

**CESHIRE WEST AND CHESTER BOROUGH COUNCIL**  
**NJC/E/1**  
**JOB DESCRIPTION QUESTIONNAIRE**

**NB Only complete this questionnaire after referring to the guidance notes.**

<b>JOB TITLE</b>	<b>Out of School Club Manager</b>	<b>JOB REF NO</b>	<b>AAAD5103</b>
------------------	-----------------------------------	-------------------	-----------------

## **1 BASIC JOB PURPOSE**

**To provide a high quality, inclusive play and care centred service that meets the needs of children, young people and their families. To be responsible for the day to day organisation and operation of the club in line with club policies and procedures, the National Standards for Out of School Care and statutory guidance on Safeguarding Children.**

## **2 MAIN RESPONSIBILITIES**

<b>NO</b>		<b>APPROX %</b>
<b>1</b>	Encourage, lead and support a team of playworkers to provide a safe, stimulating environment for the children and young people. Organise staff meetings on a regular basis and carry out in-house training when necessary.	15
<b>2</b>	Supervise children and young people and plan, organise and prepare creative and appropriate play opportunities for the children.	45
<b>3</b>	Develop and apply policies and procedures in line with the National Standards for Out of School Care and statutory guidance on Safeguarding Children.	10
<b>4</b>	Refer concerns relating to child protection to the relevant professionals in line with Local Safeguarding Children Board procedures	2
<b>5</b>	Liaise with parents to create and develop open and inclusive working partnerships which support the development of their children.	5
<b>6</b>	Manage administration, fee collection, record keeping, ordering and purchasing whilst working within an agreed budget.	5
<b>7</b>	Be responsible for health and safety, carrying out regular checks and risk assessments (including fire and vehicle safety) Administer first aid when necessary.	5
<b>8</b>	Develop systems that ensure safe arrival and departure of children and young people.	5
<b>9</b>	Manage the provision of refreshments for the children, recognising the principles of a balanced diet and the requirements of varied cultural and ethnic backgrounds.	5
<b>10</b>	Develop good working relationships with schools and other local organisations and individuals.	3

**Notwithstanding the detail in this job description, in accordance with the Council's Flexibility**

Policy the job holder will undertake such work as may be determined by the Director/Corporate County Manager from time to time, up to or at a level consistent with the Principal Responsibilities of the job and in any location within the County of Cheshire.

**Are there any tasks/duties which the Job Holder carries out only occasionally or at certain times in the year? If NO, go to next section. If YES, please list them and say how frequently they are performed.**

### **OCCASIONAL TASKS**

### **HOW OFTEN PERFORMED?**

Attend meetings with management committee / governing body / working group.	Three times a year
Attend training to maintain occupational competence and update skills and knowledge.	As available
Attend Children's Services' out of school network meetings.	Four times a year
Carry out staff appraisals and reviews	Twice a year
Monitor all aspects of club performance and implement improvement.	When necessary

### **3 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES**

**This factor looks at both direct and advisory/policy responsibilities for supervision, direction, coordination and management of employees, or others in an equivalent position**

<b>No and FTE</b>	<b>Levels / grades</b>	<b>Types of work</b>	<b>Where based</b>
Minimum of 1 member of staff	Deputy (NVQ 3) Playworker (NVQ2)	Assisting in the running of the club Supervision of children Provision of activities	In club

**What does the supervision/management of these employees involve? (eg allocating work, training for the job, assessing performance - see guidance notes)**

Day to day supervision of staff  
In-house training  
Allocation of work  
Carrying out staff appraisals and reviews  
Enforcing disciplinary procedure, when necessary

### **Other Employees supervised by Job Holder (not in a direct line relationship)**

<b>No</b>	<b>Levels / grades</b>	<b>Types of work</b>	<b>Where based</b>
-----------	------------------------	----------------------	--------------------

<b>and FTE</b>			

**What does the supervision of these employees involve?**

**Does the job involve supervision, direction or management of people who are not employees?** *eg contractors, students on secondment*

<b>No and FTE</b>	<b>Levels / grades</b>	<b>Types of work</b>	<b>Where based</b>
Varies	Students on placement	Supervision of children Provision of activities	In club
Varies	Volunteers	Supervision of children Provision of activities	In club
Varies	Parents	Collection of children	In club

**What does the supervision of these people involve?**

Day to day supervision

In-house training

Allocation of work

Participating in appraisals and reviews, if appropriate

Enforcing disciplinary procedure, when necessary

**Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees?**

YES

**If yes, give details**

The Job Holder may learn of new regulations which could impact on employees and may pass these to the management team / governing body.

