

Person Specification Breakfast Club Leader Role

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

| Essenti | Essential | | | | | |
|---------|---|--|--|--|--|--|
| 1 | Experience of effectively and proactively working with, and supporting, children | | | | | |
| 2 | Able to communicate effectively verbally and in writing with children, young people, | | | | | |
| | colleagues and parents/carers. | | | | | |
| 3 | Able to establish positive relationships with pupils. | | | | | |
| 4 | Able to consistently and effectively implement agreed behaviour management strategies. | | | | | |
| 5 | Able to provide levels of individual attention, reassurance and help with learning tasks as | | | | | |
| | appropriate to pupils' needs, emphasising with these. | | | | | |
| 6 | Able to work within and apply all relevant club and school policies. | | | | | |
| 7 | Ability to manage a team as well as be able to work collaboratively as part of a team. This will include leading by example, having high expectations of others and holding staff to account. | | | | | |
| 8 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: | | | | | |
| | 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 | | | | | |
| | attitude to use of authority and maintaining discipline. | | | | | |
| | able to work in partnership with other agencies | | | | | |
| 9 | GCSE in English and Maths (or equivalent) qualification and relevant childcare qualification | | | | | |
| | e.g. CACHE Level 3 (or equivalent). | | | | | |
| 10 | Able to undertake relevant training as required | | | | | |
| 11 | Word processing and IT skills to oversee the running of the Breakfast Club including but not | | | | | |
| | restricted to: | | | | | |
| | Staffing Particle and configuration of contract | | | | | |
| | Booking and confirmation of spaces Mealth daily lists of abilities. | | | | | |
| | Weekly/daily lists of children | | | | | |
| | Invoices and payments Only in a selection of head feet feet feet and divide a selection to the selection. | | | | | |
| | Ordering and purchasing of breakfast food and drinks ensuring a healthy start to the day | | | | | |
| | Overseeing the planning of activities and resources for the children | | | | | |

Desirable

| 12 | Experience of supporting children in a similar environment |
|----|--|
| 13 | Paediatric First Aid Training First Aid Training or willingness to obtain certificate within 3 |
| | months |
| 14 | Food hygiene qualification |
| | |

Part B: Assessment Stage

Items 1, 2, and 3 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

| 1 | Have positive, inclusive values, attitudes and high expectations for all pupils. | | | | |
|----|---|--|--|--|--|
| 2 | Able to use language and other communication skills that children can understand and relate | | | | |
| | to. | | | | |
| 3 | Able to establish positive relationships with pupils, parents and staff. | | | | |
| 4 | Able to consistently and effectively implement agreed behaviour management strategies. | | | | |
| 5 | Able to provide levels of individual attention, reassurance and help with tasks as appropriate | | | | |
| | to pupils' needs, empathising with these. | | | | |
| 6 | Able to work within and apply all relevant club and school policies. | | | | |
| 7 | Able to supervise groups of pupils and to plan suitable activities and engage the pupils with | | | | |
| | these. | | | | |
| 8 | Able to carry out and report on systematic observations of pupils' knowledge, understanding | | | | |
| | and skills. | | | | |
| 9 | Able to lead a team and to work effectively as part of a team. | | | | |
| 10 | Committed to achieving further professional development | | | | |
| 11 | Appropriate behaviour and attitude towards safeguarding and promoting the | | | | |
| | welfare of children and young people including: | | | | |
| | 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 | | | | |
| | attitude to use of authority and maintaining discipline. | | | | |
| | able to work in partnership with other agencies | | | | |
| 12 | No disclosure about criminal convictions or safeguarding concern that makes applicant | | | | |
| | unsuitable for this post. | | | | |

Desirable

| 13 | Knowledge of pupils with additional needs |
|----|---|
|----|---|

The following methods of assessment will be used:

| Method | | Method | |
|--------------------|-----|-----------------------------------|----|
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Other (specify) | No | Other (specify) | No |

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

| 1 | Enhanced Disclosure and Barring Service Check | |
|---|--|--|
| 2 | Additional criminal record checks if applicant has lived outside the UK | |
| 3 | DBS Barred List Check | |
| 3 | Medical clearance | |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) | |
| 6 | Right to work check and any other statutory check required by an educational establishment | |