

CHELLOW HEIGHTS SCHOOL JOB DESCRIPTION

Name/Job Title	LUNCHTIME SUPERVISOR
Department	HEALTH AND WELLBEING
PAY RANGE	Band 3, SCP 2
CONTRACT:	10hrs x 38 weeks (term time only)

This job description is based upon the Department for Education National Occupational Standards and its contents are taken from the Bradford agreed Job Descriptions for Support staff from the Assimilation Process completed in 2009

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

TO WORK UNDER THE GUIDANCE OF AND BE ACCOUNTABLE TO

1. Senior support staff
2. Class Teacher or Area Leader
3. Base Leader
4. Lead Teacher for Teaching and Learning
– Upper or Lower
5. Head of teaching and Learning
6. Director of Teaching and Wellbeing
7. Headteacher
8. Governing Body

ACCOUNTABLE FOR

- Assisting in the supervision as appropriate of
 - Students and Volunteers
- Provision use and storage of equipment and materials for individuals and groups, within the classroom and wider areas of school
- Resources and maintenance of a specific area of school

PURPOSE OF THE ROLE

- To work as part of a team to provide high quality support for personal care, feeding and independent learning, play and social activities over lunchtimes
- To support pupils in making choices for of food and support the development of their eating skills
- To organise feeding equipment and/or play equipment and its clearing away before and after the lunchtime period.

RANGE OF DECISION MAKING

- Initially to work under the direction and guidance of established school staff

After induction period

- To make decisions using initiative with established working practices and procedures
- Use common sense and initiative in all matters relating to
 - The conduct and behaviour of individuals, groups of pupils and whole classes

- The correct use and care of materials by them self, individuals and groups of pupils
- The safety, mobility, hygiene and care and wellbeing of all pupils

CONTACTS

- Internal at all levels, parents/carers, governors contractors, other community groups and professionals and professional bodies e.g. police.

CIRCUMSTANCES

It is expected that the post holder on commencement of their duties

- ***will be willing and able whilst in post, to develop their skills, knowledge and abilities required to be a lunchtime supervisor in a generic special school, in order to achieve the standard required under the National Occupational Standards. They will also meet the requirements outlined below on starting the post.***
- Must not require holidays in term time.
- Must be legally permitted to work in the UK.
- Must have no contra indications against a criminal records check (DBS), which prevents them working with children.
- Must be able to perform all duties and tasks with reasonable adjustments where appropriate, in accordance with the Equality Act.
- Must be able to indicate that they support, uphold and contribute to the principles, policies and practices underlying local and national Equalities policies and practices both in their employment and in service delivery
- Ability to cope with the requirements of the post which includes working with children with challenging behaviour and physical difficulties who require moving and handling
- The post holder must be willing and capable to meet the moving and handling, hygiene and personal care needs of the pupils. Due to the nature of the school this is an unavoidable core component of the post.

FLUENCY DUTY

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

MINIMUM INITIAL ESSENTIAL QUALIFICATIONS AND POST HOLDER REQUIREMENTS ON APPOINTMENT

- High level of literacy and numeracy - minimum Adult literacy or numeracy level 1 and be willing to undertake level 2
- Experience and evidence of being able to use, or willingness to train in relevant technology, resources
- Experience and evidence of working with or caring for pupils of a relevant age range and an ability to relate well to them. This may be through courses, voluntary work or parental/caring responsibility.
- Experience and evidence of working constructively as part of a team, this may be through sport, voluntary work or paid employment.
- Evidence of being able to relate well to children and adults
- Evidence of being able to demonstrate good co-operative, interpersonal and effective listening skills
- Evidence of being able to remain calm under pressure and willingness to learn how to manage pupil behaviour effectively
- Evidence of understanding the need for confidentiality in matters relating to school, its pupils, parents and carers.
- Evidence of acceptance and commitment to Equalities in all its forms.
- willingness to training and participate in further professional development including Health and Safety, Team Teach and Moving and Handling, special educational needs and child protection, medical and therapy interventions, child development + the DFE National Occupational Standards
- Willingness to make a positive contribution to the wider life of the school

KEY COMPETENCIES TO FULFIL THE ROLE TO BE DEVELOPED BY POST HOLDER OVER TIME.

It is expected that the post holder will be able to show some evidence of skills, ability and attributes across the range of the competencies below within twelve months of taking up post and that they will continue to develop and improve those over time. This will be shown through Performance Development and Appraisal meetings.

ABILITIES, KNOWLEDGE, SKILLS, ATTRIBUTES, PERSONAL CHARACTERISTICS & EXPECTED BEHAVIOURS

ABILITIES

The post holder will be able to support the strategic direction and development of the school

- 1. To assist the governing body, headteacher and senior leadership team through their commitment to**
 - i support its distinctive values and ethos, work and aims including promoting the inclusion and acceptance of all pupils.
 - ii enable it to meet all statutory requirements
 - iii to act as an excellent role model and encourage others including pupils to follow this example
 - iv Ensure health and safety of pupils and others at all times.
 - v support the school in meeting its legal requirements for access and inclusion, equalities
 - vi play a full life in the life of the school community as appropriate and understand the needs of a multicultural society

vii maintain the confidential nature of information relating to the school, its pupils, staff, parents and carers.

2. To support the Senior Leadership Team through their ability to

- i ensure that their own professional duties are fulfilled as specified in this job description and the National Occupational Standards
- ii attend and participate in all relevant meetings
- iii from time to time undertake other relevant duties commensurate with their grade and level of responsibilities as may be determined by the Headteacher in negotiation with the post holder
- iv comply with the school's health and safety policy and undertake risk assessments as appropriate
- v be responsible for the condition of the lunchtime spaces used and report any damage to fixtures or fittings to the appropriate person.

