

Fair Oak Infant School



Lunchtime Supervisory Assistant





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

adminoffice@fairoak-inf.hants.sch.uk

www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Thank you for your interest in our Lunchtime Supervisory Assistant post at Fair Oak Infant School. We are seeking people to join our friendly and hard working lunchtime team.

Fair Oak Infant School is a lively, innovative and successful five form entry school. Our most recent Ofsted said that we provide a 'good quality of education' for our pupils. Our aim is to help our pupils become successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and global citizens, who make a positive contribution to society.

Salary – Grade A, £24,225 - £24,415 full time equivalent (£2,800—£2,822 pro rata as term time only). Permanent position, 5 days per week, 12.00pm-1.00pm, 39 weeks per year.

Hourly Rate £12.56 to £12.66 per hour (pay award pending)

We can consider fewer working days, but we ask you contact the School Office to see if we can accommodate your request first.

We are looking for calm, caring and enthusiastic people who enjoy working with children to ensure they are happy, healthy and safe during this important part of the day. Duties would involve playing with the children and supervising eating.

If you are interested in the post, please email i.peach@fairoak-inf.hants.sch.uk or contact the school office on 02380 692207. The closing date for applications is **Wednesday 21st January 2026 (noon)**. The school may close this advert early if a suitable candidate is identified.

Fair Oak Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

Yours sincerely

A handwritten signature in black ink that reads 'David Peart'.

David Peart
Headteacher

Lunchtime Supervisory Assistant - Job Description

Responsible to : Senior Supervisory Assistant

Responsible for : Providing care and supervision for all children during the lunch period in accordance with the school ethos as detailed in school policies.

Duties include:

- Collect children promptly, check numbers and ensure that children move around the school in a quiet and orderly manner.
- Ensure that children's hands are clean when eating and that they are dressed properly, especially when outside on cold days.
- Assist children with lunch e.g. cutting food, opening packets, serving water, etc.
- Help children open cartons/pots of food.
- Remind children of correct table manners: using a quiet voice; not talking whilst eating; sitting up properly; putting knife and fork straight when finished; using cutlery properly.
- Wipe tables as places become available (Supervisory Assistants should carry a damp cloth for this purpose).
- Wash lunch boxes which have food (e.g. yoghurt) spilt in them.
- Clean up any food or liquid spilt on the floor immediately, in the interests of safety and cleanliness.
- If required, administer First Aid and deal with accidents such as wetting, recording accidents and maintain appropriate records.
- Wipe and stack chairs and tables (in pairs) at end of lunch hour if required. Chairs should be stacked only when all children have left the table. (It is permissible to ask a single child left on a table to move).
- Play games with the children in the playground and the courtyard – promoting positive play ensuring productive lunchtimes.
- Ensure that any Health & Safety issues are dealt with according to School policy and brought to the attention of a senior member of staff if appropriate.
- Supervise children, including movement around the school premises, in the playground and in classroom during playtimes and wet playtimes and intervening, where appropriate, in managing pupil behaviour in order to maintain good order, and to ensure pupils health, safety and welfare.
- Ensuring confidentiality of dealings in school (e.g. ensure child behaviour is not discussed with parents outside of the school).
- Other duties and training may reasonably be allocated by the Deputy Head Teacher/Headteacher, either to enhance the above post or as part of a career development programme.





sowing seeds of success
Guidelines:

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- Supervisory Assistants must treat children according to the principles contained in the School's Learning Policy and Management of Behaviour Policy.
- Promote the philosophy and policies of the school.
- Supervisory Assistants are responsible for knowing which children have inhalers or other medical requirements.
- Significant concerns must be relayed to the class teacher.
- Supervisory Assistants must wear their overalls on duty and dress with regard to safety and mobility.
- If ill or otherwise unable to attend for duty, Supervisory Assistants should notify the Senior Supervisory Assistant as early in the day as possible so that cover may be arranged
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- Significant concerns must be relayed to the class teacher.
- Supervisory Assistants must wear their overalls on duty and dress with regard to safety and mobility.
- If ill or otherwise unable to attend for duty, Supervisory Assistants should notify the Senior Supervisory Assistant as early in the day as possible so that cover may be arranged.
- Supervisory Assistants must be available during term time and all holidays are to be taken during school holidays. The Headteacher may grant leave of absence in exceptional circumstances.
- Supervisory Assistants must at all times be aware of the School's Health and Safety Policy and report any potential hazards to the Senior Supervisory Assistant or a senior member of staff.
- Attend relevant meetings in order to facilitate the work of the school.
- Treat as a professional confidence any information concerning individuals gained in the course of working in school.
- Be prepared to extend own personal development in line with the school's needs.

Our School...



...is a popular, innovative, successful and over-subscribed four/five form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, music/drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Wyvern Day Nursery, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our pupils as they set out on their educational journey.

We have a large playground, a children's world garden, an exciting trim trail, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.
www.fairoakinfant.co.uk



The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is “sowing seeds of success” and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning





School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty

Global citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health,

- relationships and behaviour are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

- We are kind
- We are safe
- We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our pupils' views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for pupils to develop their role in the school and their sense of responsibility.





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