

SEAX Multi-Academy Trust

Employee's Name

Employee's Signature Date

Playtime Coordinator

Job Description & Person Specification

Job Title:	Playtime Coordinator
Grade:	LGPCD Scale 5 (Points 10-13)
Based at:	The Hawthorns School
Reports to:	Assistant Headteacher
Responsible for:	n/a
Liaison with:	Headteacher, School staff, Pupils
Job Purpose:	To coordinate and promote high-quality play opportunities during break and lunchtime periods that support pupils' social, emotional, communication and developmental needs, and provide a safe, inclusive and engaging play environment for all pupils.
Principal Accountabilities:	- Plan and prepare a relevant programme of activities which is suitable for the sensory, social, and emotional needs of our Hawthorns' pupils - Organise a variety of activities on a weekly basis for pupils to engage in - Clear games apparatus when finished and monitor use - Maintain good order and discipline among pupils whilst involved in play activities, with particular reference to health and safety.

Job Description: Playtime Coordinator

Duties:

- Design, lead and encourage pupils to engage in structured and unstructured play and recreational activities that are autism-friendly, sensory-aware, age-appropriate, and matched to individual abilities, promoting enjoyment, social interaction, and skill development.
- Support pupils to learn through play and develop cooperative and group play, turn-taking, communication, emotional regulation, friendships, confidence and independence.
- Provide consistent routines and visual supports to help pupils feel secure and engaged during break and lunch periods.
- Supervise and assist pupils during outdoor and indoor play, ensuring safety, inclusion, and positive behaviour.
- Work closely with teaching, pastoral and therapy staff to ensure playtime strategies support pupils' individual needs, EHCP outcomes, curriculum priorities and agreed support plans.
- Maintain, organise, and adapt play equipment, sensory resources, and programme materials to meet the diverse needs of pupils, ensuring resources are safe, accessible, well-stocked, and that consumable supplies are monitored and replenished regularly.
- Observe pupils' engagement, interaction, emotional regulation, play skills, behaviour and wellbeing; record significant incidents, actions, trends or emerging patterns; and communicate relevant information promptly to SLT and class teams.
- Capture and celebrate meaningful learning through play using Evidence for Learning (EFL), demonstrating progress in communication, social interaction, emotional regulation, independence, wellbeing and engagement, and linking evidence to relevant EHCP and curriculum outcomes.
- Evaluate the quality and impact of play provision, using observations, EFL evidence and pupil engagement to recommend improvements and future opportunities.
- Ensure that there is equal access to the programme for all pupils.
- Ensure that pupils are regularly consulted as to the provision on offer, through systems such as the school council meeting cycle.
- Identify barriers to play and implement strategies that enable all pupils to access and engage successfully with the programme.
- Support SLT in coordinating staffing arrangements during playtimes and lunchtimes, monitor staff deployment across indoor and outdoor areas, and communicate emerging supervision needs or concerns promptly.
- Supervise pupils' recreation activities within the school or playground ensuring high standards of safety.
- Promote positive behaviour and support pupils to regulate safely during unstructured times, implementing agreed individual strategies and completing records in line with the school's behaviour policy and staff training.
- Implement the school's aims and policies with particular reference to health and safety, personal care, behaviour and discipline.
- Maintain effective communication with class teams and senior leaders, reporting progress, incidents and concerns relating to pupil welfare, behaviour, staffing, site safety, hazards or play provision promptly.
- Consult with the Headteacher regarding resources and recommend new equipment or changes to activity areas that would improve the accessibility, range and quality of play provision.

- Develop and maintain effective communication with parents and carers, through agreed school channels, where this supports pupils' play, wellbeing and inclusion.

General Duties

- Establish constructive **relationships** and be supportive of, and sensitive to, the needs of colleagues, pupils and the wider school community
- Encourage **interaction and teamwork** within the school and Trust; attend relevant school meetings, as required, share ideas and new initiatives
- Respect **confidentiality** and maintain **professionalism** at all times
- Engage in relevant training and the performance and development review process, taking responsibility for identifying learning and development needs with the line manager.
- Participate in the **performance and development review process** development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the school and Trust
- Be willing to work outdoors in varied weather conditions and follow the school's procedures for safe lifting and handling when preparing, moving or storing play equipment.
- Comply with all **School and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Playtime Coordinator

Qualifications & Experience			
Detail		Essential	Desirable
Specific qualifications & experience	Experience working with autistic children or young people in an educational or care setting. Specialist relevant qualifications in mental health, attachment and trauma Relevant qualifications in childcare, special education, or play therapy. Training in autism-specific approaches such as TEACCH, SCERTS, or Zones of Regulation. First Aid and positive behaviour strategies. Training or experience in Outdoor Play and Learning (OPAL). Experience of using Evidence for Learning (EFL), or willingness to learn.	✓	✓ ✓ ✓ ✓ ✓ ✓
Knowledge of relevant Procedures	Knowledge of First Aid Good knowledge of appropriate procedures, regulations and guidance	✓	✓
Literacy	NQF level 3 or equivalent in English	✓	
Numeracy	NQF level 3 or equivalent in Maths	✓	
Technology	Working knowledge of ICT to support learning and administrative/organisational effectiveness, including willingness to use Evidence for Learning (EFL).	✓	
Communication			
Written	Ability to write reports, complete returns and write letters/emails	✓	
Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively	✓ ✓	
Languages	Specialist language/communication skills if appropriate	✓	
Negotiating	Ability to negotiate effectively with adults and children	✓	
Working with Children & Others			

Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy	✓	
SEND	Understanding of autism and the impact it can have on communication, behaviour, and sensory processing.	✓	
	Ability to use or willingness to learn visual supports, social stories, and communication systems (e.g., PECS, Makaton, AAC).	✓	
	Calm, patient, and empathetic approach with strong observational and interpersonal skills.	✓	
	Commitment to safeguarding and promoting the welfare of children.	✓	
	Successful completion of training to support SEND if appropriate	✓	
	Ability to demonstrate effective strategies to achieve inclusion of pupils at risk of social exclusion	✓	
Curriculum	Good understanding of the school organisation, timetable and learning and pastoral support systems	✓	
Child Development	Good understanding of child development and pastoral issues such as inclusion and transition	✓	
Health & Wellbeing	Understand and support the importance of physical and emotional wellbeing	✓	
Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers	✓	
	Ability to work with parents and carers to improve support for children	✓	
Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	✓	
Team work	Ability to work effectively with a range of adults	✓	
Information	Observe, record and communicate significant information accurately and confidentially, contributing to effective systems for sharing information.	✓	
Responsibilities			
Organisational skills	Good organisational skills	✓	
	Ability to remain calm under pressure	✓	

Line Management	Ability to coordinate and support the effective deployment of staff during play periods.	✓	
Time Management	Ability to manage own time effectively Ability to meet deadlines	✓ ✓	
Creativity	Demonstrate creativity and an ability to resolve problems independently	✓	
General			
Equalities	Awareness of and promotion of equality	✓	
Health & Safety	Good understanding of Health & Safety	✓	
Child Protection & Safeguarding	Good understanding and effective implementation of Child Protection procedures	✓	
Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality Understanding and implementation of the Trust's Data Protection Policies	✓ ✓	
CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance	✓ ✓	