

ROLE PROFILE & LOCAL DUTIES

Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The information will be stored electronically and in hard copy format and made available to only 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 Number:	01319	
Role Profile Date:	05.02.09	
DEPARTMENT:	Children's Services	
SECTION:	Schools	
GROUP/SPECIALISM:	N/A	
ROLE TITLE IN FULL:	Lunchtime Supervisory Assistant	
SAP ROLE TITLE:	Supervisory Assistant	
NEW ROLE PROFILE DATE OF COMPLETION:		Local Duties reviewed February 2025
REPORTS TO:	Senior Supervisory Assistant, Business Manager, SLT, Head	
ROLE PURPOSE:	To supervise pupils during the lunchtime period, and ensure that any pupils problems are resolved or referred to an appropriate level of management.	
ORGANISATION	<pre> graph TD HT[Headteacher] --> AH[Assistant Head] AH --> BM[Business Manager] AH --> SSA[Senior Supervisory Assistant] AH --> SA[Supervisory Assistant] </pre>	

St Thomas More's Catholic Primary School & Pre-School
JOB DESCRIPTION

Role Profile (Cannot be changed)		Local duties reflecting role profile
Accountabilities		
Supervision of eating activities	• Direction and monitoring of food intake. • Assisting pupils with food consumption (i.e. cutting food for children). • Aiding children opening cartons/pots of food. • Cleaning spillage and surfaces. • Supervising disposal of foodstuffs.	• Direction and monitoring of food intake. • Assisting pupils with food consumption (i.e. cutting food for children). • Aiding children opening cartons/pots of food. • Cleaning spillage and surfaces. • Supervising disposal of foodstuffs in accordance with school / HCC policy.
Pupil Supervision	• Supervision of pupils, including movement around the school premises, in the playground and in classroom during playtimes and intervening, where appropriate, in managing pupil behaviour in order to maintain good order, and to ensure pupils health, safety and welfare • Promotion of 'Positive Play' ensuring productive lunch time activities for pupils. • Ensuring pupil hygiene – washing hands and toileting, cleaning pupils when dirty/soiled and arranging a change of clothes. • Basic first aid (grazes etc.) and recording of accidents, maintaining appropriate records. • Reporting any significant behavioural incidents over the lunch	• Supervision of pupils, including movement around the school premises, in the playground and in classroom during playtimes, and intervening, where appropriate, in managing pupil behaviour in order to maintain good order, and to ensure pupils health, safety and welfare • Promotion of 'Positive Play' ensuring productive lunch time activities for pupils. • Ensuring pupil hygiene – washing hands and toileting, cleaning pupils when dirty/soiled and arranging a change of clothes. • Basic first aid (grazes etc.) and recording of accidents, maintaining appropriate records. • Reporting any significant behavioural incidents over the lunch

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	time period and referring significant behavioural issues to the Senior Supervisory Assistant/ or senior school manager. - Ensuring confidentiality of dealings in school (e.g. ensure child behaviour is not discussed with parents outside of the school). - Supporting pupils, where necessary undertaking basic skills - e.g. doing up coats, buttons, shoes etc.	time period and referring significant behavioural issues to the Senior Supervisory Assistant/ or SLT - Ensuring confidentiality of dealings in school (e.g. ensure child behaviour is not discussed with parents outside of the school). - Supporting pupils, where necessary undertaking basic skills - e.g. doing up coats, buttons, shoes etc.
Corporate and statutory initiatives - equalities/health & safety/government/ sustainability	Health and safety of pupils School Policies and procedures	Health and safety of pupils School Policies and procedures

Key Decision-Making Areas in the Role

Behaviour management	Be proactive in anticipating potential issues. Recognise when intervention is required and acting appropriately. Follow the School's approach to behaviour and follow the Behaviour Policy.
Recognise when intervention is required and act appropriately and where intervention should be raised with relevant staff	Recognise when intervention is required and act appropriately Recognise and action where intervention should be raised with relevant staff

Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

Role holder to pupil ratio; 1 Supervisory Assistant per 30 pupils	Role holder to pupil ratio; 1 Supervisory Assistant per 30 pupils
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Main Contacts – external/internal customer contacts and purpose

