



# MENSTON PRIMARY SCHOOL CARE CLUB CO-MANAGER CANDIDATE BROCHURE



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to an online search and the successful candidate will be required to undertake an enhanced DBS disclosure.

# CARE CLUB MANAGER CANDIDATE BROCHURE



## Key Facts and Statistics

Type of School	Academy Primary School
Location	Menston, West Yorkshire
Denomination	None
Age Range	4 to 11 Years
Co-Educational or Single Sex	Co-educational
Number of Children	400
Number of Teaching Staff	17
% of Children with SEN	16%
% of English as an Additional Language	2%
% of Children on Free School Meals	2.75%
School Awards	







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## Our School

At Menston Primary School, we provide the children with a high-quality inclusive education and pride ourselves on our team ethos, our care for our children and our partnerships with families.

As a team, we work to foster a lifelong love for learning. Everything we do is centred around the children and their right to be encouraged, to achieve, to find their talents, to enjoy learning and to succeed in whatever they choose. We strive to create an environment that allows children to enjoy learning within a happy and caring environment.

## Our Care Club

Established in 1999, our Care Club is a friendly and caring 75+ place, play based wraparound childcare facility for Menston Primary School children. The club offers a wide range of stimulating and creative play opportunities and a friendly, welcoming atmosphere. We have a dedicated suite of well-resourced playrooms and also play in the hall and other areas, depending on numbers. We make full use of our extensive school grounds all year round, which include playgrounds, fields, woodlands and a ball court.

## Our History

There has been a village school on our site since Victorian times. In the 1960's a 'new' infant school was added to the site, and in 2004 a third building was added which houses three classrooms and our before and after school 'Care Club'.

## Our Environment

Our beautiful, extensive grounds include two fields with all-weather running tracks, three playgrounds, a ball court, a woodland/den building area, a minibeast area, a pond and two polytunnels which are used as outdoor classrooms. We have a strong commitment to outdoor learning for all of our children as we know that this benefits their mental and physical health, as well as teaching them to be guardians of their world. All of our children have regular, planned outdoor learning experiences throughout their whole time at school.

We are proud of our warm and positive learning environment. Our classrooms are well equipped and our teachers are innovative and creative. They love to inspire our children!

As well as working to deliver a broad and relevant education, the school is developing a curriculum which promotes the STEM subjects of Science, Technology, Engineering and Maths alongside regular, planned outdoor learning.



## Our Ethos

We believe that teaching children how best to learn in different situations is as important as the subject specific knowledge they all need to acquire. Because of this we encourage our children to take increasing control over their own learning, to coach each other and to peer and self-assess where this is appropriate. As a result, each day our children grow more confident and independent and they are able to take on more responsibility for their own learning.



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## Job Description

Position	Care Club Co-Manager
Job Type	Permanent
Hours	27.5 hours per week or 12.5 hours per week, Term Time Only
Salary	Band 6 SCP 7-11, Hourly Rate £12.59 to £13.47 (pay award pending)
Start Date	September 2024 or sooner if possible

## Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Moorlands Learning Trust/This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Moorlands Learning Trust /This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## Prime Objectives of the Post:

- Managing a team of staff, you will complement, appreciate and support the role of school leaders, teachers and support staff in organising and providing safe and effective high quality before and after school wrap around childcare for children and young people.
- Working in partnership with parents, carers, school leaders, teaching staff and other professionals, improve access and develop opportunities for children to play whilst promoting their wellbeing.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## Knowledge and Skills:

(See Personnel Specification)

## Duties:

- Lead on the organisation, delivery and supervision of a quality wrap around childcare provision within the school whilst ensuring all activities are carried out in a safe, creative and appropriate play environment.

