

METROPOLITAN BOROUGH OF KNOWSLEY

SCHOOL

POST TITLE

MIDDAY SUPERVISOR

GRADE

LEVEL 1

RESPONSIBLE TO

MAIN PURPOSE

To care for the children during the lunchtime break and to prepare, provide and oversee suitable activities at this time.

MAIN DUTIES

Support for Pupils

Supervise the welfare, security and good conduct of children during the mid-day break, enforcing the expected standards of school discipline.

Oversee the dining arrangements, including the hygiene of pupils and the dining area. This will include toileting, hand washing, cleaning spillages, insisting on and modelling good table manners.

Provide and run activities for the children during indoor and outdoor play.

Promote inclusion and acceptance of all pupils.

Promote a positive ethos and role model positive attributes, self esteem and independence.

Provide pastoral support to pupils.

To administer basic first aid where appropriately trained. This may include recording minor accidents and ensuring that relevant staff are informed and ensuring that more serious incidents are brought to the attention of the First Aider.

Support for the Teacher

Assist with the movement of children around the school environment prior to, during and after the mid-day break.

Manage pupil behaviour in line with school policy and ensure reports are made in agreed school format.

Liaise closely with the class teachers on the welfare and discipline of pupils.

Support for the Curriculum

Support the delivery of such programmes as Healthy Schools, PSHE etc. as directed by your line manager.

Support for the School

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Contribute to the school ethos, aims and development/improvement plan.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop, respecting their social, cultural, linguistic, religious and ethnic backgrounds.

Work as part of a team, appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Undertake personal development through training and other learning activities including performance management as required.

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Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Personal Attributes

Communication & Influence

Conveys basic messages using a variety of media. Appears confident when communicating with others.

Team working

Shows an interest in others, taking time and effort to get to know people and a willingness to help others. Does not work in isolation, sharing information and keeping others up to date. Takes time out to listen, explain and provide constructive feedback.

Organisational Awareness

Understands how own job contributes to the schools activities. Stays up to date with developments in school and discusses with colleagues their activities to gain a broad understanding.

Adaptability

Understands the need for, and the effects of, change and is able to adjust style and way of working taking others into account. Learns from experience.

Use of technology

Has knowledge of, and is able to use, the range of technology within own workplace (e.g. audio / visual equipment, photocopiers etc.) Has a willingness to remain proficient as the technological needs of the school change.

Professional Values and Practice

Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

Experience & Knowledge

Experience of working with and or caring for children (within a specified age range).

Awareness and basic understanding of school curriculum (within a specified age range).

Basic knowledge of First Aid.

Basic awareness of inclusion, especially within a school setting.

Qualification & Training

Willingness to participate in relevant training and development opportunities.