



ST FRANCIS  
& ST CLARE  
CATHOLIC MAC

# Job Description

<b>Job Title:</b>	Before and After School Supervisor
<b>Department/Section:</b>	St Francis and St Clare Catholic MAC
<b>Responsible for which other posts:</b>	None
<b>Responsible to:</b>	Principal



## Introduction

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To work under the direction and guidance of senior staff and within an agreed system of supervision, to implement agreed club activity programmes with individuals/groups. This will involve assisting in the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils safe and secure in a club environment.

## Key Duties and responsibilities

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### Support

- Work to maintain an appropriate before/after school club environment
- Work with senior staff, evaluating and adjusting plans as appropriate
- Monitor and evaluate pupils' responses to activities through observation and recording of achievement
- Provide feedback as required on club provision to senior staff on progress and other matters.
- Be responsible for keeping and updating routine records as agreed, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with senior staff within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Provide general and routine clerical/administration support e.g. administer coursework, produce worksheets for agreed activities etc.

### Support for the Curriculum

- Implement agreed activities programmes, making appropriate adjustments according to pupil responses/needs.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare and maintain general equipment and resources in line with agreed plans and strategies.

## **Support for Pupils**

- Use specialist skills/training/experience to support pupils.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self reliance.
- Provide feedback to pupils in relation to progress and achievement.

## **Support for the Academy**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy.
- To act as a qualified person for the administration of First Aid within the Academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

## **General (all posts)**

### **Safeguarding**

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated. These will include:-

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people

- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.
- This post requires the post holder to undertake an Enhanced DBS check.

### Other Duties

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post.

**In addition to the ability to perform the duties of the post, issues relating to Safeguarding and promoting the welfare of children will need to be demonstrated these will include:**

- **Motivation to work with children and young people;**
- **Ability to form and maintain appropriate relationships and personal boundaries, adopt and promote “Don’t Walk On By” policy and comply with all safeguarding requirements with children and young people;**
- **Emotional resilience in working with challenging behaviours;**
- **Attitudes to use of authority and maintaining discipline.**

Signature of post holder	
Date	

### Person Specification

Essential Criteria	Desirable	Measured by
<b>Qualifications and Training</b> <ul style="list-style-type: none"> <li>• NVQ3 for Teaching Assistants or equivalent qualification/ experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of DfES Teacher Assistant Induction Programme</li> </ul>	AF

<ul style="list-style-type: none"> <li>• Training in the relevant strategies eg. literacy and/or in particular curriculum or learning area eg. Bi-lingual, sign language, dyslexia, ICT, maths, english, CACHE etc.</li> <li>• Qualified First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate knowledge of first aid/training as appropriate.</li> </ul>	
<p><b>Knowledge and Experience</b></p> <ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age.</li> <li>• Working Knowledge of national/ foundation stage curriculum and other basic learning programmes/ strategies.</li> <li>• Understanding of principles of child development and learning processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.</li> </ul>	AF/I
<p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• Can use ICT effectively to support learning. Use of other equipment technology: video, photocopier.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> </ul>	<b>AF/I</b>
<p><b>Personal Characteristics</b></p> <ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Post holders will be required to demonstrate the behaviours and attributes that support MAC's core values</li> </ul>		I

AF - Application form I - Interview

<b>COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE</b>	
<b>Post Reference: PS009</b>	<b>Post Title: Breakfast/After School Club Supervisor</b>
<b>Commitment &amp; Motivation</b>	
<ul style="list-style-type: none"> <li>• Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility</li> <li>• Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives</li> <li>• Engages in every learning opportunity and reflects on and develops own practice</li> <li>• Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others</li> <li>• Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions</li> <li>• Monitors own performance against high standards</li> <li>• Actively seeks feedback, to inform self-development plans</li> </ul>	
<b>Problem Solving &amp; Decision Making</b>	
<ul style="list-style-type: none"> <li>• Shows openness to new ideas and makes timely, confident decisions on a day to day basis</li> <li>• Takes ownership and makes decisions that are achievable based on the appropriate information</li> <li>• Uses initiative to make decisions without formal guidelines</li> <li>• Gathers all relevant information to make informed decisions</li> <li>• Analyses statistical information based on issues / trends to support decision making</li> <li>• Takes ownership of problems and trials new approaches to reach a successful resolution</li> </ul>	
<b>Planning &amp; Organisation</b>	
<ul style="list-style-type: none"> <li>• Plans, prioritises, implements, managing own workload with guidance using available resources</li> <li>• Identifies achievement and supports next steps planning</li> <li>• Identifies barriers to learning and provides appropriate solutions</li> <li>• Contributes to development plans and considers resource allocation</li> <li>• Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives</li> <li>• Provides written feedback and evaluation of progress against objectives</li> <li>• Selects and prepares appropriate activities and resources</li> </ul>	
<b>Implementing Change</b>	
<ul style="list-style-type: none"> <li>• Contributes constructively to support change in own area of work with a view to improving performance</li> <li>• Uses initiative and knowledge to implement given tasks or plans.</li> <li>• Identifies and makes recommendations for improving performance in their own area of work</li> </ul>	

- Approaches change in a positive, flexible and enthusiastic manner

### **Managing Objectives**

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments.

### **Raising Standards**

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Monitor pupils responses to learning activities and record appropriate attainment accurately as directed.
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

### **Customer Focus**

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / learning environment

### **Communication**

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way

- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

### **Impact & Influence**

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

### **Team Working**

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Assist and Support junior colleagues and volunteers
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

### **Qualifications & Skills**

- NVQ Level 3