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- Work under own initiative with limited supervision, referring only complex matters to the Finance Manager, Operations Manager or Headteacher as appropriate.
- Acting as a role model, establish productive and constructive working relationships with children, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all children have equal access to opportunities to play, learn and develop.
- Acting as a role model, establish productive and constructive working relationships with staff, motivating and managing them to deliver the highest quality provision to ensure all children have equal access to opportunities to play, learn and develop.
- Develop and maintain excellent relationships and communications, including e-communication, with parents, staff and other stakeholders.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting and concerns to designated safeguarding lead staff, in line with school policy and procedure. Where DSL staff are not available, follow Bradford Children's Services reporting procedures.
- Adhere to and implement all relevant DfE advice and guidance which includes, but is not limited to:
  - DfE Wraparound childcare advice and guidance for schools and trusts in England
  - DfE Safeguarding guidance for providers, After-school clubs, community activities and tuition
  - DfE statutory guidance: Keeping Children Safe in Education
  - DfE Early Years Foundation Stage (EYFS) Statutory Framework
  - The Requirements for School Food Regulations
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures, liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child as well as contributing to the development of such policies.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.

## Responsibilities:

- Carry out managerial responsibility for a small team; overseeing their performance, giving instruction as necessary and identifying training needs. This includes contributing to the recruitment of new playworkers.
- Co-ordinate staffing the provision, ensuring absences are accounted for in line with school policy/procedure and that appropriate staff absence cover arrangements are made.



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- Lead in marketing and developing the club, working with the school's Finance Manager to ensure opportunities to generate income are maximised and that all costs, including staffing costs, are managed effectively and in line with agreed budgets.
- Contribute to all aspects of administration such as liaison with parents re booking requirements, sales of ad-hoc places, management of daily attendance registers.
- Appraise/evaluate new club administration products/systems and introduce them effectively where appropriate, monitor their efficient and effective use and suggest alternatives.
- Work with the finance officer to ensure fee invoices are issued accurately and parents pay promptly.
- Plan, arrange and undertake structured and agreed play activities as appropriate to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Organise effective and appropriate supervision and support for children consistently at all times; recognising and responding to individual and group play needs, identifying new play needs and ensuring health and safety at all times in the play environment.
- Plan, prepare, coordinate, promote and provide a wide range of inclusive, creative and enjoyable play opportunities for children which is responsive to their play needs; giving children the freedom to spend their leisure time in their own way whilst encouraging fair and caring behaviour.
- Take responsibility for the resourcing, care, preparation, maintenance and use of relevant equipment, assisting children in its use and clearing/storage afterwards; this may include being a key-holder for designated areas within school.
- Attend to the children's personal needs including the safety and wellbeing of the children, including first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility; undertaking appropriate risk assessments as necessary.
- Promote self-esteem; ensuring inclusion, acceptance and integration for all as well as encouraging children to act independently as appropriate. Interact and work co-operatively with others and engage in activities for all children including those with specific and special needs and those from different cultures and/or with a different first language.
- Promote positive values, attitudes and excellent children's behaviour and encourage children to take responsibility for their own actions. Deal promptly with unwanted incidents, reporting and recording as appropriate in line with the school's behaviour policy.
- If appropriate, prepare light meals (breakfast, snacks, refreshments etc.) which may include the use of kitchen appliances in accordance with current food safety and hygiene standards and ensuring individual pupil dietary requirements are met.
- If appropriate, prepare the eating area, supervise children in the eating area (seating, serving, eating, clearing plates etc.) and maintain/clear the eating area throughout (cleaning up of any spillages, wiping surfaces, washing up etc.).
- Collect and safely supervise children to and from the teaching/care club areas and ensure that children are collected by a recognised parent/carer/family member.
- Act promptly and decisively to respond to the non-attendance of children at their registered afternoon sessions.

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- Participate in own performance development, identify and address any training needs/other learning activities.
- Participate in out of working hours activities such as open day events for prospective and new parents.
- Will supervise students on work experience, trainees and voluntary helpers as appropriate, ensuring that all relevant safeguarding procedures are in place.
- If agreed with senior leaders and governors, may be required to organise and manage a holiday club provision.

## Environmental demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person, in line with school policy and procedure.

