**Lunchtime 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

Reports to:

Principal Lunchtime Supervisor and Senior Administrator & Operations Co-Ordinator

Duties:

The School Meal Supervisory Assistant will:

* ensure that pupils wash their hands before they eat;
* escort pupils to and from the dining area, as necessary;
* ensure that pupils having a school lunch are in the dining hall at the correct time;
* help younger pupils at the server counter with the proper use of cutlery, and help them cut up their food when necessary;
* assist pupils with the return of used plates, trays, cutlery and beakers, and with the cleaning of tables when lunch is finished;
* supervise pupils eating food brought from home, and ensure that all packed lunch equipment is cleared away after use;
* report to the Principal Lunchtime Supervisor any child whose diet may give rise for concern;
* take charge of groups of children in the playground or the classroom, depending on the weather;
* devise and initiate constructive play opportunities for children when required;
* ensure that children remain within a safe environment, and that they play safely;
* set suitable behaviour standards in line with school policy;
* help children acquire social skills;
* attend to minor accidents sustained during the lunchtime break, and seek appropriate assistance if necessary;
* report to the Principal Lunchtime Supervisor any acts that constitute serious infringements of school rules;
* liaise effectively and professionally with staff, teachers and parents, as required;
* attend training, as required;
* work alongside designated classes
* any other reasonable duties as requested by the Principal/Finance & Business Director

Special Conditions:

1. A Lunchtime Supervisor is provided with an overall which must cover all the clothing worn, including sleeves and collars. This overall must not be worn outside the school, either to or from work. Jewellery should not be worn except wedding rings or earring studs, for obvious health and safety reasons. Shoes should be supportive and protective. Open toed sandals/shoes, high heeled shoes or training shoes are not considered suitable.

**Female employees** are allowed to wear trousers in severe weather conditions, jeans are not considered suitable and it is expected that feet and legs are covered by tights or stockings.

1. Personal hygiene – hair should be clean, tidy and worn off the face. Long hair should be tied back.

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| **Person Specification: Lunchtime Supervisor** |
| **Focus** | **Essential** | **Desirable** | **Where From….** |
| 1. **Communicate effectively (both orally and in writing) to an appropriate standard**
 |  | ü | **Interview****Application** |
| 1. **Experience of working with/ supervising children.**
 | ü |  | **Interview****Application** |
| 1. **Experience of working**

**part of a team and individually** |  | ü | **Interview****Application** |
| 1. **Be able to inspire trust and confidence in children; encourage high standards of pupil behavior at all times; liaise with parents in a professional manner**
 | ü |  | **Interview****Application** |
| 1. **Related training**
 |  | ü | **Interview****Application** |
| 1. **Willingness to undertake further training**
 |  | ü | **Interview** |
| 1. **Qualifications – current first aid qualification**
 |  | ü | **Application** |
| 1. **Knowledge and understanding – Managing the behavior of groups of children**
 | ü |  | **Interview****Application** |
| 1. **Knowledge and understanding – the value of constructive play opportunities**
 |  | ü | **Interview****Application** |
| 1. **Be able to initiate games and activities appropriate to the age of the children; relate to children on their level; remain calm in a crisis**
 | ü |  | **Application****Interview** |
| 1. **Characteristics – Calm; Creative; Empathic; Organised; Patient; Resourceful; Tolerant**
 | ü |  | **Application****Interview** |

1. Hands should be clean, nails short and no nail polish used as this attracts germs

**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**

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| --- | --- |
| **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
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| **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
* 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
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| **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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