

The Lioncare Group
 Central Office
 Lioncare House
 58a Livingstone Road
 Hove
 East Sussex BN3 3WL

JOB DESCRIPTION

Position	Activity Coordinator
Work-Base Location	<p>Primarily: The Lioncare School, Hove, East Sussex BN3 5HD.</p> <p>Additionally: Any other resource owned or operated by The Lioncare Group in existence during the period of employment.</p>
Responsible To	Head Teacher in the first instance, and additionally the Service Manager and the Executive Director of The Lioncare Group.
Management Responsibility	None.

Primary Task (what the Job exists to do)	<p>With due regard to the Leadership of The Lioncare Group, the primary task of the Activity Coordinator is:</p> <ul style="list-style-type: none"> To work under the direction and supervision of teachers and managers in order to help promote effective learning and teaching.
---	---

Section 1) General Tasks & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the duties of all employees include:

- 1.1. Carry out tasks & responsibilities professionally at all times whilst employed by The Lioncare Group.
- 1.2. Working with integrity, honesty, and openness at all times whilst employed by The Lioncare Group.
- 1.3. Assist, support, and promote The Lioncare Group within the wider market place.
- 1.4. Work within, uphold, and promote the stated aims and objectives of The Lioncare Group and adhere to all published guidance, policies and procedures.
- 1.5. Comply with current legislation, regulation, and guidance relating to the care and education of children looked after by their local authority with particular emphasis on Safeguarding Duties involving children and adults.
- 1.6. Liaise in a professional manner at all times with clients, colleagues, and agencies working for and associated with The Lioncare Group.
- 1.7. Promote effective working relationships and positive links with clients, colleagues, and agencies working for and associated with The Lioncare Group and the wider Community.
- 1.8. Undertake delegated tasks and instructions from Line Managers and others with relevant authority, to a level of competence expected from the grade of the post.
- 1.9. Attend meetings and supervision as appropriate and necessary.
- 1.10. Exercise responsibilities under the Health and Safety at Work Act.
- 1.11. Implement & develop the Organisation's policy and practice of Equality and Diversity.
- 1.12. Undertake training as required and necessary.
- 1.13. Adopt a flexible approach to working times in line with the particular demands of the School and organisation, including assisting in an emergency.
- 1.14. Carry out other tasks as required and in accordance with the competence of the position.

Section 2) Specific Duties & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the specific duties & responsibilities of Activity Coordinator include:

- 2.1. Planning, in partnership with colleagues and young people, formal and informal PE classes, project-linked activities and other educational and recreational visits both as part of the normal timetable of the school and for special occasions.
- 2.2. Ensure the efficient administration of these trips by making and processing all bookings as necessary, including working to budgets set, and liaising with administration and finance colleagues across the organisation
- 2.3. Taking lead responsibility for the health and safety of all trips and activities including writing and reviewing risk assessments and undertaking checks on the safety of all vehicles involved
- 2.4. To be a strong and secure lead adult on trips and working with colleagues to maintain safe, appropriate behaviour in all settings
- 2.5. To take lead responsibility for ensuring all vehicles used by the school are maintained safely and used within both national guidelines and organisational policy
- 2.6. To support teachers and other colleagues in monitoring and recording the progress made by young people against the Lioncare School Therapeutic Education Curriculum Model, including liaising with external trainers and community partners.
- 2.7. Where necessary providing support for school based activities, including routine classes, in the event

of colleague absence or any other occasion deemed necessary by school managers.

