Communication – liaising with all stakeholders maintaining professionalism in a timely manner
* Flexibility – a willingness to adapt and change as needed in response to situations that arise in school
* Commitment to professional development – evidence that you strive to continue to grow as a teacher
 |  |
| **Other** | * Commitment to safeguarding and promoting the welfare of children and young people
* Willingness to undergo appropriate checks, including enhanced DBS Checks
* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 |  |

**Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

**Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

**Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of tea identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.