

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

	Essential Criteria	Measured by
	<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• Good interpersonal skills.</li> </ul>	AF/I
	<b>Knowledge/Skills</b> <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
	<b>Behavioural Attributes</b> <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 an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge 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

AF - Application form

I - Interview

**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.***