- 2.8. Contribute to the quality of care and welfare of children by:
 - 2.8.a. building good relationships in contacts with children.
 - 2.8.b. encouraging good standards of children behaviour.
 - 2.8.c. supervising non-teaching areas e.g. corridors dining rooms, playgrounds
 - 2.8.d. supervising small groups
 - 2.8.e. escorting children both within and outside the premises e.g. between classroom, to home or hospital, on educational visits, swimming lessons, sports events.
 - 2.8.f. Helping children who need support in putting on coats, shoes etc. whilst encouraging independence.
- 2.9. Under the direction and supervision of the Class Teacher, support the needs of children in effectively accessing the curriculum by:
 - 2.9.a. building a positive relationship with children and supporting the classroom/school ethos.
 - 2.9.b. developing good teamwork with the class teacher and other staff who are supporting children.
 - 2.9.c. supporting children in paying attention, concentrating and staying on task.
 - 2.9.d. providing appropriate praise and encouragement to children during tasks.
 - 2.9.e. supporting children working together to encourage team work and cooperation.
 - 2.9.f. helping children to follow instructions e.g. when moving to group activities and to find resources needed.
 - 2.9.g. providing relevant information to teachers' records and reports on children's progress.
 - 2.9.h. providing support to children during lunch/meal times
- 2.10. Under the direction and supervision of the Class Teacher, support the quality of learning and teaching in the classroom by:
 - 2.10.a. supporting children's play activities e.g. by listening and talking with children, joining in play activities, supporting individual children where they need help
 - 2.10.b. playing games, which practice skills, encouraging sharing, turn taking and cooperation.
 - 2.10.c. encouraging children's oral language development through play, books, stories and personal interaction.
 - 2.10.d. supporting literacy development by, for example, reading or telling stories and rhymes guiding them to information books, labelling children's drawings and models and providing an audience for their reading activities.
 - 2.10.e. supporting numeracy development by counting and matching games and rhymes practicing number bonds and tables', building with shapes and developing appropriate language, and supporting practical activities in the classroom, planned as part of the teachers programme e.g. baking.
 - 2.10.f. supervising and supporting children's while they undertake work set by the teachers.
 - 2.10.g. supporting record keeping by completing checklists of tasks with individual children where appropriate.

Selection Specification: The criteria below indicate qualities needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered. Most of the criteria must normally be met in order to qualify for selection.

Essential Criteria

- ✓ Honesty, openness, and integrity
- ✓ Reasonable standard of education
- ✓ Reasonable understanding of the education system, childcare practice, child development, and insight into the needs of children living in the care system
- ✓ Commitment to delivering quality education and nurture to vulnerable children
- ✓ Ability to be assertive, yet supportive, good interpersonal skills, and function as part of a wider team and organisation.
- ✓ Good written & oral communication skills including listening, and legible hand-writing.
- ✓ Reasonable level of IT skills including use of Word, Excel, E-mail/internet, google drive, and able to operate basic I.C.T. appliances including telephone system, fax machines, scanners, and photocopiers
- ✓ Ability to effectively prioritise self and own workload within agreed timescales in a dynamic and sometimes challenging environment
- ✓ The ability to adopt a flexible approach to the work and to the working conditions and to work outside normal working hours if required
- ✓ Respect for children and ability to promote equality and diversity in service delivery regarding, but not limited to; race, gender, sexual orientation, age, marital status, and disability
- ✓ Ability to take on board instruction, to use own initiative when appropriate, and accept personal authority and responsibility.
- ✓ Understanding the importance of confidentiality, privacy, dignity and discretion.
- ✓ Acceptance of the stressful and challenging nature of the task and role, requiring a stable & balanced personality able to work under pressure.
- ✓ Commitment to training and self-development.
- ✓ Full clean driving licence and willingness to drive cars and our minibus on trips

Desired Criteria

- ✓ Experience gained in the field of special needs education
- ✓ Previous experience in a school-based job
- ✓ Knowledge of health & safety procedures and fire safety policy
- ✓ Experience of carrying out complex risk assessment
- ✓ Reasonable knowledge of suitable leisure and sport opportunities in the local area
- ✓ Reasonable knowledge of PE and/or sport curricular
- ✓ Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.

Statement of Variation

This job description sets out the details of the post at the time it was drawn up. These details may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variation is a common occurrence and cannot itself justify reconsideration of the grading of the post.