#### **4 RESPONSIBILITY FOR FINANCIAL RESOURCES**

**This factor looks at both direct and advisory/policy responsibilities for financial resources including cash, cheques, debits and credits, invoices, budgets and income, business planning and long-term development of financial resources.**

**Give details of any direct responsibility for financial resources.**

<b>Financial responsibility</b>	<b>Value of the financial resource (p.a.)</b>	<b>How often is the duty performed?</b>

Collation, recording and reconciliation of fees (cash and cheques)	£25,000 (if there is a holiday club)	Daily / weekly
Operating a petty cash system	£600	Daily / weekly
Purchasing and ordering equipment and resources	£1000	Monthly

**Does the Job Holder develop policy or provide advice and information which impacts on financial resources?**

YES

**If yes, give details**

May become aware of new regulations or initiatives which might affect funding, and could pass these to governing body.

### **RESPONSIBILITY FOR PHYSICAL RESOURCES**

**This factor looks at both direct and advisory/policy responsibilities for physical resources.**

**This covers all physical resources such as land, buildings, equipment & vehicles, construction works. It also includes responsibility for information and information systems.**

**Give details of any direct responsibility for physical resources.**

<b>Physical resource</b>	<b>Nature of responsibility of Job Holder</b>	<b>How often is the responsibility exercised?</b>
Play area (school hall, classroom, designated area within school, outdoor play area, school field)	Health and Safety Cleanliness and tidiness Ensure no damage to furniture	Each session
Mini-bus (if applicable)	Ensure staff are suitably trained and hold appropriate licence Carry out vehicle checks before use	Each time mini-bus is used
Small and large play equipment	Carry out checks and risk assessments	Each session
Consumables	Ensure correct usage	Each session
Computers for children's use  Computer for staff use  Play stations	Ensure sufficient controls are in place Ensure correct usage Ensure confidential information is password protected Compliance with Data Protection Act Ensure correct usage	Each session

**Does the Job Holder develop policy or provide advice and information which impacts on physical resources?**

YES

**If yes, give details**

The Job Holder may recommend or request new items of large equipment eg. mini-bus, climbing frame from the management team / governing body. This may require fund raising activities or grant applications.

## **5 RESPONSIBILITY FOR IMPACT ON PEOPLE**

**This factor looks at both direct and advisory/policy responsibilities the Job Holder has (if any) on the physical, mental, social, economic and environmental well-being of other people (excluding employees supervised/managed by the Job Holder).**

**It includes the impact of e.g. direct services which are provided to others (who may be dependent on the Job Holder for assessment of needs or devising care programmes) as well as implementation or enforcement of regulations which impact on people's health, safety or well-being.**

<b>Task/Duty</b>	<b>Who benefits?</b>	<b>How they benefit?</b>
Provision of before and after school and holiday care and play opportunities for children and young people	Children and young people	Safe and healthy environment Development of positive relationships with caring staff Opportunity to participate in a variety of enjoyable and meaningful activities Breakfast and after school snack
As above	Parents and carers	Ability to work or train Peace of mind knowing children are well cared for and able to engage in a variety of enjoyable activities
As above	Local community	Less anti-social behaviour Children and young people making a positive contribution

**Does the Job Holder develop policy or provide advice and information which impacts on people?**

YES

**If yes, give details:-**

The Job Holder could provide information and advice relating to changes in legislation, for example, following training sessions or after reading play work publications. The changes may be a direct result of changes in government policy or Ofsted requirements.

