

## Job Description

- POST:** Midday Supervisor working 1:1 with a child with an EHCP
- RESPONSIBLE TO:** The Executive Headteacher, members of the senior leadership team (SLT) and the governing body
- SALARY:** Scale B2 (£3578.67 Annual) Fixed term attached to child's EHCP
- LOCATION:** Wood End Primary School
- WORKING PATTERN:** Monday to Friday 11:55am - 1.10pm (6.25 hours per week). 39 weeks
- DISCLOSURE LEVEL:** This position is subject to an Enhanced DBS check and a check of the Children's Barred List
- KEY RELATIONSHIPS:** Working closely alongside other members of the midday supervisor team, teaching staff, office staff and children.

### MAIN PURPOSE:

- Supervise the child in your care during the lunchtime period, including preparing for lunch and the safe movement around the building
- Supporting the child whilst they are eating to ensure their needs are met
- Promoting social interactions for the child helping them to integrate with their peers and play safely

### SPECIFIC RESPONSIBILITIES:

- Supervise toileting and washroom activity
- Escort child to and from dining room
- Supervise collection of meals and assist with use of cutlery
- Assist pupil when returning used plates, trays, cutlery, glasses/beakers and clearing tables
- Supervise pupil eating food brought from home and ensure packed lunch equipment is cleared away
- Supervise classroom and outside activities, encouraging inclusion
- Ensure orderly return to classroom
- Attend to minor accidents or to pupils who become ill
- Report to SMDS if accident occurs or if pupil falls ill
- Monitor pupil behaviour, intervening as necessary in accordance with relational policy
- Report to SMDS any breaches of school rules

### Behaviour and Welfare

- Maintain a safe, purposeful and stimulating environment for pupils, rooted in mutual respect
- Work within the school's framework for behaviour ensuring consistency
- Support the child if dysregulated to help manage emotions safely
- Attend to personal care needs as required
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

#### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities, which relate to the pupil in your care
- Liaise with the class teacher, SMDS and child's 1:1 TA about lunchtime

#### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Make a positive contribution to the wider life and ethos of the school

#### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you work, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher or Senior Leadership Team

#### **Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

#### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

	Essential	Desirable
<b>Qualifications</b>		<ul style="list-style-type: none"> <li>Qualification working with children</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Experience of working with children</li> <li>Communication skills with both adults and children</li> <li>Written skills</li> <li>Basic ICT skills (access email and online training)</li> <li>Record keeping</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with SEND children</li> <li>Understanding of a restorative approach to behaviour</li> <li>Makaton Level 1-4</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Co-operation</li> <li>Communication</li> <li>Flexibility</li> <li>Problem solving</li> <li>Teamwork</li> <li>Resilience</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of children and young people</li> <li>Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>Motivation to work with children and young people</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

### Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They

should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### **Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.