# FREEMAN CP SCHOOL JOB DESCRIPTION



**JOB FAMILY: Midday Supervision**

**GRADE: Grade 2, Point 2**

**LEVEL DESCRIPTION**

All duties will be carried out within recognised procedures or guidelines. May include ad hoc duties, which require some initiative.

Will make day-to-day decisions about own workload.

There will be some need to interpret information or situations and to solve straightforward problems.

Exchanges orally or in writing varied information with a range of audiences. Problems will be referred to line manager.

No direct responsibility for supervising others, but may involve demonstrating duties or giving advice and guidance to new employees or others.

## INTRODUCTION

The level description gives an overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

The next section of this benchmark job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

## EXAMPLES OF DUTIES AT THIS LEVEL

* Direct supervision of pupils throughout the midday break, i.e. from the end of morning school until the start of the afternoon session
* Oversee all areas where pupils gather during the lunch break, these may include dining areas, cloakrooms, classrooms, playing field etc, as appropriate
* Maintain an acceptable standard of conduct and safety as laid down in the school policies, by dealing with any problem, minor injuries and reporting breaches of discipline to an appropriate member of staff
* Assist with the induction training of any new midday supervisory assistants or supply assistants when necessary
* Any other related duties as directed by the line manager/head teacher

# PERSON SPECIFICATION

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| --- | --- | --- |
| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
| **Knowledge:** |  |  |
| Technical or specialist |  | * Basic knowledge of first aid |
| Literacy and numeracy | * Ability to follow written guidance and procedures |  |
| Organisational |  | * Knowledge of appropriate school policies and procedures |
| Knowledge & use of equipment | * Knowledge and ability to use security devices, these may include electronic or coded door locks, CCTV etc. |  |
| **Mental Skills:** |  |  |
| Problem solving | * Ability to identify and resolve straight forward problems, e.g. a minor disagreement between pupils |  |
|  | * Ability to refer more complex problems to appropriate member of staff |  |
| **Interpersonal & Communications Skills:** | | |
| Caring skills | * Ability to empathise with pupils, in order to maintain appropriate behaviour during school breaks |  |
|  | * Sensitivity to pupils’ individual needs when providing personal care or administering first aid. |  |
| Advising / guiding skills | * Ability to provide straightforward advice to pupils |  |

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| --- | --- | --- |
| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
| Negotiating, influencing or conciliating skills | * May be required to conciliate between pupils that have a disagreement |  |
| Verbal and written communications skills (including use of languages) | * May be required to record incidents in an appropriate school record |  |
| **Physical skills:** |  |  |
| Other manual skills | * Ability to cut food for disabled or younger pupils. |  |
|  | * Ability to set up and clear away tables/chairs and assist with cleaning of dining area. |  |
| **Other attributes:** |  |  |
| Level of autonomy | * Works within guidelines and procedures |  |

**EVALUATION NOTES**

## KNOWLEDGE

* Knowledge of relevant school procedures
* Basic knowledge of first aid

## MENTAL SKILLS

* Post holder will deal with straightforward problems, e.g. simple disputes between pupils, assessing whether to refer issues to another member of staff

## INTERPERSONNEL AND COMMUNICATION SKILLS

* Post holders need to be able to communicate appropriately with pupils, according to their age
* Post holders need to communicate with other members of staff, e.g. to report incidents that occurred during the school break

## PHYSICAL SKILLS

* No requirement for developed physical skills

## INITIATIVE AND INDEPENDENCE

* Work is covered by clear guidelines and procedures
* Problems will be referred to line manager or another appropriate member of staff

## PHYSICAL DEMANDS

* Post holders spend most of their time standing and walking

## MENTAL DEMANDS

* Post holders must be aware of pupil behaviour in general throughout the course of their work

## EMOTIONAL DEMANDS

* The work may be emotionally demanding on occasion, e.g. if two pupils have a dispute that escalates into a fight

## RESPONSIBILITY FOR PEOPLE

* Responsible for ensuring appropriate pupil behaviour during breaks

## RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

* None

## RESPONSIBILITY FOR FINANCIAL RESOURCES

* None

## RESPONSIBILITY FOR PHYSICAL RESOURCES

* None

## WORKING CONDITIONS

* Works in all weathers, although pupils may be indoors during bad weather
* May occasionally experience verbal abuse from pupils