

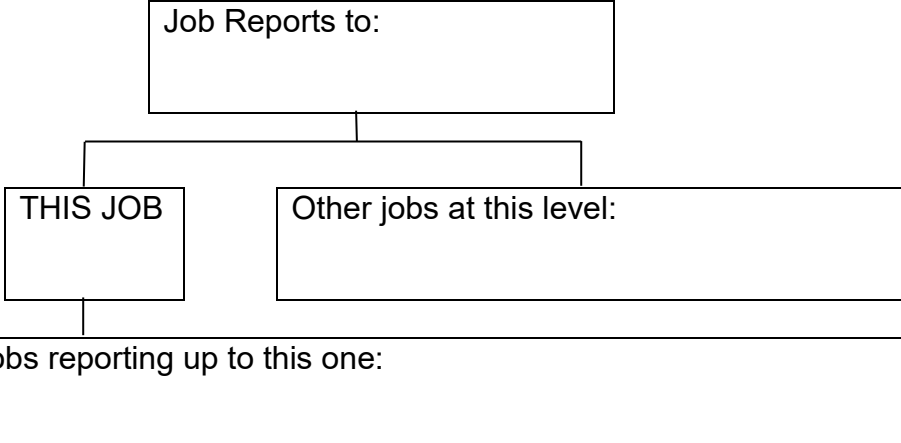


JOB DESCRIPTION

**Form
JD1**

JOB TITLE: Lunchtime Supervisor		POST NUMBER:	
REPORTS TO (Job Title):			
DEPARTMENT: Schools		GRADE: 4	
JE REF:	1923	PANEL DATE:	250608
1.	<p>MAIN PURPOSE OF JOB</p> <p>Working during the school lunchtime period to maintain good pupil behaviour so that pupils can enjoy a safe and orderly environment.</p>		
2.	<p>CORE RESPONSIBILITIES, TASKS & DUTIES:</p>		
	i.	Work in partnership with teachers, MSA's and other school support staff to maintain good discipline.	
	ii.	Uses own initiative to asses and evaluate pupils' needs.	
	iii.	Monitors, records and reports on pupil behaviour.	
	iv.	May work with small groups of pupils in organised activities.	
	v.	Attends and contributes to meetings with other staff, external agencies and parents as required.	
	vi.	Supervision and control of specified areas of the school and to be responsible for pupil behaviour in these areas.	
	vii.	Takes part in appropriate training and development opportunities.	
	viii.	Contributes to the overall school ethos.	
	ix.	Follows all school policies and procedures.	
	x.	Should be punctual and reliable.	
3.	<p>SUPERVISION / MANAGEMENT OF PEOPLE</p> <p>No line management responsibility. May Supervise MSA's and help induction others</p> <p>No. Reporting -</p> <p>Direct: None</p> <p>Indirect: Less than 5</p>		

4.	<p>CREATIVITY & INNOVATION</p> <ul style="list-style-type: none"> • Motivates and is responsive to pupil behaviour at all times. • Requires forward thinking and the use of fresh ideas to get pupils to behave and learn. • Monitors and is responsive to pupils' personal needs. • Communicates effectively with pupils, parents, other adults and colleagues. • Ability to manage conflicting priorities. • Provide advice and support to other colleagues.
5.	<p>CONTACTS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Regular contact with the school Senior Management Team, Teachers, School Support Staff and pupils. • Enables pupils to access the curriculum by providing behaviour support • Meets teachers' and pupil's needs • Takes part in team and whole school meetings. • Shares concerns about pupils and/or personal issues with appropriate persons. • Contact with LA Officers, suppliers, Special Educational Needs (SEN) agencies and Social Services.
6.	<p>DECISIONS – discretion & consequences</p> <p>Discretion</p> <ul style="list-style-type: none"> • Recognises when it is necessary to implement agreed de-escalation strategies to minimise pupil disruption and/or dangerous behaviour. • Takes action to deal with behavioural issues as they arise. • The post holder is authorised to issue appropriate school sanctions (ie detention) • Communicates information to all effectively. • Awareness of Health and Wellbeing of pupils. • Responds to immediate issues on and off the school site. • Knows when to seek additional support and advice <p>Consequences</p> <ul style="list-style-type: none"> • Manages actions in accordance with schools ethos, culture and internal policies.
7.	<p>RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> Description (Value) Varies between schools.</p>
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work Demands Work is subject to a great deal of change and requires immediate response to requests for help and support.</p>

	<p>Physical Demands, Mainly walking while patrolling the site; long periods of such physical activity. May require physical intervention with pupils within the guidelines of approved policies and procedures.</p> <p>Working Conditions Most work takes place while patrolling the school site. Where outside work is involved this can be in inclement weather.</p> <p>Work Context Occasionally subjected to bad language and aggressive behaviour. Work within the schools Health & Safety, and Manual Handling procedures, attending training as required. Has to remain alert to child protection issues and must always act in a controlled and measured way</p>
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Excellent communication skills. • Excellent interpersonal skills. • Tact and sensitivity • Observational skills • Time management and organisation skills. • Ability to relate well to children and adults. • Knowledge of normal child development and children’s personal development needs. • Knowledge of strategies which promote good behaviour and discipline. • Knowledge of developmental progression in the emotional curriculum. • Experience of working in multi-disciplinary teams. • Experience of participating fully in planned interventions programmes for children with emotional and behaviour difficulties. • Ability to react calmly and quickly in an emergency. • Basic knowledge of First Aid is required.
10.	<p>Position of Job in Organisation Structure</p>  <pre> graph TD A[Job Reports to:] --- B[THIS JOB] A --- C[Other jobs at this level:] B --- D[Jobs reporting up to this one:] </pre>