

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

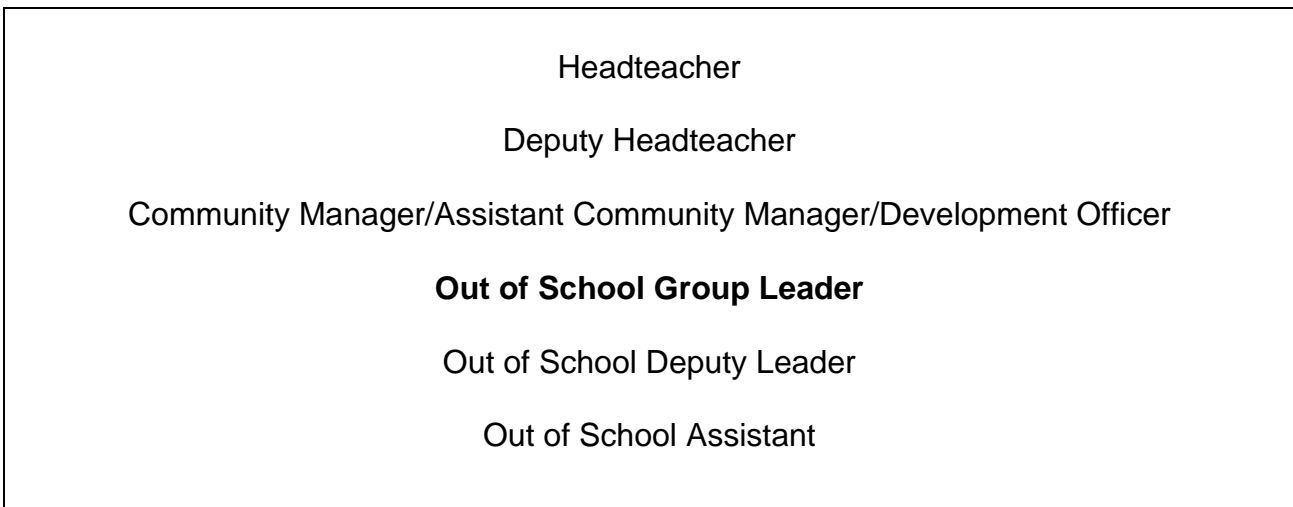
ROLE PROFILE FORM

Section A

Role Profile Ref:	02021
Department/Section:	Education - Schools
Role Title:	Out of School Group leader. In some schools the role title may be called Breakfast and/or After School Club Manager or Leader/Club Co-ordinator/Holiday Scheme Manager/Playscheme Manager or Leader
Reports To - (Supervisor/manager's role title) :	Varies depending on size and structure of the school. Development Officer/Deputy Headteacher/Assistant Community Manager/Community Manager/Headteacher
Role Purpose: (why the role exists)	To manage the operation of the Out of School Cub service for children ensuring that they can develop personally, socially and educationally in a safe, caring and challenging environment. The Out of School Club service may be available before and/or after school and/or during the school holiday periods.

