

KIRKLEES COUNCIL

J O B D E S C R I P T I O N

SECTION: ALL SCHOOLS MODEL – ACTIVITY SUPPORT

JOB TITLE: ACTIVITY SUPPORT ASSISTANT 3
(LUNCHTIME SUPERVISION)

GRADE: 3, (SCP 9 – 11)

PURPOSE OF JOB

Working as part of a team to be responsible, through the Activity Support Officer for the supervision of students/pupils on the school site throughout the midday break (the interval between the close of morning school and the re-commencement of school in the afternoon).

To assist in securing the health, safety, welfare and good conduct of pupils. To support activities and good behaviour in accordance with the practices and procedures of the school.

KEY AREAS

1. Supervision of Pupils on School Premises
2. Promoting Positive Behaviour
3. Promoting Personal and Social Skills
4. Appropriate Communication
5. General

DUTIES AND RESPONSIBILITIES

1. Supervision of Pupils on School Premises

- 1.1 To supervise areas, both indoors and outdoors, where students/pupils congregate during lunchtime, maintaining Health & Safety practices.
- 1.2 Taking account of relevant practices and procedures, to supervise and monitor activity areas, corridors, toilets, classrooms etc as required.
- 1.3 To supervise students/pupils eating their meal on school premises, in specified areas set aside for dining purposes which includes issues such as dealing with spillages.
- 1.4 To supervise queues waiting to enter specified dining areas.

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1.5 To undertake the personal care of students/pupils including toileting, dressing, sickness, as appropriate.

1.6 Where required, to assist in the bringing food to, and feeding children unable to feed themselves.

2. Promoting Positive Behaviour

2.1 To encourage positive behaviour through implementation of school's behaviour policies and practice and dealing with incidents as directed.

2.2 To encourage students/pupils understanding and knowledge of the impact of their actions within the remit of Health and Safety.

2.3 Assist within the parameters of school positive behaviour practices and procedures, assist as appropriate to promote the maintenance of Health and Safety.

2.4 To provide information to the Activity Support Officer for the recording of incidents or occurrences.

3. Promoting Personal and Social Skills

3.1 To encourage students/pupils to maintain hygiene standards (eg. washing hands after toileting)

3.2 To encourage students/pupils to leave all areas in a tidy condition.

3.3 To encourage good relations between students/pupils and adults through informal discussion and play situations.

3.4 As appropriate to organise the distribution and collection of lunchtime equipment and supervise activities where necessary. *(apply to primary/middle schools only)*

3.5 To be actively involved and encourage lunchtime games. *(apply to primary/middle schools only)*

3.6 To encourage and develop social skills such as mutual respect and trust.

3.7 To be aware of cultural and social factors which may have an effect on the supervision of the students/pupils.

4. Appropriate Communication

4.1 To report accidents or other occurrences such as child protection issues immediately to the Activity Support Officer.

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- 4.2 As necessary, pass on verbal or written information to the Activity Support Officer or appropriate staff.
- 4.3 To liaise with the kitchen staff as appropriate for issues related to lunchtime supervision.

5. General

- 5.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/employmentPolicies.aspx>

- 5.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

RESPONSIBLE TO: ACTIVITY SUPPORT OFFICER

RESPONSIBLE FOR: NONE

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| JD Reference No | SS/AS03/LS |
| JD Prepared / Amended | OCT 2009 |
| Refers to Estab(s) | |

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| EMPLOYEE SPECIFICATION |
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SERVICE AREA: Children & Young People Service

SECTION: All Schools Model

POST TITLE: Lunchtime Supervisor

SCALE: Scale 3

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|----|---|-----|--|--------------------------------------|------|
| 1. | RELEVANT EXPERIENCE | 1.1 | Experience of working with children with additional needs. | Application Form / Selection Process | B |
| | | 1.3 | Experience of encouraging the development of relationships between students. | Selection Process | |
| 2. | EDUCATION AND TRAINING ATTAINMENTS | 2.1 | First Aid Qualification | Application Form / Selection Process | B |
| 3. | GENERAL AND SPECIAL KNOWLEDGE | 3.1 | Basic Health and Safety Awareness | Selection Process | |
| | | 3.2 | Knowledge of and commitment to the Authority's Equal Opportunities Policy | Selection Process | |

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|----|-------------------------------|-----|---|--------------------------------------|------|
| 4. | SKILLS AND ABILITIES | 4.1 | The ability to relate to pupils from diverse ethnic/social backgrounds | Application Form / Selection Process | A |
| | | 4.2 | Verbal communication skills in order to liase with pupils and other staff members | Application Form / Selection Process | A |
| | | 4.3 | The ability to react in a positive manner to difficult situations which may arise amongst students. | Selection Process | |
| | | 4.4 | Ability to keep problems in perspective and be patient | Selection Process | |
| | | 4.5 | Able to read and understand simple verbal and written instructions | Application Form / Selection Process | A |
| | | 4.6 | Ability to work with students exhibiting behaviour difficulties | Selection Process | |
| 5. | ANY ADDITIONAL FACTORS | 5.1 | Physical ability to undertake the duties of the post. | Selection Process | |
| | | 5.2 | Prepared to undertake specific training relevant to the post. | Selection Process | |
| | | 5.3 | Commitment to ongoing personal training and development | Selection Process | |

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.