



Lunchtime Supervisor

Scale 1

Job Description

Haughton School is a primary special educational needs provision for children with moderate / complex learning difficulties. Children also have additional needs that may relate to communication & interaction difficulties, social, emotional and mental health difficulties, sensory and physical / medical needs.

Job Purpose
To support the safety, welfare and good conduct of children during the lunchtime break. To pass on all required information involving the children during the lunch time to their class team.
Major Tasks
<ul style="list-style-type: none">• To work according to the school aims/policies, staff handbook and Code of Conduct at all times.• To supervise activities and maintain the health, safety, welfare, good conduct and safeguarding of the children during the lunchtime break, having regard to their individual needs.• To follow the advice and provide the appropriate support for those children with feeding profiles, risk assessments linked to feeding or special diets.• To monitor the children whilst they transition to and from their place of eating.• To assist the children in selecting their food from the servery.• To monitor the children whilst they eat their lunch and be a strong advocate of good table manners.• To support the children in the correct use of their cutlery and help the children to cut their food into edible amounts.• To supervise the children to ensure safe play activities either during outside or inside play or attendance at lunchtime clubs.• To actively engage with the children in play activities and encourage the inclusion of all.• To monitor the children visiting the toilet and washing hands, where appropriate.• To help with personal care if required.• To supervise the children at the end of the break to ensure an orderly return to the class.• To assist in the set up and storage of furniture in the school hall or classroom, ensuring furniture and floor is cleaned at the end of lunchtime• To assist in the training and professional development of colleagues if requested to do so• To undertake professional development and implement across school, as appropriate.• The post holder must follow the school's safeguarding policies at all times.
Contacts & Relationships
<ul style="list-style-type: none">• This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English, as stated in the person specification.• Maintain excellent working relationships with children, staff, parents and all visitors to the school.• To provide high standards of care to the children and treat the children with dignity and respect at all times.



- To interact with the children to pass on any relevant information regarding events during the supervision period to the class teacher or member of the senior leadership team.
- Attend and participate in meetings, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff if required.
- To maintain confidentiality during interactions with others: both within and outside of school e.g. parents and carers. Any queries should be directed to the senior leadership team and this applies when employed and post-employment.

Creativity

- As requested by the line manager, the post holder will be required to undertake their routine duties in order to address specific requirements of the role.
- The post holder will also need to answer routine queries from the children and other staff as necessary.
- To develop a professional caring and trusting relationships with the children.
- To support the development of the child's independence and self-esteem.
- To demonstrate understanding of the individual needs of the children and the appropriate approach required (e.g. basic signing if required).
- To promote the inclusion and acceptance of all children.
- To encourage children to interact with others and engage in activities.
- To promote the good behaviour of the children, dealing promptly with conflict and incidents in line with established policy and encourage the children to take responsibility for their own behaviour.
- To accompany staff and children on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher, if required.

Decisions

- Decisions of a routine nature will be made within the duties of the role but the decision-making responsibility will be the responsibility of senior staff.
- The post holder works under the direction of the class teacher / senior leadership team.
- The post holder will be able to contribute constructively to decision making processes and policy making processes that are the responsibility of school leaders and governors.
- The post holder must be familiar with the fire drill and emergency evacuation procedures.
- To contribute to the overall ethos/work/aims of the school.
- To work within the framework of the school's agreed policies and procedures.

Management & Supervision

- When required will assist new staff, and supply staff, to ensure that consistency is maintained, and the health and safety of the children is ensured.
- There is no direct supervision of any staff.

Supervision Received

- The post holder is responsible to the class teacher/ key stage leader, assistant head, deputy head, head teacher or school business manager as relevant to the duty or task.
- The post holder has an annual appraisal.
- The post holder's work is supervised by the class teacher / senior leadership team.



Complexity

- To be able to work effectively with children with moderate learning difficulties and complex needs, including complex medical needs, physical disabilities, challenging behaviour, communication difficulties and sensory impairments.
- To be able to understand and follow specific guidance for a child e.g. to follow instructions on behaviour support plan, medical needs plan, feeding profiles, speech and language therapy plans and advice from other professionals etc.
- To respond to routine activity-related problems without referral.
- After receiving appropriate training to be able to carry out tasks such as hoisting, moving and handling, MAPA and to communicate in a range of ways to children when required – Makaton, using communication aids etc.
- To carry out the supervision of children reporting any events during the periods to the class teacher or senior leadership team.
- To understand the range of roles and responsibilities in the school.