## 7 KNOWLEDGE

**This factor looks at all the knowledge which is essential to do the job properly, including any which is essential background or context to the work.**

<b>Type of knowledge</b>	<b>What knowledge is essential?</b>	<b>Why are these needed?</b>	<b>How is it normally acquired?</b>
Job related	National Standards for Out of School Care	Ofsted requirement	Workshop Personal study
Child related	Child development	Successful care and management of children	NVQ3 in Playwork or CCLD Experience
Playwork related	Playwork principles	To create a playwork ethos within the club	Workshop Personal study
Playwork related	Planning and delivering activities	Successful running of the club	NVQ3 in Playwork or CCLD
Staff related	Managing and leading staff	Successful running of the club	NVQ3 in Playwork or CCLD Experience
Health and Safety	First aid	Accident or emergency	12 hour paediatric first aid course
Finance	Financial regulations including petty cash system	To operate financial systems	On-the-job training
Administration	Records and documents	Ofsted requirement	Workshop Personal study
Job related	Club policies and procedures	Ofsted requirement	On-the-job training Personal study
Health and Safety	Health and Safety procedures including fire	Ofsted requirement	On-the-job training Personal study
Child related	Child protection	Ofsted requirement	Level 2 training Personal study

### **How long would it take for a Job Holder to become fully operational?**

The Job Holder needs a level 3 qualification and a minimum of two years child care experience to hold this post.

## 8 MENTAL SKILLS

Mental skills include fact finding, analytical, problem solving and judgemental skills. They also include creative and developmental skills whether related to design, handling of people or development of policies and procedures; planning and strategic skills.

a) What sort of situations/problems does the Job Holder typically have to deal with?

**Example**

Managing challenging behaviour

**Example**

Negotiating with parents over non-payment of fees.

b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.

Not allowing child to leave with parent who was under the influence of drink / drugs or who, by court order, was denied access to the child.

**Example:** Approximately how often would the example in (b) occur?

Once a month

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Patience	To work with challenging children, young people, parents and staff
Understanding	To comprehend the stresses which affect the lives and behaviour of children, young people, parents and staff
Flexibility	To adapt to situations which may arise

## 9 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Interpersonal skills are those which involve developing some form of working relationship with others, for example caring skills for responding to their needs, training skills for identifying and responding to learning needs, persuasive, motivating or counselling skills.

Communication skills include oral, linguistic and written communication skills and skills required for communication by signs. They also include skills required for communicating with, and responding to, different audiences.

Skill	Used for?	With whom?
Communication	Talking, listening Written  Presentations / reports	Children, young people, parents and staff Head teacher and staff Management team / governing body

		Training courses
Caring	Listening Advising Counselling	Children, young people, parents and staff
Training and motivational skills	In-house training Handling poor performance	Staff

## 10 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

**Physical skills cover manual and finger dexterity and co-ordination of hand-eye, limbs and senses.**

**Give details (if any) of the physical skills essential to do the job properly.**

Physical skill	Used for?	Any precision/speed requirements?
Writing skills	Keeping records Producing reports	No
Good hand/eye co-ordination	Ball games Arts and crafts	No

## 11 INITIATIVE AND INDEPENDENCE

**This factor looks at the scope allowed to the Job Holder to exercise initiative, take independent actions and plan their own work, taking into account the nature and level of supervision of the Job Holder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the Job Holder works on their own or with others.**

### Allocation of work

#### **a) How is work allocated to the Job Holder?**

The Job Holder is responsible for the day-to-day running of the club.

#### **b) What is a typical cycle for allocating work to the Job Holder eg hourly, daily, weekly?**

Termly

### Scope for initiative

#### **c) How much freedom/discretion does the Job Holder have: to change the way work is done?**

*(e.g. recommending changes in policy, procedures, resources)*

The Job Holder will have a lot of freedom to manage and organise how the club is run. S/he will develop policies, will organise activities, will allocate duties to staff, will order / request resources and will be responsible for the day to day administration and running of the club and health and safety of the setting.



**to allocate their time to duties?**

The Job Holder will allocate their time to duties as they feel it is required.

**d) What is the level of guidance/instruction available?**

It is possible that the management team / board of governors would have no practical experience of running an out of school club. The Job Holder would rely on own initiative, previous experience or training.

