



## **JOB DESCRIPTION for PLAY WORKER ASSISTANT**

### **Clubs and Activity Schemes**

**Base:** Various

**Accountable to:**

- **The Group Leaders and/or Team Leader** for issues concerning the day-to-day running of the scheme.
- **The Young Person's Services Manager** has overall responsibility for the scheme and is available for any other questions you may have.

**Induction/Performance Review (Supervision)**

To participate fully in both these processes in order to monitor and develop to full potential.

**Job Summary:**

To take responsibility for a young person allocated into your care on the scheme and facilitate their maximum participation in the activities provided. To support and guide volunteers and to assist in the day-to-day running of the scheme adhering to policies in all work practice. To raise any risks/issues you identify with your Group Leader. To respond to any communications in a prompt and timely manner in order for effective planning to take place.

### **SPECIFIC RESPONSIBILITIES**

**Prior to the young person arriving and after leaving**

- To be punctual and arrive on time and ready, to participate in all stages of the day e.g. briefing, lunch and activity start.
- To prepare equipment at the beginning and help clear away at the end of each session ensuring that all equipment is properly cleaned where necessary, stored away in its allotted storage area.
- Ensure that school property/property not owned or hired by BDCPS is not tampered with by the staff and young people. Negligent use of the school property may result in disciplinary action.
- Respect and look after any equipment being used, reporting damage, theft or loss immediately, failure to do this may result in disciplinary action.
- To ensure that the area being left is secure, windows and doors closed, electrical equipment off, blinds shut and lights off.
- To be responsible for an area that requires cleaning and tidying at the end of each session.
- To attend, participate and contribute to the briefing and debriefing.



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- Ensure that you have a clear understanding of the day's schedule and how it relates to the young person you are working with.
- Read the pen picture of the young person allotted to you (even if you know them from previous work). Use this and any other knowledge to contribute to the day's activity plan.
- Advise session leaders of any additions or changes necessary to the pen picture from your observations, advice given by other stakeholders you might interact with. Ensure changes are read and signed by parent/carer via session leader.
- To assist in any other preparations.
- To be aware of the areas that the scheme is permitted to use and respect the premises at all times.
- To assist in the evaluation of play and leisure opportunities provided to the young person.
- To carry out any other tasks as directed by the Group Leader.

### **When allocated a young person**

- To ensure that all families are welcomed in accordance with our equal opportunities policy.
- Be punctual.
- Be responsible for your own health and safety as well as others.
- Be aware of and raise any concerns of risks during every aspect of the day.
- To communicate daily with the parent of the young person you are responsible for.
- To pass on any information to the Group Leader about your young person as necessary.
- To be responsible for any young person entrusted in your care, ensuring that you enable the young person to access the activities, and enjoy the scheme.
- To ensure that all medications/feeds or special programs are administered/carried out. Seeking the responsible personnel in order that your young person has their needs met.
- To support the Volunteers whenever required.
- To refer the Volunteers to the Group Leader for any issues you are unable to help them with.
- To ensure that if you need to leave your young person, even for a few moments i.e. to go to the toilet the Group Leader must be informed, to take temporary responsibility for the young person.
- With guidance from an experienced team member complete the home/scheme sheets at the end of each day.
- To participate fully and enthusiastically in all the day's activities.
- To be patient with the young person being supported.
- To seek advice and assistance from a Group Leader or other team member when unsure about how to ensure a young person can participate meaningfully.
- To give young people as much control and choice as possible during activities.



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- To supervise young people eating at lunchtime. Ensuring that they are clean afterwards and all equipment is washed/cleaned and put back into the young person's bag.
- With guidance from an experienced team member feedback to the family of the young person at the end of the day.
- Clean up after the activity ensuring the equipment is stored away in the correct area.
- To continue to familiarize yourself with policies and procedures and follow these at all times.
- Report and ensure that all incidents are recorded as appropriate.

### **When not allocated a young person**

- To observe the other staff in their pairings with the young person, looking out for staff that may need assistance.
- To relieve staff to allow them to take 10-minute breaks from their young person where appropriate throughout the day.
- To work alongside volunteers helping them to support their young person.
- To support volunteers with special needs.
- To ensure that the activities continue to allow all Young People full participation.
- If an activity is not going well ask for guidance in order to adapt it to one where young people can participate meaningfully.
- To tidy up and keep the play areas clean and safe and ensure all items are put back into the correct storage areas.
- To keep the staff area clean, tidy and safe.
- To assist with any other duties of a similar level and responsibility as requested by the Group Leader.

