

Job Description

POST:	Warp Around Manager
RESPONSIBLE TO:	Headteacher
SALARY:	Band G points 11-17
LOCATION:	Budbrooke Primary School, Styles Close, Hampton Magna,
WORKING PATTERN:	Monday to Friday
DISCLOSURE LEVEL:	Enhanced DBS Check
KEY RELATIONSHIPS:	Headteacher, Deputy Headteacher, other support staff

RESPONSIBLE FOR:

Prepare and deliver activities to groups of children as directed by the Supervisor / Keyworker. Provide appropriate care for children.

MAIN PURPOSE:

- Prepare, deliver and participate in play opportunities/activities
- Set up and clear away after play sessions/activities
- Observe and provide feedback to supervisor on children's development, play and learning experiences
- Provide care for the children including: delivering and collecting small groups to and from school, ensuring safe return to appropriate person
- Prepare and serve refreshments/snacks and clear away
- Assist with induction of new staff, students and volunteers
- Administer first aid as appropriate and according to policies
- Assist with children's toileting and personal care
- Ensure that resources are maintained and clean, reporting loss/damage or low stock to supervisor
- Work within the Children's Act, adhering to standards and guidelines

Safeguarding Children

The trust 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 Line Manager. 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.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

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.

The Trust Board sees all members of the Trust's staff community 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 team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Minimum GCSE (or equivalent) English and Maths at grade 4 or above • Full and relevant EYFS Level 3 qualification or equivalent 	
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Literacy skills to be able to understand school policies and complete accident book • Be able to understand, comply and work within policies. • Experience of Childcare work • Can use ICT and technology equipment • Excellent communication skills 	
Personal Qualities	<ul style="list-style-type: none"> • Have a good understanding of children • Can problem solve and exercise initiative and independent action • Understand good quality childcare 	
Other	<ul style="list-style-type: none"> • 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 	