BENCHMARK JOB DESCRIPTION

JOB FAMILY: **Midday Supervision**

LEVEL: **A**

JOB ID: **01MS**

GRADE: **Grade 1**

LEVEL DESCRIPTION

All duties will be carried out within recognised procedures or guidelines.

May include ad hoc duties, which require some initiative.

Will make day-to-day decisions about own workload.

There will be some need to interpret information or situations and to solve straightforward problems.

Exchanges orally or in writing varied information with a range of audiences.

Problems will be referred to line manager.

No direct responsibility for supervising others, but may involve demonstrating duties or giving advice and guidance to new employees or others.

INTRODUCTION

The level description gives an overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

The next section of this benchmark job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

EXAMPLES OF DUTIES AT THIS LEVEL

- Direct supervision of pupils throughout the midday break, i.e. from the end of morning school until the start of the afternoon session
- Oversee all areas where pupils gather during the lunch break, these may include dining areas, cloakrooms, classrooms, playing field etc, as appropriate
- Maintain an acceptable standard of conduct and safety as laid down in the school policies, by dealing with any problem, minor injuries and reporting breaches of discipline to an appropriate member of staff
- Assist with the induction training of any new midday supervisory assistants or supply assistants when necessary
- Any other related duties as directed by the line manager/head teacher

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist		• Basic knowledge of first aid
Literacy and numeracy	• Ability to follow written guidance and procedures	
Organisational		• Knowledge of appropriate school policies and procedures
Knowledge & use of equipment	• Knowledge and ability to use security devices, these may include electronic or coded door locks, CCTV etc.	
Mental Skills:		
Problem solving	• Ability to identify and resolve straight forward problems, e.g. a minor disagreement between pupils • Ability to refer more complex problems to appropriate member of staff	
Interpersonal & Communications Skills:		
Caring skills	• Ability to empathise with pupils, in order to maintain appropriate behaviour during school breaks • Sensitivity to pupils' individual needs when providing personal care or administering first aid.	
Advising / guiding skills	• Ability to provide straightforward advice to pupils	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Negotiating, influencing or conciliating skills	• May be required to conciliate between pupils that have a disagreement	
Verbal and written communications skills (including use of languages)	• May be required to record incidents in an appropriate school record	
Physical skills:		
Other manual skills	• Ability to cut food for disabled or younger pupils. • Ability to set up and clear away tables/chairs and assist with cleaning of dining area.	
Other attributes:		
Level of autonomy	• Works within guidelines and procedures	

EVALUATION NOTES

KNOWLEDGE

- Knowledge of relevant school procedures
- Basic knowledge of first aid

MENTAL SKILLS

- Post holder will deal with straightforward problems, e.g. simple disputes between pupils, assessing whether to refer issues to another member of staff

INTERPERSONNEL AND COMMUNICATION SKILLS

- Post holders need to be able to communicate appropriately with pupils, according to their age
- Post holders need to communicate with other members of staff, e.g. to report incidents that occurred during the school break

PHYSICAL SKILLS

- No particular requirement for developed physical skills

INITIATIVE AND INDEPENDENCE

- Work is covered by clear guidelines and procedures
- Problems will be referred to line manager or another appropriate member of staff

PHYSICAL DEMANDS

- Post holders spend the majority of their time standing and walking

MENTAL DEMANDS

- Post holders must be aware of pupil behaviour in general throughout the course of their work

EMOTIONAL DEMANDS

- The work may be emotionally demanding on occasion, e.g. if two pupils have a dispute that escalates into a fight

RESPONSIBILITY FOR PEOPLE

- Responsible for ensuring appropriate pupil behaviour during breaks

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- None

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- None

WORKING CONDITIONS

- Works in all weathers, although pupils may be indoors during bad weather
- May occasionally experience verbal abuse from pupils