

# Role Profile

## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>4CLES</b>	<b>Role Title</b>	<b>Play Worker</b>
<b>Grade</b>	S4	<b>Reports to (role title)</b>	<b>Centre Manager</b>
<b>JE Band</b>	135-160	<b>School</b>	<b>Meath Green Infants School</b>
		<b>Date Role Profile was created</b>	<b>Jun-18</b>

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	<p>Provide and facilitate high quality play activities for young children within a safe secure and stimulating environment.</p> <p>The role requires a qualified practitioner who can work unsupervised, planning and organising their own work and perhaps supervising others.</p> <p>The post holder will have the knowledge and experience of planning and tracking through he the Early Years Foundation Stage to support the aims and objectives of the Core Purpose of Children's Centre's.</p> <p>Build Links and work in partnership with parents, carers and other partners, supporting them to engage and join in with the activities with their children, to enhance the child's well-being and development.</p> <p>Act as role model and be able to effectively communicate with children their parents/carers in order to maintain appropriate standards of behaviour and provide support and advice for parents.</p>
<b>Work Context</b>	The post holder will work flexibly across the Children's Centre reach area and provide crèche facilities where required.
<b>Line management responsibility</b> if applicable	None
<b>Budget responsibility</b> if applicable	None

## Representative Accountabilities

Typical accountabilities in roles at this level in this job family

### Support delivery

- Provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention, under the supervision of senior staff.
- Use of specialised equipment/tools.
- Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment.
- May carry out personal care routines as appropriate.
- Care and respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).
- May occasionally provide support with whole class supervision for teachers' planned lessons.

### Planning & Organising

- Plan and organise own work and/or intervention to meet given priorities.
- Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard.

### Resources

- Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner.

### Analysis, Reporting and Documentation

- Maintain and submit records following relevant school policies & procedures.

### Work with others

- Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary.
- Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.
- Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities.

### Duties for all

Values: To uphold the values and behaviours of the organisation.

Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.

Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.

The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.

Contribute to and influence children's learning and personal development' should appear in all grades.

To have regard to and comply with safeguarding policy and procedures.

<b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level.</li> <li>• Able to work towards Vocational Qualifications Level 2 or have specialist skills in a relevant field.</li> <li>• Working knowledge of relevant skill set, systems, equipment, processes and procedures.</li> <li>• Competent in a range of IT tools.</li> <li>• May be required to undertake manual handling and physically demanding work.</li> <li>• Ability to apply relevant health and safety, equality and diversity, and other School policies and procedures.</li> <li>• Ability to work with others to provide excellent customer service</li> <li>• Ability to communicate clearly.</li> <li>• Accuracy and ability to prioritise and organise own workload.</li> </ul>
<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	<p>Level 3 qualification in Early Years and Childcare, NVQ, CACHE or recognised equivalent</p> <p>Relevant experience of:</p> <ul style="list-style-type: none"> <li>Working with children from birth to five years</li> <li>Working as a member of a team</li> <li>Passion for delivering high quality learning</li> <li>Exceptional communication skills, energy and a positive 'can do' attitude</li> </ul> <p>A good understanding of:</p> <ul style="list-style-type: none"> <li>The Early Years Foundation Stage Framework (EYFS)</li> <li>Children's Centres and their remit</li> </ul> <p>Experience and understanding of safeguarding</p> <p>An Enhanced DBS is required for this role</p>
<b>Role Summary</b>	<p>Roles at this level carry out a range of duties to given standards under some supervision. This may include overseeing an activity and/or use of powered tools and equipment. They will be expected to be able to plan and organise their own workload and /or activity on a day-to-day basis within clear procedures. They will need to understand the objectives of lessons/interventions sufficiently to allow them to support the work of others effectively. Entry to this level may be through some relevant work experience or specialist skills.</p>