**e) What sort of direction, management or supervision is given to the Job Holder?**

Type of Direction	From Whom	How Often
Induction	Board of Governors / management team	Upon appointment
Appraisal	Board of Governors / management team	Annual
Review	Board of Governors / management team	Annual

**f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

Expected problem	Nature of available guidance	Typical Frequency
Managing challenging behaviour from children and young people	Training course Reference book	Daily / weekly
Managing poor staff performance eg time keeping	Training course Reference book	Once a month
Unexpected problem	Nature of available guidance	Typical Frequency
Accident or emergency Eg. Broken limb	First aid manual	Rare
Missing child	Missing child procedure	Rare

**g) Give two examples of problems or decisions the Job Holder would be expected to refer to their supervisor/manager. How often do these occur?**

Problem or decision	Point of referral	Typical Frequency
Allegation of child abuse against a member of staff	At time allegation was made	Very rare
Gross misconduct by member of staff	At time of action	Very rare

## 12 PHYSICAL DEMANDS

Physical demands cover all forms of bodily effort, for example that required for standing and walking, lifting and carrying, pulling and pushing; for working in awkward positions eg bending, crouching, stretching, sitting, standing or working in a constrained position; stamina and strength.

What sort of physical demands does the job involve? *(See guidance notes for examples)*

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Carrying and setting up large equipment	10 minutes	1 to 5 times a week	Varies
Playing strenuous games	30 minutes	1 to 5 times a week	Varies

## 13 MENTAL DEMANDS OF THE JOB

Mental demands cover mental concentration, alertness and attention, and awareness. It also covers other forms of work-related pressure e.g. arising from conflicting work demands, interruptions or the need to switch between varied tasks or activities.

Nature of task	Mental Demand	Duration	Frequency
Working with children and young people, parents and staff	Alertness Awareness Flexibility Responsible Compassionate Understanding Control	95% of time	daily

Administration and finance	Thoroughness Accuracy	5% of time	daily
----------------------------	--------------------------	------------	-------

**To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?**

<b>Nature of pressures /interruptions</b>	<b>Source</b>	<b>For how long?</b>	<b>How often?</b>
Staff requiring advice / permission / help	Staff	5mins to an hour	Frequent
Challenging behaviour from children and young people	Children and young people	5mins to an hour	Occasional to frequent
Parents' expectations	Parents	5mins to an hour	Occasional
Lack of qualified staff	Staff		Occasional

**If the Job Holder is subject to any other form of mental demand, please give details below.**

#### **14 EMOTIONAL DEMANDS**

**Emotional demands are those arising from work with other people who are e.g. angry, difficult, upset or unwell; or in circumstances such as to cause stress to the Job Holder e.g. if the people are terminally ill, very frail, at risk of abuse, homeless or disadvantaged.**

**Give details of the extent to which the Job Holder typically has direct contact with people (other than immediate work colleagues) and material such as to place emotional demands on the Job Holder.**

**(Do NOT include Verbal Abuse – however upsetting – this should be considered under the Working Conditions factor).**

<b>Nature of the task being performed by Job Holder.</b>	<b>Behaviour/source of the emotional demand</b>	<b>Frequency (per day/wk/month)</b>
General care of children and young people	Children who are being abused or are at risk of abuse	Rare / occasional
As above	Children whose parents are undergoing separation / divorce	Occasional
As above	Dealing with challenging behaviour from children and young people, parents or staff.	Frequent

## 15 WORKING CONDITIONS

**This factor looks at exposure in the job to disagreeable, uncomfortable or hazardous working conditions arising from the environment or from working with people.**

- a) In what kind of places does the Job Holder normally work (*eg office, library, gardens, clients' homes*)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Out of school club within school setting (May involve visits and outings in school holidays)	100%

- b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made *eg work on other duties*?

Not applicable

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (*See guidance notes for examples*)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Abusive parents	5 to 30 minutes	Occasionally
Abusive children and young people	5 to 30 minutes	Occasionally

- d) What protection is offered (if any) *e.g. against adverse weather (clothing, shelter), against infection, security measures etc.*

### OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

The job holder will be required to work from 8am to 9am and from 3pm to 6pm term-time and from 8am to 6pm during school holidays.