Internal contacts - Teaching staff; raising behavioural issues - Senior Supervisory Assistant/Headteacher; Line Manager should be kept informed of incidents - Kitchen Staff; issues relating to meals.	Internal contacts - Teaching staff; raising behavioural issues - Senior Supervisory Assistant/SLT; Line Manager should be kept informed of incidents - Kitchen Staff; issues relating to meals. - Pupils; to ensure orderly behaviour
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Pupils; to ensure orderly behaviour on a daily basis.	on a daily basis.
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Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence:	
- Outdoor role; Precipitation creates difficult conditions to observe pupils, also increased risk of injuries/ accidents outside and inside the school as surfaces become wet. - Physical restraint of pupils – danger of injury to both parties – need for awareness of schools policy. - May be faced with confrontational and difficult pupils but would have training and support to deal with these. - Role requires attendance at the school during the middle of the school day. Expected to maintain behaviour management standards of pupils, in line with school policy, some of whom can be especially challenging and difficult, and deal with racial and/or abusive language and bullying - NB May be required to undertake first aid certificate training for which a separate allowance is paid	- Outdoor role; Precipitation creates difficult conditions to observe pupils, also increased risk of injuries/ accidents outside and inside the school as surfaces become wet. - May be faced with confrontational and difficult pupils but would have training and support to deal with these. - Role requires attendance at the school during the middle of the school day. Expected to maintain behaviour management standards of pupils, in line with school policy, some of whom can be especially challenging and difficult, and deal with racial and/or abusive language and bullying - NB May be required to undertake first aid certificate training for which a separate allowance is paid or time in-lieu given

Role requirements for operational effectiveness	
- Demonstrates an understanding and awareness of child behaviour, as evidenced by skills, talents and attributes eg life skills, previous experience in a similar setting - Awareness of the importance of confidentiality in dealings with pupils.	- Demonstrates an understanding and awareness of child behaviour which influences support for child. - Awareness of the importance of confidentiality in dealings with pupils

Context/Additional Information	
- Limited hours applicable to the role (usually one hour per day) - Need for awareness of issues affecting pupils (family probs etc.) - Crucial role within school – significant impact in the afternoon sessions in school, where pupil behaviour during lunchtime is not controlled - Significant recruitment and retention issues in a number of geographical areas	- Limited hours applicable to the role (usually one hour per day) - Need for awareness of issues affecting pupils (family problems etc.) - Crucial role within school – significant impact in the afternoon sessions in school, where pupil behaviour during lunchtime is not controlled

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Corporate Values	
Values	What this means in this job role
<i>Dedication</i>	Be dedicated to providing a safe and enjoyable lunchtime environment for pupils
<i>Empathy</i>	Empathise with pupils, especially those with additional needs, and make reasonable adjustments accordingly. Show empathy in the way behavioural issues are resolved, listening to all sides of the story without judgement. Ensure that children are not shouted at and are treated with respect and dignity.
<i>Forgiveness</i>	Show and model forgiveness in the way behavioural issues are resolved, listening to all sides of the story without judgement. Start each communication afresh, even if there have been previous challenges with that person, speaking and acting with respect, even when none is shown in return
<i>Generosity</i>	Speak with respect to all adults and children, being generous in the support offered

Key Safeguarding Duties	
Safeguarding is everyone's responsibility	
Observance	Have professional curiosity – asking questions and thinking, “ <i>It could happen here.</i> ”
Listening	Listen to the child, using TED (Tell...Explain...Describe...) to elicit further information and clarity.
Reporting	Report urgent concerns verbally to a member of the Safeguarding Team.
Responding	Take action to safeguard the child. If in doubt, ask a member of the Safeguarding Team for guidance. Remember, although it may be a difficult conversation and you may have a good relationship with the adult concerned, your first responsibility is to the child.
Recording	Record on CPOMS, in as much detail as possible, exactly what happened, quoting what the child has said wherever possible and the action you have taken, including what you said to the child's parents.