

JOB DESCRIPTION

TITLE: Midday Supervisory Assistant
SCHOOL: **Wigmore Primary School**
RESPONSIBLE TO: Senior Midday Supervisory Assistant
GRADE: L1A

PURPOSE OF POST: Responsible to the Senior Midday Supervisory Assistant, and under the general direction of the Headteacher, during the midday break, ensure the safety and general welfare and proper conduct of the pupils during this period.

ORGANISATION CHART:

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Headteacher
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Senior Midday Supervisor
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Midday Supervisory Assistant
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PRINCIPAL RESPONSIBILITIES:

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1. Supervise pupils immediately before, during and after the midday break. This includes pupils who have a school meal as well as pupils who bring their own food.
2. Assist pupils as required with toileting and personal hygiene (under the general direction of the Senior Midday Supervisor).
3. Assist with the lifting and handling of non-ambulant pupils in conjunction with other staff members, making use of mechanical aids as necessary.
4. Encourage and assist pupils in eating, cutting up food, providing guidance on the proper use of cutlery. Assist with the clearance of spillages as necessary.
5. Assist pupils in carrying/transporting trays to the tables and returning crockery to the food counter.
6. In the event of a pupil becoming ill, distressed, or experiencing an accident, provide initial aid and summon qualified assistance.
7. Wipe/wash pupils after meals and wash aprons, plastic bibs etc. as necessary.
8. Dress pupils for outside play activities and supervise pupils in the playground.

DIMENSIONS:

Supervisory Management: None.

Financial Resources: None.

Physical Resources: None.

Other: Responsible for the safety and conduct for a specified number of pupils

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

Physical Effort: Required to lift and handle pupils and their walking aids (walking frames, buggies etc.)

Working Environment: May be required to help clear up vomit, food spillages and assist with toileting on a daily basis.

CVs will not be accepted for any posts based in schools.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of working with children or young people.	1,2	Some experience of working with people with special educational needs. Experience of working in a school environment is desirable for this post.	1,2
	Some experience of performing basic cleaning	1,2		1,2
Skills/Abilities	Able to encourage, coach and support children with special educational needs.	1,2	Willing to carry out basic first aid	1,2
	Able to follow guidelines and procedures.	1,2		
	Able to work effectively as part of a team.	1,2		
	Able to work on own initiative.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
Competencies	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Able to form appropriate relationships with young people.	1,2		
Equality Issues	Able to recognise and act on discrimination.	1,2		
Specialist Knowledge	Able to demonstrate an empathy with and understanding of needs of pupils with special educational needs.	1,2		
Education and Training			Willing to complete paediatric first aid training	1,2
Other Requirements		1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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.

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