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| Job Description | |  |
| MIDDAY SUPERVISOR Grade 1 scp 6 - 8 | School: Priory Junior School | |
| Job Purpose To assist in the supervision of children both in the dining area and in play areas to ensure the orderly conduct, welfare and safety of pupils during school lunch breaks. | | |
| Key Responsibilities | | |
| <ol style="list-style-type: none"> 1. Supervise pupils in the hall whilst eating. 2. Ensure that the overall arrangement for children to dine promotes an orderly and pleasant meals service 3. Ensure that any spillage is removed quickly. 4. Supervise return of used crockery and cutlery used by the children 5. Ensure that tables and dining areas are left clean 6. Ensure dining areas are left clean and tidy 7. Arrange supervision to allow movement amongst the children within the area covered 8. Ensure acceptable standards of behaviour are maintained 9. Minimise the likelihood of children hurting themselves, others or damaging property 10. Supervising pupils in classrooms during bad weather 11. Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions 12. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures 13. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team 14. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school | | |

Person Specification**Education and Knowledge**

Good literacy and numeracy skills gained from general education or equivalent experience necessary to undertake the full range of supervisory duties e.g., supervision & support of pupils in the dining & play area, cleaning of tables in dining area, awareness of children with special educational needs (dietary, emotional, physical), awareness of pupils on special or restricted diets for medical reasons

Personal skills and general competencies

- Patience and understanding
- Understand importance of professional conduct
- Well-developed empathetic skills
- Co-operative skills
- Good communication skills
- Strong teamwork skills
- Able to use initiative

To be completed only if any
amendments are made to the
standard Job Description &

Please refer to the guidelines

Additional Responsibilities to be included in the Job Description

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

| Additional Responsibilities | % Time spent |
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Factor Information

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

| Factor | Factor Definition and Relevant Job Information |
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| 1 Knowledge | Good literacy and numeracy skills gained from general education or equivalent experience necessary to undertake the full range of supervisory duties e.g., supervision & support of pupils in the dining & play area, cleaning of tables in dining area, provide breakfast to pupils, awareness of children with special educational needs (dietary, emotional, physical), awareness of pupils on special or restricted diets for medical reasons |
| 2 Mental Skills | Interpreting straightforward instructions and resolving straightforward issues or problems that may occur as part of routine duties e.g. dealing with an upset child, dealing with unruly behaviour, cleaning bodily fluids and food spillages and using the correct cloth for spillages. |
| 3 Interpersonal/ Communication Skills | Conversing with others regarding personal or detailed information e.g. contacting senior member of staff regarding pupil's welfare, report to class teachers any incidents that they should be aware of, encouraging all pupils to eat especially those with special needs or disabilities. |

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| 4 | Physical Skills | Use of hand/eye co-ordination to clean surfaces and use play equipment. |
| 5 | Initiative & Independence | Some initiative is required to deal with identifiable/routine issues with supervisory support available when areas of difficulty are faced e.g. dealing with sickness, toileting problems and providing basic first aid to pupils, identifying non-routine pupil behaviour & reporting as appropriate. |
| 6 | Physical Demands | Walking, bending, stretching, lifting, moving and handling furniture and equipment form a regular part of the job, e.g. helping to clear tables and wipe spillages, stacking & moving table & chairs as required, clearing away plates and cutlery, walking & standing to supervise queues/dining arrangements and outside areas. |
| 7 | Mental Demands | Duties require typically medium periods of concentration (1-2 hours) some work-related pressure from interruptions to planned work e.g. sensory awareness of challenging behaviour/actions of pupils, writing incident reports, completing the accident book when necessary. |
| 8 | Emotional Demands | A) Duties are unlikely to require the job holder to deal with individuals whose circumstances may leave them feeling upset, aggrieved, or angry and which will not cause any ongoing distress to the postholder e.g. dealing with those who have physical or mental impairments, or are suffering from serious illness or to deal with either distressing or disturbing subject matter (people related behaviour, including any form of verbal abuse and aggression from people is covered under the Working Conditions factor). |
| | | B) Working on an ongoing basis with children, some of whom have short or longer term emotional, behavioural, additional or special health needs. Duties are likely to require the job holder to deal with individuals whose circumstances may leave them feeling upset, aggrieved, or angry (people related behaviour, including any form of verbal abuse and aggression from people is covered under the Working Conditions factor). |
| 9 | Responsibility for People | Provision of security, safety and well being of pupils in the school |
| 10 | Responsibility for Supervision | Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff may be given as necessary. |
| 11 | Responsibility for Financial Resources | Job holder has no direct responsibility for financial resources. The handling of small amounts of cash/cheques or equivalent may be necessary or the receipt of the same to pass to others to action e.g., handling dinner tokens. |

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| 12 | Responsibility for Physical Resources | Job holder has no direct responsibility for physical resources. The cleaning of surfaces and spillages in the dining areas may be necessary and completion of incident reports and behaviour management reports. |
| 13 | Working Conditions | The post will involve some exposure to disagreeable conditions e.g. toileting of pupils, bodily fluids (vomit, blood), clearing up food spillage, working in varying weather conditions and may require the job holder to deal with angry, upset, aggressive or abusive pupils which exposes the job holder to some unpleasantness and discomfort. |

| Factor | | Additional Information |
|---------------|--|-------------------------------|
| 1 | Knowledge | |
| 2 | Mental Skills | |
| 3 | Interpersonal/ Communication Skills | |
| 4 | Physical Skills | |
| 5 | Initiative & Independence | |
| 6 | Physical Demands | |
| 7 | Mental Demands | |
| 8 | Emotional Demands | |

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| 9 | Responsibility for People | |
| 10 | Responsibility for Supervision | |
| 11 | Responsibility for Financial Resources | |
| 12 | Responsibility for Physical Resources | |
| 13 | Working Conditions | |

Date