3. To support teaching and learning through their ability to

A. Function as a member of a team and understand classroom roles and responsibilities including

- maintain a support role, act as a member of a team, maintain good discipline and be prepared to work across the age range, ability and SEN need of the school
- Teach pupils to play and introduce them to a range of games and activities as appropriate
- Support feeding for pupils unable to feed themselves ensuring the correct consistency and temperature of food
- supervise or support the feeding of pupils developing independent feeding skills
- engage in the professional development process as required

B. Support teaching and learning activities by

- contribute to discussions about individual pupils and co-operate with agreed courses of action.
- to actively monitor and supervise a play space as required to ensure all pupils are involved in positive play and co-operative social experiences and report back to staff as appropriate.

C. Support feedback and assessment by

- adjusting activities according to pupil responses under the guidance of experienced members of staff
- Provide feedback to learner in relation to their progress and achievement under the guidance of the person in charge

D. Support the development and creation of a safe and happy learning environment by

- supporting the class teacher to create and maintain a purposeful, orderly and supportive, appropriately stimulating learning environment where resources can be accessed by all pupils in accordance with lesson plans

E. Promote and support pupil health and wellbeing by

- Being aware of and complying with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the School's Designated Safeguarding Lead or Named Person.
- having high expectations of learners that are challenging and demanding and help to promote learners self esteem and independence.
- ensuring the personal care and hygiene of pupils are met under guidance of experienced staff and to participate in appropriate training.

- maintaining accurate manual and electronic records, registers and plans, as appropriate under the guidance of senior members of staff
- Establishing constructive relationships with parents and carers under the guidance of senior members of staff
- carry out supervisory duties in accordance with published rotas under the guidance of senior members of staff
- maintain good order and discipline in line with the schools policies and procedures promoting good behaviour and dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour under the guidance of senior members of staff

4. To be able to undertake research and development through their ability to

- i Self evaluate
- ii Work with others who will support them to develop through mentoring and coaching initiatives in the school
- iii Employ independent learning skills as appropriate
- iv Willingness to undertake training e.g. NVQ or other relevant training e.g. N.A.P.T.A modules

KNOWLEDGE

The post holder will have or have good capacity to develop knowledge of

1. Factors that can Influence School Improvement to the level required for their role

- i The characteristics of an effective school and strategies to raise standards and tackle discrimination
- ii Child development and characteristics of good play
- iii Methods to support staff development, teaching and learning including coaching and mentoring and induction
- iv The role parents, carers and the community can play in raising standards
- v The value of Inclusion

2. Factors that Contribute to an Outstanding Learning Environment

- i Promotion of high standards of behaviour through a positive behaviour approach
- ii Promotion of high standards of safety and risk management
- iii Promote respect and understanding of 'Equality' in all its forms and actively combat discrimination
- iv Promote good attendance of both staff and pupils to support the 'Raising Achievement' strategy

SKILLS & ATTRIBUTES

In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.

The post holder will have, or have good capacity to develop, within the scope of their role the following

1. Communication Skill and Attributes

Ability to engage in meaningful dialogue through

- i Active listening - to be able to give time and full attention and take in information without prejudice

- ii Speaking – to share information clearly responding appropriately to the situation
- iii Reading – to be able to read instructions and take in information
- iv Writing – to be able to write for different audiences to share information (handwritten, word processed)
- v ICT literate

2. Leadership Skills and Attributes

- i Visionary – to know what you want to achieve
- ii Ethical – to act at all times with regard to fairness, truthfulness,
- iii Integrity - sets an example for others of honesty, trustworthiness and discretion
- iv Open-Minded (Serving) – embraces diversity and is emotionally aware, willing to consider other points of view and to serve the team by leaving ego behind, listening to others fears and supporting their development
- v Confidence (Belief in self) – to deliver what's required
- vi Decision making –be able to judge when to make snap decisions and when to wait and consider options

3. Management Skills and Attributes

- i Role model - expected standards, skills, behaviours and attributes
- ii Teamwork - can work as a team player as well as a team leader for the benefit of the school
- iii Time Management – can manage own time by prioritising and ensuring prompt and consistent attendance
- iv Risk Management – can assess risk and judge appropriately response to risk

4. Skills and Attributes

- i Meets the required standards of a lunchtime supervisor in schools

PERSONAL CHARACTERISTICS AND ATTRIBUTES

Honest	Trustworthy	Courteous	Flexible (Versatile)
Observant	Perseveres	Approachable	Good time keeper
Reflective	Committed	Team worker	Good sense of humour

EXPECTED BEHAVIOURS AND PROFESSIONAL CONDUCT

To work in a manner consistent with the values and standards of the school and maintain at all time the professional standards of support workers in schools including

- promoting equality, inclusion, positive behaviour, high standards of care and spiritual, moral, social, cultural and community development
- being punctual, reliable, maintaining the school dress code and having a good record of attendance
- maintain the confidential nature of all information relating to the school
- maintaining their own professional development
- taking full responsibility for own actions

- using initiative and developing innovative solutions to problems
- being committed to the development of all staff
- being able to work independently or as part of a team where appropriate to take a leading role

The post holder is entitled to receive appropriate support to progress and develop professional skills through the schools performance appraisal, mentoring and coaching systems and professional development processes.