

TEA & PREP SUPERVISOR - JOB DESCRIPTION

RESPONSIBLE TO

Deputy Head

KEY RESPONSIBILITIES

To organise and manage the provision of supervised care for children in Tea and Prep, monitoring the activities of the pupils to ensure the most productive and effective use of their time at the sessions. Liaise with staff who organise after school activities to ensure smooth transition of care and maintain a continued high standard of care provision.

DUTIES

1. Organise the planning, preparation, resourcing and maintenance of purposeful activities and school work and manage any associated budget.
2. Establish good working relationships with staff, pupils and parents. Act as first point of contact for parents to answer or refer enquiries providing accurate and timely responses to enquiries and other routine matters.
3. Ensure that the session operates in a safe and effective manner and that relevant school policies and procedures are observed.
4. Keep accurate records of attendance and ensure charges are passed to the finance department by the set date.
5. Liaise with the catering department to ensure that tea is served to pupils, paying particular attention to those children with dietary needs (medical and religious)
6. Communicate concerns, misbehaviour and information to the Deputy Head and/or other staff as appropriate.
7. Responsible for the safe removal and disposal of body fluids;
8. Ensure children are handed over to parents/carers at the end of the day in accordance with school procedure.
9. Provide, where appropriate, basic first aid and record any incidents according to school policy and procedures.
10. Undertake School INSET and attend staff meetings as required.

GENERIC TASKS

1. Act responsibly and within school policies taking a positive approach to service delivery.
2. Identify opportunities for improvement in service delivery and implementing and evaluating changes, where required.
3. Maintain professional competence and undertake appropriate training/education, as required.
4. Ensure an understanding of national standards and school policies/procedures and how they apply to the role, eg safeguarding policies.
5. Uphold the School's standing as a quality education provider in a professional, competent, helpful and polite manner.
6. Maintain strict confidentiality at all time.

SALARY

Hourly rate: to be confirmed.

HOURS OF WORK & WORKING WEEKS

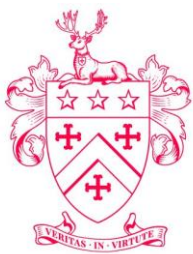
3.45-6pm – some flexibility will be required. This position is term-time only.

NOTE

All job descriptions for members of staff are viewed in relation to the delivery of the School Improvement Plan.

Other tasks may be considered necessary by the Headmaster in view of the changing needs/policies of the school. Some tasks may be modified, delegated or deleted by agreement in the future.

Red House School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to this post, including checks with past employers and the Disclosures and Barring Service.



TEA & PREP SUPERVISOR - PERSON SPECIFICATION

	Essential	Desirable
Educational Qualifications and Achievements	Basic First Aid (relevant training would be provided if required)	Food Hygiene Certificate
Knowledge and Experience	Experience of planning and organizing age appropriate activities Understanding of Safeguarding	Proven experience of working with children aged 8-16 Experience of school setting Health & Safety procedures Dealing with parents queries and issues providing solutions
Skills and Abilities	Basic level of numeracy & literacy Organisational skills IT literate Ability to communicate to a variety of groups from children to parents and senior managers	Creative skills
Attributes/Qualities	Develop positive relationships with staff, pupils and parents Affinity with young children Work individually and as a member of a team Solution focused and a flexible approach to work Punctuality and good time management. Professional appearance and manner	Able to use own initiative Open to new ideas and willing to try different working practices Willingness to undertake professional development