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C

ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
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<p>Administration</p>	<ul style="list-style-type: none"> • Plan, organise, coordinate and control the day to day running of the provision ensuring that the service meets the care, play and educational needs of the children effectively and efficiently, as well as satisfying government guidelines. • Maintain accurate records of attendance, registration, fees and any other service documentation in a secure manner ensuring retrieval of information in a timely fashion and the smooth running of the service. • Where parental/named carers payment of fees are not up to date, ensure that payment is received and reflected in the financial accounts accordingly. • Prepare quantitative and qualitative data for inclusion in quality assurance systems, management reports, reports to funders or any other reports as required by the school or outside agencies. • Co-ordinate the use of the facilities and equipment ensuring that they meet all safety requirements and are available to staff and children when required. • Manage the stock control of the equipment ensuring that supplies are maintained to meet the needs of staff and children. • Regularly ensure that materials and equipment are in good and usable condition, identify problems and resolve appropriately, and order replacements where appropriate. • Oversee the safe storage of equipment and materials (e.g. labelling boxes) and maintain appropriate records. 	<p>15%</p>
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<p>Staff Management</p>	<ul style="list-style-type: none"> • Manage, motivate, develop an effective team and ensure the regular review of staff for whom responsible, including volunteers and specialist tutors, to achieve and effective, efficient and consistent service ensuring that they carry out their duties in accordance with their role profiles. • Instruct and direct staff and school colleagues on correct procedures relating to the Childrens' Act; OFSTED standards; Child Protection, Equalities and Health and Safety issues. • Ensure the delivery of in-service training, off and on site, for all staff to ensure that the team operates in an effective and efficient way against agreed quality standards and defined practices and procedures. • Manage regular staff meetings ensuring that any follow-up activities are actioned accordingly. • Assist the line manager with the recruitment, selection, induction, training and support of all service staff through staff development activities and initiatives to encourage motivated, well developed staff. • Conduct the appropriate pre-employment checks and ensure that they are all completed and are satisfactory prior to the individual commencing employment with the service. • Participate in the school's performance management system and undertake additional appropriate training as and when required. 	<p>25%</p>
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<p>Service Provision</p>	<ul style="list-style-type: none"> • Manage, promote and develop the service provision to a high professional standard, liaising effectively with appropriate school staff and customers, to ensure that it continues to meet the care, play and educational needs of the children. • Manage the supervision, care and welfare of the children as required including effective liaison with parents/named carers and other childcare agencies on educational and care/medical matters encouraging parental/carer involvement and support in the provision of the service. • In liaison with school departments, to plan, develop, co-ordinate and organise a balanced stimulating, secure and safe play programme and creative activities suited to the age ranges, learning needs and abilities of the children using the service. Work directly with the children as appropriate. • Liaise with the Site Management/Community staff/Cleaners on the use of buildings, venues, resources and equipment. • Operate the service according to relevant policies and procedures particularly ensuring compliance with health and safety, child protection and equalities policies and procedures to ensure the safety and security of children at all times. • Participate in meetings with the school management team/line manager to discuss the present and future needs of the service provision and to contribute to its overall development. • Plan and when required, assist with the escorting of children to the school; the collection of children from the school/agreed point/classrooms and ensure safe delivery to the parents/named carers. • Provide an effective First Aid service by ensuring that staff are appropriately trained, procedures are adhere to and that the appropriate action is taken and forms completed in the event of an accident. Administer First Aid when required and be aware of the medical conditions of children in attendance. • Develop an effective working relationship with the school, parents/named carers and other childcare agencies/groups, responding to routine and complex queries when raised. • Liaise with relevant outside agencies to maintain legal and professional standards and work within the OFSTED framework. 	<p>45%</p>
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	<ul style="list-style-type: none"> • Promote the service to outside agencies, the press and to parents/named carers and seek marketing opportunities to raise its profile to ensure the ongoing financial viability of the service, with the view to making a surplus. • Liaise and negotiate with other local schools for the use of their facilities for developing children's activities in locations within the local community. • Manage childrens' behavioural problems in accordance with the school and County Council's behaviour management policies and procedures, and liaise with parents/named carers as necessary. • Adhere to the school's equal opportunities policy for school staff and pupils. • Advise parents/named carers about childcare benefits relevant to the service provision. • Organise the provision of refreshments to meet the childrens' dietary needs. • Ensure the supervise childrens' basic hygiene arrangements. 	
<p>Finance – applicable to role holders in some schools</p>	<ul style="list-style-type: none"> • Responsible for the control and management of the budget for the service working within agreed Service Plan expenditure targets and seek to achieve income targets. • Monitor spending and income against the set budget. • Maintain an accurate financial record keeping system including the payment of fees by parents/named carers and receipt of grants, which meets the requirements of the Council's financial regulations. • Seek funding for the development of new activities. 	<p>10%</p>
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> • Complying with relevant legislation e.g. Health & Safety and Fire Regulations to ensure the Health & Safety of children in his/her care. • Maintain and promote sustainability issues in the service to contribute to the school and corporate objectives. • Maintain awareness of the County Council's duties with regards to equalities issues. 	<p>5%</p>

Section D -The key decision making areas in the role

Staff Management (decides but refers to the line manager for further advice and feedback)
 Fire and Health and Safety Risk Assessment for the service (decides/refers)
 Cover for staff absence (decides/refers)
 Purchasing materials and equipment (decides)
 Stock control (monitors and maintains supplies and equipment by deciding when to place on order)
 Parental/Named Carer complaints (decides/refers dependent on compliant)
 Recruitment of service staff (assists with interview and makes recommendations on appointment)
 Service policies and procedures (decides/refers where appropriate)
 Areas of responsibility will vary with school size and structure

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

1 direct report full or part time
 3 - 4 indirect reports full or part time (some casual staff)
 38 – 40 Number of children in the service on a daily basis during term time
 30 Number of children in the service on a daily basis during school holidays
 The service covers children in the early years provision to those children in primary and secondary schools and is dependent on the type of school and service being offered.
 Where required, Out of School Club budget - £XK varies depending on size of school

Section F – The main contacts – external/internal customer contacts and purpose

Internal contacts

Children (daily in a care and educational role)
 Line Manager (daily)
 All service staff (daily to discuss priorities and service requirements)
 County Council Departments (occasionally seeking guidance, responding to queries and imparting general information)
 Other schools (frequently partnership working and networking)

External contacts

Professional external agencies – e.g. school matron, medical personnel
 Parents/Named Carers (daily – delivery of children; responding to queries; discussions on child care needs/welfare matters)
 Suppliers (frequently to maintain appropriate level of stock, materials and play equipment for the service)

Section G - Working conditions – environment, and physical effort or strain.

