**AFTER SCHOOL CLUB MANAGER PERSON SPECIFICATION (GRADE 8)**

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| **Area** | **Requirement** | **Essential** | **Desirable** |
| **Professional Qualifications** | Level 3 qualification in childcare or playwork or other relevant professional qualification.  First Aid qualification – paediatric and first aid at work  Minimum grade C GCSE/O Level in English and maths. | Y  Y | y |
| **Knowledge** | Understanding of child development.  Working knowledge of safeguarding reporting.  Have knowledge of the Early Years curriculum and the National curriculum.  Understanding of health and safety issues and good practice. | Y  Y | Y  Y |
| **Skills & Abilities** | Ability to understand, and provide support for, the difficulties and pressures associated with caring for children with special or additional educational needs and/or education healthcare plans.  Be able to effectively lead, manage and motivate staff and children.  Have effective oral and written communication skills involving a sensitive approach to adults and children.  Have excellent organisational skills, being able to set up, access and maintain appropriate and effective systems.  Be reliable and trustworthy and able to use judgement in receiving and dealing with sensitive information.  Be able to exercise initiative and contribute ideas for school improvement.  Be able to contribute to school improvement and work to agreed objectives through performance management.  Be a confident user of I.C.T. and able to use it with colleagues and children and their families.  Have high standards in all areas of work e.g. display, written communication, setting out and tidying the afterschool areas, resource maintenance.  Show a commitment to lifelong learning for themselves and to encourage others.  Be able to prioritise. | Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y |  |
| **Experience** | At least 2 years’ experience of deputising or acting in a management role in a play, childcare, extended services, or school setting.  Experience of working with children in a play, childcare, out of school or school setting.  Supervision of staff and effective performance management.  Introducing and implementing change – an example where you have shown initiative and followed through to delivery.  Developing projects in partnership with parents.  Involving children in shaping services and making decisions – responding to their views. | Y  Y  Y  Y  Y  Y |  |
| **Other** | Enhanced DBS Check.  Valid visa/Right to Work in UK. | Y  Y |  |
| **Working with Others** | Work in co-operation and partnership with colleagues.  Work in partnership with other professionals, agencies, voluntary groups and service providers.  Form and maintain appropriate professional relationships and boundaries with children and their families.  Approachable, accessible and flexible.  High expectations and standards of self and others. | Y  Y  Y  Y  Y |  |
| **School Ethos** | An ability to be a personal role model of professionalism, having high expectations of self and others.  Maintains expected school standards of confidentiality at all times.  An understanding of the need for equality of opportunity.  Upholding and modelling our school vision and ethos. | Y  Y  Y  Y |  |