



Midday Supervisor

JOB DESCRIPTION

Role Purpose:

The purpose of this role is to work as part of a team supervising pupils during the school lunch break, which includes attending to their welfare and domestic needs.

Key Accountabilities:

Reporting to the Lead Pastoral Practitioner, this post holder will be accountable for

- Supervision of pupils immediately before, during and after the mid-day meal. This includes provision for children who bring sandwiches.
- Supervision of hand washing and toileting by pupils as deemed necessary by the Headteacher.
- Supervision of pupils entry and exit from the dining area, including supervision of pupils during any journey or walk to the dining room.
- Supervision of pupils in the playground under the direction of the Lead Pastoral Practitioner.
- Setting up and removal of playground equipment under the direction of the Lead Pastoral Practitioner.
- Taking such steps as necessary when children are sick. Attending to their needs when in distress and reporting the situation to the relevant member of staff.
- To arrange for emergency treatment when required, e.g. calling for a teacher if there has been an accident.
- Vigilant in the playground in recognising potential dangers and approaching unauthorised personnel who enter the academy grounds.
- Undertake an agreed programme of training.
- To carry out other duties relating to lunchtime supervision as requested by the Headteacher, Deputy Head or Senior Leadership Team.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

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Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work

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	• Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Minimum of 5 GCSEs grade 4-9 including Maths and English (or equivalent)	X		X	X	
	Current First Aid qualification (or willing to work towards)	X		X	X	X
	Awareness of child protection/safeguarding with up to date training (or willingness to undertake training)	X		X	X	X
	Knowledge of school standards and procedures or willingness to train	X		X	X	X
	Understanding of child development and social interaction; the value of constructive play opportunities.		X	X	X	X
	Knowledge of health and safety regulations within a school environment		X	X	X	X
Experience	Experience of managing the behaviour of groups of children on a voluntary or paid basis	X		X	X	X
	Demonstrate ability to deal with sensitive and emotional situations	X		X	X	X
	Working in a socially and culturally diverse school community		X	X	X	X
Skills	Demonstrate ability to deal with sensitive and emotional situations	X		X	X	X
	Able to maintain discipline, command attention and encourage high standards of pupil behaviour at all times	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders including colleagues, parents and children	X		X	X	X
	Ability to work under supervision, as a member of a team and individually	X		X	X	X

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