## Fluency Duty:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

## Intermediate Threshold Level:

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language

## Special Conditions of Service:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required)

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## Other considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher
- To act in accordance with the General Data Protection Regulations and maintain confidentiality at all times e.g. access to staff/student/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK



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## Person Specification – Care Club Manager

	ESSENTIAL (E)/DESIRABLE (D)
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of working with school aged children or young people from a variety of backgrounds, including disabled children and children from disadvantaged minority groups, in a school/play/childcare setting. <b>E</b></li> <li>• Experience of supervising, training, developing and managing staff. <b>E</b></li> <li>• Experience of working in a team situation and successfully leading a team. <b>E</b></li> <li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. <b>E</b></li> </ul>
<b>Qualifications/ Training:</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. <b>E</b></li> <li>• Qualifications relevant to the post which may include NVQ, childcare and playwork qualifications and/or Early Education qualifications. <b>D</b></li> <li>• Qualifications relating to the post e.g. Food Safety, Food Hygiene and First Aid qualification or a willingness to undertake these qualifications. <b>E</b></li> <li>• Willingness to participate in development and training opportunities. <b>E</b></li> </ul>
<b>Knowledge/ Skills:</b>	<ul style="list-style-type: none"> <li>• Knowledge of Food Hygiene, Health and Safety, First Aid, Lifting and Handling and Fire Safety. <b>D</b></li> <li>• Excellent communication skills, including e-communications. <b>E</b></li> <li>• Excellent numeracy/literacy skills. <b>E</b></li> <li>• An understanding of the needs of a multicultural society. <b>E</b></li> <li>• An understanding of the issues relating to children who have special educational needs or disabilities. <b>E</b></li> <li>• Have knowledge of relevant legislation. <b>E</b> This includes, but is not limited to the latest versions of: <ul style="list-style-type: none"> <li>- DfE Wraparound childcare advice and guidance for schools and trusts in England</li> <li>- DfE Safeguarding guidance for providers, After-school clubs, community activities and tuition</li> <li>- DfE statutory guidance: Keeping Children Safe in Education</li> <li>- DfE Early Years Foundation Stage (EYFS) Statutory Framework</li> <li>- The Requirements for School Food Regulations</li> </ul> </li> </ul>

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- Knowledge of and commitment to Moorlands Learning Trust's Equality policy and the 2010 Equality Act. **E**
- Ability to relate well to children and adults. **E**
- Ability to work constructively as part of a team. **E**
- Ability to remain calm under pressure. **E**
- Demonstrate a commitment to working with children of the relevant age. **E**
- Demonstrate good co-operative, interpersonal and effective listening skills. **E**
- Maintain confidentiality in matters relating to the school, its pupils, parents or carers. **E**
- Ability to perform all duties and tasks with reasonable adjustments where necessary. **E**
- Ability to cope with the requirements of the post, which will include working with children who may have emotional/ behavioural/physical needs. **E**
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. **E**

## **Additional Candidate Information**

In your personal statement we are looking for you to highlight your particular strengths, interests and relevant experience that would make you suitable for this post and ways in which you think you could make a positive contribution to the Care Club and a wider contribution to our school.

We would strongly encourage interested candidates to visit our website at [www.menstonprimary.co.uk](http://www.menstonprimary.co.uk) for more information about our wonderful school.

**Interested candidates are welcome to visit the school.**

Please contact at Hannah Veil [recruitment@menstonprimary.co.uk](mailto:recruitment@menstonprimary.co.uk) to arrange an appointment or if you have any questions relating to this post.

**Completed applications must be submitted via [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk)**

**Note: we are unable to accept CVs**

**Closing Date for the post: Midnight on Sunday 30 June 2024**

**Interviews will be held on the morning of Thursday 4 July 2024**

**If you do not hear from us within 14 days of the closing date you should assume you have not been shortlisted for this post.**

A copy of our Privacy Notice for applicants can be accessed [here](#).

To view our latest Ofsted report please click [here](#).



**MENSTON PRIMARY SCHOOL  
ST PETER'S WAY  
MENSTON  
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