



Senior Lunchtime Supervisor

PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIRABLE
APPLICATION	<ul style="list-style-type: none"> Supported in reference Well-structured supporting statement 	
QUALIFICATIONS	<ul style="list-style-type: none"> NNEB, BTEC National Diploma, NVQ Level 2/3, Cache Level 3, STAC or an equivalent qualification in the teaching and supporting of children. 	<ul style="list-style-type: none"> Any additional relevant qualification or training, for example in relation to Special Educational Needs/ safeguarding.
EXPERIENCE	<ul style="list-style-type: none"> Worked successfully with children. 	
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> How young children develop and play. How to support children who learn and play differently. How to motivate pupils and staff. 	<ul style="list-style-type: none"> Knowledge & understanding of strategies used to support pupils with learning difficulties.
SKILLS	<ul style="list-style-type: none"> Good communication skills, both written and oral, in a variety of situations. Ability to work co-operatively with others. 	<ul style="list-style-type: none"> Willingness to undertake further training Differentiate tasks and activities making goals clear and achievable. Be able to think outside the box.

	<p>Be able to-</p> <ul style="list-style-type: none"> ♦ be responsible for ensuring all staff fully engaged in supporting children in play activities in the playground. ♦ report any lunchtime incidents to teaching staff and record appropriately on CPOMS. ♦ ensure all lunchtime staff follow the ethos of the school and fully support positive behavioural expectations. ♦ adhere to need for confidentiality at all times. ♦ develop and implement strategies for rewarding pupils' good behaviour, for example by using various reward systems, at lunchtime. ♦ encourage pupils to take part in more constructive, cooperative lunchtime activities/play in accordance with school's new initiative. ♦ devise new and stimulating activities and strategies for promoting excellent behaviour during wet lunchtimes- including children remaining outside if possible. • engage in discussion with children at lunchtime to record 'pupil voice' on lunchtime in areas such as: <p>What works now- What they don't like-How it could be improved What new activities they would like to see</p> <ul style="list-style-type: none"> ♦ support new school initiative of ensuring children play and engage in physical activities at lunchtimes and be an active member of the 	
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	<p>'Play working group' attending meetings and supporting and contributing to changes on a lunchtime.</p> <ul style="list-style-type: none"> ♦ discuss with pupils what might encourage them to take a greater part in healthy activities, and to devise strategies to encourage more pupils to be active. ♦ observe at lunchtime pupils who appear to be isolated, lonely or having difficulties mixing with other children and fully support them to engage in activities and play. 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> ♦ A genuine passion and enjoyment for working with children. ♦ Ability to demonstrate enthusiasm. ♦ Caring and sensitive attitude towards children, parents and staff. ♦ Excellent interpersonal skills. ♦ Well organised. ♦ Ability to use initiative. ♦ Calmness, motivation, initiative, flexibility, positive nature, empathy, confidentiality. ♦ Flexibility and adaptability in order to be able to mix and work with a wide range of people. ♦ Sense of humour/fun. ♦ A degree of resilience. ♦ An excellent team player. 	