### **Prior to the scheme**

- Look at and think about ways in which you can develop and enhance the activity plans.
- Provide any necessary information for application and employment in a prompt and timely manner as requested.
- To actively participate in supervision sessions in order to evaluate and appraise performance levels/targets.
- To actively participate in induction and training and be responsible for raising any development needs that arise.
- To attend the induction training prior to the summer activity scheme running.
- To be aware of the Safeguarding Policy, Behavior Management Policy, Fire and Emergency Evacuation Policy and adhere to Health & Safety issues – and familiarize yourself with all policies and procedures and promote and practice them.
- To provide a positive role model for the young people attending the group. This includes suitable dress code. Please ask the Group Leaders for advice if you are unsure
- To wear clothes that are unlikely to cause a health and safety hazard. For example, no long ear rings, necklaces, loose fitting garments or high heels.



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You will be provided with a BDCPS t-shirt to wear with suggested items such as trousers and trainers. Please talk to Group Leaders if unsure. (There may be times when you will be asked to wear PPE in order to protect yourself and others.)

- Respond to communications promptly e.g. availability requests

**The most important point is to relax, be enthusiastic and have fun!**

### Person Specification –PLAY WORKER ASSISTANT

Listed below are the requirements of the job in terms of what the candidate will need to offer to be able to perform the job in the first instance. The cross (X) indicates whether these requirements are essential or desirable.

| <b>Personal Qualities</b>  | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| Ability to work in a team  | <b>X</b>         |                  |
| Commitment to Equal Opportunities                                      | <b>X</b>         |                  |
| Ability to work under pressure with minimum supervision                |                  | <b>X</b>         |
| Ability to use own initiative within delegated authority               |                  | <b>X</b>         |
| Good communication skills with young people and staff                  | <b>X</b>         |                  |
| Ability to relate sensitively with parents/carers                      | <b>X</b>         |                  |
| Experience of report writing   |                  | <b>X</b>         |
| Ability to motivate self and others                                    | <b>X</b>         |                  |
| Organisational skills  | <b>X</b>         |                  |
| Empathy with young people and young people's needs                     | <b>X</b>         |                  |
| Willingness to learn about special needs                               | <b>X</b>         |                  |
| Has a flexible approach to work  | <b>X</b>         |                  |
| Planning skills  | <b>X</b>         |                  |
| Ability to relate sensitively to a wide range of young people/families | <b>X</b>         |                  |
| Effective Time keeping Skills  | <b>X</b>         |                  |
| Good listening skills  | <b>X</b>         |                  |



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|   |          |  |
|---|----------|--|
| Enthusiasm  | <b>X</b> |  |
| Commitment and reliability                                    | <b>X</b> |  |
| Caring  | <b>X</b> |  |
| Professional manner   | <b>X</b> |  |
| Ability to respond creatively and imaginatively to situations | <b>X</b> |  |

| <b>Work Experience</b>  | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| Young person centred experience in a caring or teaching role.           | <b>X</b>         |                  |
| Experience in working with young people with disabilities/special needs |                  | <b>X</b>         |
| Experience within a play environment                                    |                  | <b>X</b>         |
| Experience in managing challenging behaviour                            |                  | <b>X</b>         |

| <b>Knowledge</b>                              | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| Cerebral Palsy                                |                  | <b>X</b>         |
| Epilepsy                                      |                  | <b>X</b>         |
| Special Needs/Disability Awareness            | <b>X</b>         |                  |
| The value of play in young person development | <b>X</b>         |                  |
| The role of the voluntary sector              |                  | <b>X</b>         |
| The role of the statutory sector              |                  | <b>X</b>         |
| Safeguarding                                  | <b>X</b>         |                  |
| Risk Assessment                               |                  | <b>X</b>         |
| Basic Health and Safety                       |                  | <b>X</b>         |
| Confidentiality                               |                  | <b>X</b>         |

| <b>Qualifications</b>                      | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| GCSE level or equivalent                   |                  | X                |
| Young person care or related Qualification |                  | X                |
| NVQ level 2                                |                  | X                |
| First Aid                                  |                  | X                |
| Moving and handling Training               |                  | X                |