

Person Specification

Lunchtime Supervisor

Criteria	Qualities	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> No formal qualifications are necessary, but candidates must have the skill level in reading, writing, and numeracy to ensure competency and safety in the post. Willing to undergo appropriate training. 		
Experience	<ul style="list-style-type: none"> Experience of working with /supervising pupils indoors and outdoors would be advantageous 		

<p>Skills and knowledge</p>	<ul style="list-style-type: none"> • Ability to understand and comply with work instructions (written and verbal). • Must have a positive attitude to security and safety. • Must have the ability to follow verbal and written instructions and to complete basic reports regarding behaviour of students etc when necessary. • Ability to communicate effectively with staff at all levels and with students. • Ability to steer students towards making good choices, seeking high standards of behaviour and reporting when students do not meet them. • Be aware of and apply the School's Health and Safety practices and procedures. • Able to act positively in the event of an accident. • Patience, good humor and ability to identify and de-escalate situations. 		
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<p>Personal qualities</p>	<ul style="list-style-type: none"> • Ability to relate well to children and adults (staff and visitors) • Enthusiasm and committed to the aims of their school • Ability to identify own training and development needs and cooperate with means to address these. • A conscientious and flexible approach to work. • Practical • Capable to moderate physical activity – setting out and putting away dining tables. • Ability to deal with all types of situations which may involve dealing with removal/cleaning up of bodily fluids (suitable protective clothing will be supplied). • Willingness to undertake frequent safeguarding training to ensure we keep our students safe. 		
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<p>Reasons for working with children and young people</p>	<ul style="list-style-type: none"> • Clear articulation of wanting to help young people achieve their potential, build self-esteem, and develop new skills. • The candidate views the position as supportive, educational, and developmental. • An understanding that professionals must maintain appropriate, safe relationships with children, young people and their families. • Recognition of the need for fair, consistent discipline and the ability to challenge inappropriate behavior without being authoritarian or punitive 		<ul style="list-style-type: none"> •
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