



# JOB DESCRIPTION

## SUPERVISORY ASSISTANT

**RESPONSIBLE TO:**

**MAIN CONTACTS:**

### **JOB PURPOSE**

Under the direction of the Senior Midday Supervisor, to ensure the health, safety and welfare of pupils around the academy during lunchtime and ensuring behaviour management controls are maintained.

### **MAIN RESPONSIBILITIES**

- To be responsible for the overall supervision of designated areas assisting pupils at meals times and ensuring pupils take responsibility for clearing eating facilities by removing food and debris
- Perform basic cleaning tasks to meet the health and safety standards of the academy
- Supervise organised activities, especially indoors during inclement weather, to encourage development of social skills and self-discipline, ensuring that equipment and materials are effectively utilised and safely stored
- To be aware of the academy's behaviour guidelines and deal with the misbehaviour of any pupils keeping the Senior Midday Supervisor informed
- Monitor designated areas ensuring that any incidents or security breaches are reported appropriately to ensure safeguarding of pupils
- Provide appropriate care and support to pupils ensuring their welfare and hygiene needs are met
- In the event of any injuries deal immediately with the situation referring to the Senior Midday Supervisor and following the academy's policy and procedure

### **OTHER DUTIES**

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

## PERFORMANCE STANDARDS FRAMEWORK

### COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

#### COMMITMENT & MOTIVATION (LEVEL 1)

- Displays energy and enthusiasm and has a positive attitude towards work, demonstrating commitment to achieving individual and Academy goals
- Prioritises own workload
- Takes personal responsibility whilst demonstrating willingness to complete the task to a high standard
- Actively participates in learning opportunities and applies learning to develop own practice
- Effectively liaises with people showing a willingness to give and receive constructive feedback
- Responds positively to feedback and incorporates this into working practice
- Keeps to date with relevant information and initiatives queries

#### PROBLEM SOLVING & DECISION MAKING (LEVEL 1)

- Works to general instruction using initiative to make routine decisions within guidelines, with the ability to challenge where appropriate and relevant
- Escalates decisions outside own area of responsibility
- Gathers relevant information to assist good decision making
- Offers ideas on how things could be done differently

#### PLANNING & ORGANISATION (LEVEL 1)

- Organises and manages own tasks and work time effectively
- Implements operational plans for own areas of responsibility under guidance
- Provides feedback to inform planning
- Prepares resources including where appropriate relevant ICT
- Prepares for a specific activity taking account of varying needs and abilities of stakeholders

#### IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

#### MANAGING OBJECTIVES (LEVEL 1)

- Has a good understanding of own role and carries out task effectively, within deadline, fulfilling short term goals of the team
- Provides agreed feedback of effectiveness and progress
- Recognises the values, learning styles, management styles and ethos of the Academy

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### RAISING STANDARDS (LEVEL 1)

- Contributes to setting individual objectives and agreeing measurable targets
- Collects supporting evidence and agrees success criteria
- Maintains consistent performance
- Remains focused on delivering results
- Takes responsibility for the quality of own work and keeps manager informed of how the work is progressing
- Provides support for learning activities including effective use of ICT to support pupils learning

### CUSTOMER FOCUS (LEVEL 1)

- Demonstrates willingness to help and support pupils and stakeholders
- Demonstrates and promotes the positive values, attitudes and behaviours expected to promote positive relationships
- Contributes to the safeguarding and welfare of pupils
- Adopts a pleasant, helpful and professional manner
- Actively seek information from stakeholders to understand their varying needs, abilities and expectations to support development
- Observes and provides feedback on pupil performance
- Delivers results in a timely manner
- Understand the reasons for Health & Safety within own area and works in a manner which does not compromise their own H&S or that of anyone affected by their work

### COMMUNICATION (LEVEL 1)

- Communication of straightforward information within familiar situations, with sensitivity and confidentiality
- Communicates effectively either verbally or in writing.
- Selects most appropriate method to meet the needs audience including those with complex communication and interaction needs
- Shares information with relevant parties in a timely manner
- Responds effectively to queries and provides accurate information, knowing when to refer
- Completion of standard proformas

### IMPACT & INFLUENCE (LEVEL 1)

- Understands the impact of own behaviour on others.
- Interacts positively within a team and will challenge inappropriate behaviour where appropriate.
- Develops personal networks and builds positive relationships.
- Discusses own needs and listens sensitively to the needs of others
- Shares appropriate information and knowledge with other in an open and honest manner
- Maintains confidentiality within appropriate boundaries.

## PERFORMANCE STANDARDS FRAMEWORK COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### TEAM WORKING (LEVEL 1)

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

### QUALIFICATIONS & SKILLS (LEVEL 1)

- No formal qualification required