Role holders will be required to work during term-time outside school normal working hours.

Role holders may be required to work during school holiday periods according to the service provision. Therefore the hours of work may be adjusted to fit in with the longer working day.

Some children exhibit challenging behaviour and may need specific behavioural management measures in place.

Nausea (children being unwell).

Moving, handling and transportation of play equipment and other materials and resources to venues/rooms where sessions are held.

General clearing up and cleaning after the session.

Section H - Context/additional information

The Out of School Club Service provision varies according to the school. The service provision may cover Breakfast Clubs only, After School Clubs or Summer Club only or a mixture of provision.

Role holder is required to maintain good working relationships under difficult circumstances.

Role holder is expected to respect and practise confidentiality at all times.

Role holder is expected to be proactive and use initiative.

PROGRESSION IN ROLE

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

- Educated to GCSE level standard or equivalent with passes in English and Maths at Grade C or above.
- Hold an appropriate childcare qualification or proven evidence of working towards the qualification e.g. CACHE Level 3 or 4
- Knowledge and understanding of childcare and the role of a playworker.
- Ability to demonstrate knowledge and an understanding of the legislation governing childcare.
- Experience of caring for children of a wide age range and providing safe creative play activities and ability to undertake all associated administrative tasks.
- Experience of managing a child care service to a high professional standard of care.
- Experience of leading a team.
- Ability to maintain excellent working relationships with the team and customers.
- Ability to communicate at all levels.
- Working effectively in a team and on own initiative using judgment and common sense at all times.
- Ability to plan and implement a programme of safe and creative activities for children.
- Ability to assess a child's care needs, liaising appropriately with the parents/named carers.
- Commitment to equality of opportunities for all children and staff.
- Where required by the particular school role, experience of budget management.
- Hold a current valid driving licence.

Section J – Initial induction/training required to become effective in the role

- Competent in managing staff in line with school and County Council procedures.
- Able to demonstrate an understanding and knowledge of the school's policies and procedures.
- Where required, able to demonstrate an understanding and knowledge of the budget for the service.
- Suitably trained in First Aid which meets the Health and Safety Executive First Aid at Work requirements.
- Suitably trained in the Minibus Driver Awareness Scheme (MIDAS) in order to use the school minibus.
- Undertake suitable playwork training for example NVQ level 3 in Playwork.
- Attendance at training courses on any relevant issues.

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Specialist knowledge of the service and school development plan relating to the provision.
- Sets and reviews service standards and targets to maintain the efficiency and effectiveness of the service and to meet the needs to the children using the service.
- Able to demonstrate an understanding and knowledge of the Childrens' Act, OFSTED standards, Child Protection, Health and Safety issues, hygiene requirements and be able to train other staff.
- Achievement of an appropriate National Vocational Qualification in Playwork (Level 3) or any other relevant qualification, within an agreed timeframe.
- Demonstrates an understanding of the roles performed within the team and able to undertake the duties involved.
- Optimises the use the staff skills.
- Provides clear direction for staff taking account of the individual's behaviour and implements regular reviews of performance evidenced through the appropriate school documentation.
- Regular consultation with the parents/named carers to establish and agree their immediate requirements and perceptions of the service in order to ensure its continuous improvement.
- Able to demonstrate knowledge of the child care benefits available to parents/named carers which are relevant to the service provision.
- Ability to produce meaningful regular management reports.
- Positive feedback from parents/named carers on the provision of the service.
- Successful performance against measurable targets set in their annual performance and regular reviews.

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Ability to research the child care needs of the local community and develop the service in the long term to meet parental/named carers needs to ensure its financial viability.
- Develop working partnerships with other local schools/childcare links where appropriate for example offering the service to feeder/other schools.
- Identifies and, where appropriate, creates new marketing/service opportunities.
- Initiate change where appropriate.
- Ability to co-ordinate a number of activities and projects.
- Deals with any staff performance issues without referral to line manager.
- Where required, manages the budget with minimal referral to line manager.