



## Play Leader Job Description

<b>TITLE:</b>	<b>Lunchtime Play Leader</b>
<b>SALARY:</b>	<b>Scale 3</b>
<b>CONTRACT:</b>	<b>Term Time</b>
<b>LOCATION:</b>	<b>Gascoigne Primary School</b>
<b>HOURS:</b>	<b>11.30am-1.30pm</b>

### Job Outline

The role of a play leader at Gascoigne Primary School involves working with our children during their lunch hour. Play leaders enhance the enjoyment of children's lunchtimes through leading exciting playground activities including setting up team games, encouraging positive behaviour and promoting kindness and fair play within our Rights Respecting school.

### Duties and Responsibilities

- To work with our PE Lead in developing our Pupil Play Leaders
- To meet with our Pupil-Play Leaders weekly
- To develop a varied programme of activities as part of lunchtime play
- To proactively support children in games and activities throughout their time in the playground
- To ensure that activities are set up in advance and changed each week
- To teach children how to play in a kind and considerate manner through modelling
- To organise 'wet play' activities when it rains
- To ensure that all play areas are available, usable and safe
- To administer first aid where necessary (with the correct training)
- Packing away equipment neatly and safely
- To take appropriate action in emergencies and summon assistance as required
- To respond to children's particular needs (physical, medical and emotional) - this may at times involve working 1-to-1 with children with specific learning/play needs
- To audit and replenish playtime equipment consistently
- To report any safeguarding concerns in line with the school's safeguarding policy and guidelines
- To bring enthusiasm and positivity to work every day

### Expectations

We expect all of our staff to put the needs of children first. This will involve:

- Treating all children with respect, trust, kindness and honesty
- Using a positive behaviour management approach at all times
- Never shouting at children unless in an emergency situation
- Upholding a professional approach at all times
- Working collaboratively with the team of Chargehands and MDAs and communicating clearly with line managers and senior leaders
- Being willing to grow professionally and develop new skills



## Person Specification

**E = Essential D = Desirable**

<b>Qualifications/Training</b>	
Educated at GCSE Standard including Maths and English (Grade A-C)	D
Evidence of continuing professional development	E
<b>Experience</b>	
Experience of working with primary age children	D
Experience of supporting children with Special Educational Needs and learning difficulties	D
Experience of working in schools with children with autistic spectrum disorder	D
Experience of communicating with a wide range of people from different backgrounds	D
Experience of written record keeping	D
<b>Professional knowledge and understanding</b>	
Knowledge of the development, strengths and learning styles of children	D
Understanding of the educational welfare and social needs of children	E
Basic knowledge of ICT to effectively support the pupils (or willingness to train)	D
Practical knowledge of supporting individual pupils or small groups under the teacher's direction	D
Understanding of the issues around behaviour in a school setting	D
<b>Skills, abilities and personal qualities</b>	
Strong organisational skills with an ability to use your own initiative	E
Ability to organise a range of activities and engage pupils	E
An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development	E
Excellent communication skills, verbal and written	E
Ability to train MDAs in leading a range of activities	
Numeracy and literacy skills to effectively support the pupils	E
The ability to form good working relationships with teachers, pupils and parents and be able to work in a team	E
Willingness to undertake further professional development relevant to the role	E
The ability to become familiar with and apply whole school policies, procedures and standards and be willing to implement them in a consistent manner	E
Evidence of a commitment to equal opportunities and child protection policies and an understanding of their effective operation within schools	E
Ability to build good relationships with external agencies	E
To be prepared to attend in-service and external training courses and to develop and update knowledge and skills as required	E
Ability to assist the school in engaging pupils positively in a range of activities	E
Good sense of humour	E
A passion for the job and enthusiasm to fully participate in whole school life	E