

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

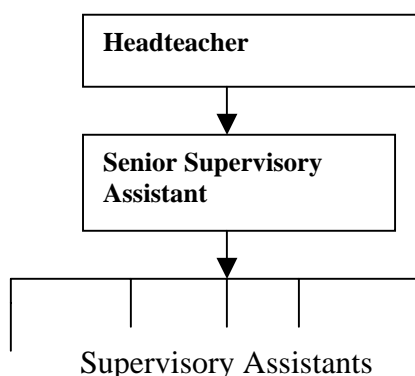
ROLE PROFILE FORM

Section A

Role Profile no:	01999
Department/Section:	Education - Schools
Role Title:	Senior Supervisory Assistant
Reports To - (Supervisor/manager's role title) :	Headteacher
Role Purpose: (why the role exists)	<ul style="list-style-type: none">• To supervise pupils during lunchtime period.• To ensure that problems are resolved or referred to appropriate level.• To organise and manage Supervisory assistants to ensure effective supervision of pupils.

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



(Number of Supervisory Assistants varies from school – to –school – depending of size of school/budgets etc).

Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Staff Management	<ul style="list-style-type: none"> • Management of Supervisory Assistants to ensure effective supervision of all pupils during the mid-day break • Interviewing for new Supervisory Assistants 	60%
Partnership Working	To meet at least once every half term with the Headteacher and lunchtime staff to discuss issues, constraints and training needs.	5%
Information Management	<p>Report any serious accidents to Headteacher and make sure the accident log is kept up-to-date.</p> <p>Liaise with teachers, and other staff over individual pupils</p>	10%
Financial Management	Ensuring school meal numbers correspond with numbers of meals ordered and charged to school.	5%
Pupil Supervision	Reporting any significant behavioural incidents over the lunchtime period.	15%
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Being aware of equality issues and Health and Safety regulations.	5%

Section D - The key decision making areas in the role

Recognising when intervention is required and acting appropriately.

Ensuring Supervisory Assistants are deployed effectively to maintain adequate supervision of pupils.

Continuing the policies in place during the school day e.g. behaviour policy

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

Size of school – 40-400 pupils (primary); 50-1600 (secondary); 30-135 (special)

1 X Senior Supervisory Assistant per 5 Supervisory Assistants.

1 X Supervisory Assistant per 30 pupils.

Section F - The main contacts – external/internal customer contacts and purpose

Teaching Staff – raising behavioural issues, information exchange (both ways)

Headteacher or Deputy Head – to be informed of serious incidents

Kitchen Staff – issues relating to meals.

Supervisory Assistants – deployment and supervision

Pupils – to ensure orderly behaviour on a daily basis.

Section G - Working conditions – environment, and physical effort or strain.

Physical restraint of pupils – danger of injury to both parties – need for awareness of school policy.

May be faced with confrontational and difficult pupil behaviour.

Section H - Context/additional information

Limited hours applicable to the role (1.5 hours per day)

- Additional time needed pre lunch hour to point out relevant issues to Supervisory Assistants
- Additional time needed for rotas and schedules etc.

Need of awareness of issues effecting pupils (family problems etc).

Crucial role within the school – significant impact on the afternoon sessions in school where pupil behaviour during lunchtime is not controlled.

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Understanding and awareness of child behaviour
- Awareness of the importance of confidentiality in dealings with pupils
- Awareness of staff issues (staff of all levels) and also employment issues
- Being able to train and supervise training of new staff
- Ensure fairness is applied at all times.

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

1 month – 3 months

Awareness of School policy and routine including: -

- Behaviour managements
- Emergency procedures (fire, evacuation etc).
- First Aid
- Physical restraint
- Lines of Communication
- Health and Safety (Both staff and pupils)
- Knowledge of School site.

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Supervisory Assistants and pupils are adequately supervised.
- Children should be happy and behave well during afternoon sessions.
- Communications with staff are appropriate and effective.
- Commitment to the school and satisfaction within the role, building relationships with pupils.

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Perceptive insight into child behaviour – aiding teaching staff,
- Confidence to make decisions which pupils, staff and parents respect.
- Effective deployment of Supervisory Assistants.
- Effective liaison with all other school staff