

## Job Profile

<b>Penk Valley Academy Trust</b>	
<b>Post Title</b>	<b>Grade</b>
<b>Lunchtime Supervisor (with setting up)</b>	<b>Grade 2</b>

### **School Purpose and Values**

To work under the direction and instruction of senior staff to provide the care of the children during the school lunch break.

### **Supervision for Pupils**

- Where the children dine away from the school, escorting them to and from the school dining room.
- Supervision of children before, during and after the meal, including the supervising of children to deposit leftover food from plates into receptacles provided.
- Supervision of children bringing sandwiches - to oversee that the debris left by children with packed lunches is removed/cleaned.
- Summoning help, where necessary, in case of injury or illness and providing basic first aid for minor injuries.

### **Support to Pupils**

- Assisting the children with their table manners and use of cutlery, and assisting with the cutting of meat etc for smaller children.
- Patrolling the playground and “out of bounds” areas regularly.
- Organising games and activities.

### **Resources**

- Responsibility for ensuring that the dining room equipment is hygienically maintained.
- Setting up and clearing away dining room equipment such as chairs and tables
- Help to maintain a safe working environment for pupils and staff by continuously monitoring dining and general circulation areas for food/drink spillages and taking prompt and effective action to deal with any such hazards in accordance with local procedures

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.

- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

**Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

**Person Specification**  
**Lunchtime Supervisor (with setting up)**  
**Level 1**

Minimum Criteria for Two Ticks *	Essential Criteria	Measured by
	<p><b>Qualifications and Training</b></p> <ul style="list-style-type: none"> <li>• Good interpersonal skills.</li> </ul>	AF/I
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Good organising and prioritising skills.</li> </ul>	AF/I
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders, challenges barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	AF/I

	<p><b>Safeguarding</b></p> <p>Safeguarding and promoting the welfare of children is everyone’s responsibility. Staff are required to follow the statutory guidance from the Department for Education. Staff are required to read:</p> <ul style="list-style-type: none"> <li>• Part 1 and Annexe A of ‘Keeping children safe in education’</li> <li>• School safeguarding policies</li> <li>• The code of conduct</li> </ul> <p>Staff must know the identity and understand the role of the designated safeguarding leads. In addition, in order for staff to understand and discharge their role and responsibilities as set out in ‘Part one’ of the guidance, staff are required to identify any additional training needs and read safeguarding bulletins they receive through the year.</p>	
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AF = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***