Resources

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection which includes the use of social media, reporting all concerns to an appropriate person.

Impact

- Children will be safe at all times.
- The health and wellbeing needs of the children will be met.
- Children will be supported to engage in and gain enjoyment from play activities.
- The school ethos and aims are upheld.

Physical Demands

- Be resilient and have the physical ability to work with children e.g. those whose behaviour may be challenging or those who may have a life limiting condition.
- Post holder needs to be physically and emotionally fit to be able to carry out the skills needed for the post in relation to the varied needs of the children, which includes (but not exclusively):
 - being able to push wheelchairs.
 - being able to support moving and handling of children.
 - being able to work both inside and outside environments.
 - being able to supervise children whose behaviour can be challenging and active.
 - be resilient to work with children whose behaviour may be challenging or those who may be life limited.
 - Work is normally carried out in the classroom or similar environments which may sometimes involve exposure to noise or other unpleasant conditions.

Working Environment

- Work is normally carried out in the playground, corridors, classroom or similar environments.
- The role requires the post holder to work outdoors and indoors.
- The role requires the post holder to work with children with behaviours that can be challenging verbally and/or physically.
- The role requires the post holder to work with children who have complex medical/sensory/physical difficulties.

Emotional Context

- The post holder will need to be resilient in order to work successfully in an environment that can be physically, emotionally and mentally demanding.



- The role requires the post holder to work with children with behaviours that can be challenging socially, emotionally, verbally and/or physically.
- The post holder will need to work with children with moderate learning difficulties and may have additional complex needs.
- The post holder will be working with children from disadvantaged backgrounds

Other

- The post holder must also ensure that they are familiar and adhere to the terms and conditions of their contract
- The post holder will be expected to carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.
- The post holder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.
- The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.
- The post holder will be flexible with their working times in the event of an emergency situation.
- Holidays must not be taken in term time.
- The post holder will need to ensure they are familiar with the current staff handbook



Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> No formal qualifications are required but the post holder must be able to read and write. Willingness/commitment to learn through Induction Programme. First aid at work/paediatric first aid/emergency first aid (desirable). MIDAS driving qualification (desirable). Makaton foundation level or equivalent (desirable).
Experience	<ul style="list-style-type: none"> Experience of working with children in a similar role (desirable). Current or recent experience of working in a primary educational setting (desirable). Current or recent experience of working in a Special Educational Needs setting (desirable).
Knowledge	<ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Health and safety within a school context. Working knowledge of Child Protection and safeguarding policy and practice or a willingness to learn. An interest in appropriate behaviour management of primary age children with learning difficulties and complex needs.
Skills	<ul style="list-style-type: none"> Ability to relate well to children and adults and manage relationships with tact and diplomacy. The ability to work under the instruction of a line manager and/or head teacher. The ability to work as part of a team but also independently. The ability to be understanding of the individual needs of the children within the school. Ability to effectively carry out skills to support children, e.g. moving and handling, Makaton, MAPA, communication aids, etc. Ability to simplify/differentiate language to the assessed ability of individual children. The ability to be alert and vigilant at all times. Enthusiastic and positive attitude towards children and in developing relationships with them. Good communication skills. Good time management. Good organisational skills. Ability to take initiative and make decisions.
Personal style & behaviours	<ul style="list-style-type: none"> The post holder will be working with children with special educational needs and should therefore be able to demonstrate the following qualities: <ul style="list-style-type: none"> -caring, resilient, approachable, sensitive, empathy, ability to maintain confidentiality, strong communication skills. Calm demeanour to respond to children with complex needs. Physical ability to work with children with complex needs who may demonstrate challenging behaviour and be in crisis. Willingness to train in a specialist area eg signing.



	<ul style="list-style-type: none"> • Very good general health to manage the physical, emotional and mental demands of the role.
Fluency Duty	<ul style="list-style-type: none"> • This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure members of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. • This post has been assessed as requiring C1 level under the Common European Framework of Reference for Language (CEFR). • Can understand a wide range of demanding, longer clauses, and recognise implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

More information is available at:

<http://ecouncil/Fluency/Pages/default.aspx>

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	y
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	y

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>