

HAMPSHIRE COUNTY COUNCIL

**ROLE PROFILE FORM**

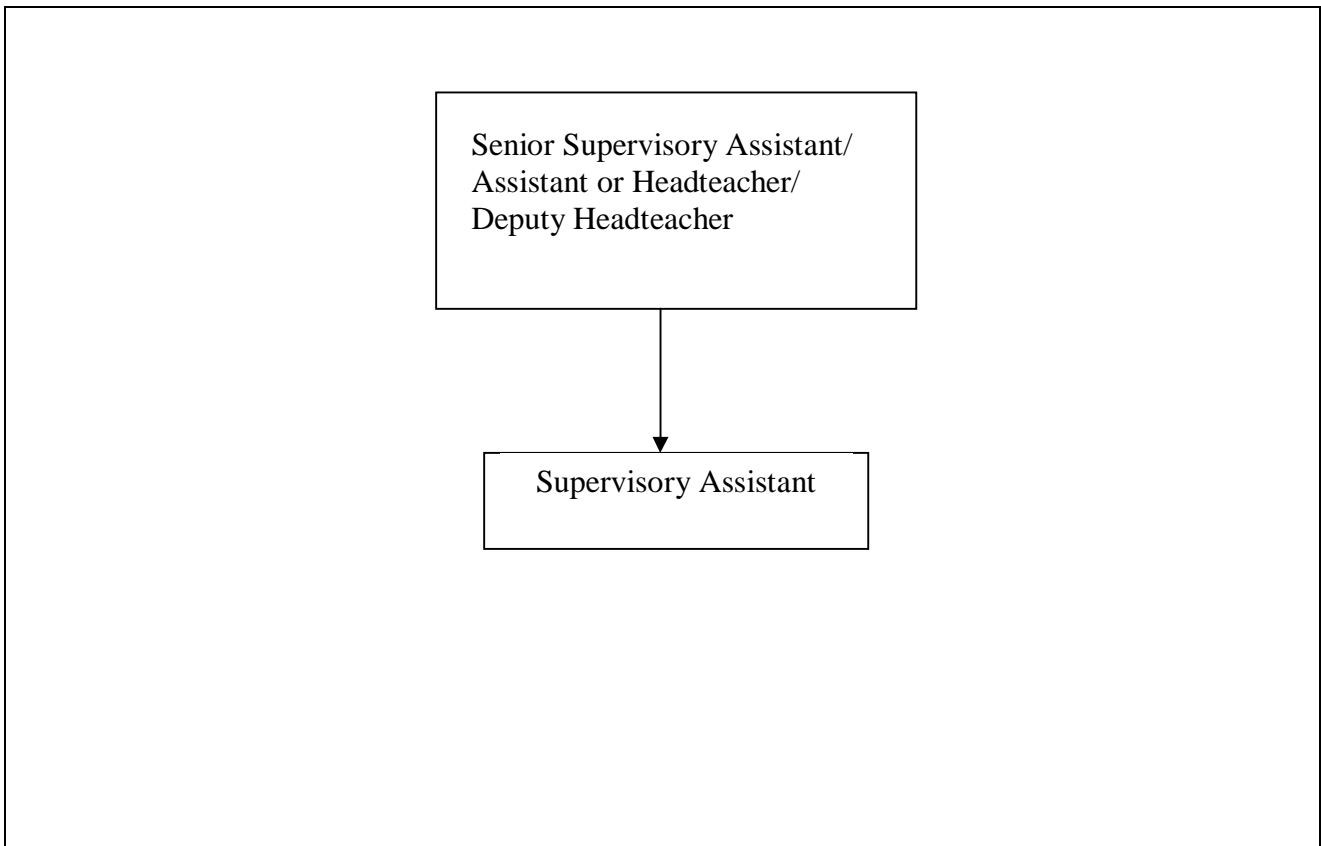
Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The 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.

(See Guidance Notes)

	<b>ROLE PROFILE FORM REF:</b>	<b>01319</b>
<b>1</b>	<b>DEPARTMENT</b>	Children's Services Schools
<b>2</b>	<b>SECTION</b>	
<b>3</b>	<b>GROUP SPECIALISM</b>	
<b>4</b>	<b>ROLE TITLE IN FULL</b>	Lunchtime Supervisory Assistant
<b>5</b>	<b>SAP ROLE TILE (No greater than 40 characters long)</b>	Supervisory Assistant
<b>6</b>	<b>STATUS OF ROLE PROFILE (i.e. New; revision; generic; challenge; deleted)</b>	Revision
<b>6a</b>	<b>Date of change in status</b>	October 2008
<b>7</b>	<b>ROLE REPORTS TO (Supervisor/manager's role title)</b>	Senior Supervisory Assistant, Headteacher (Deputy Headteacher)
<b>8</b>	<b>ROLE PURPOSE (Why the role exists)</b>	To supervise pupils during the lunchtime period, and ensure that any pupils problems are resolved or referred to an appropriate level of management.

**9. ORGANISATION**

Please provide a simple line drawing indicating where the role sits within the organisation. To draw, hold cursor over word toolbar 'diagram icon' & select 'organisation chart'.



**10. Accountabilities**

Accountability statements are the key functions of the role which in combination make up the main purpose. Typical examples include Resource management, Finance, Systems, Supervision, Professional direction, Policy, Administration etc . Select an appropriate series of Headings for this role & insert in the table below:

<b>Accountability Heading(s):-</b>	<b>Accountability statement(s):-</b>
Supervision of eating activities	<ul style="list-style-type: none"> <li>• Direction and monitoring of food intake.</li> <li>• Assisting pupils with food consumption (i.e. cutting food for children).</li> <li>• Aiding children opening cartons/pots of food.</li> <li>• Cleaning spillage and surfaces.</li> <li>• Supervising disposal of foodstuffs.</li> </ul>
Pupil Supervision	<ul style="list-style-type: none"> <li>• 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</li> </ul>

HAMPSHIRE COUNTY COUNCIL

	<ul style="list-style-type: none"> <li>• Promotion of 'Positive Play' ensuring productive lunch time activities for pupils.</li> <li>• Ensuring pupil hygiene – washing hands and toileting, cleaning pupils when dirty/soiled and arranging a change of clothes.</li> <li>• Basic first aid (grazes etc.) and recording of accidents, maintaining appropriate records.</li> <li>• Reporting any significant behavioural incidents over the lunch time period and referring significant behavioural issues to the Senior Supervisory Assistant/ or senior school manager.</li> <li>• Ensuring confidentiality of dealings in school (e.g. ensure child behaviour is not discussed with parents outside of the school).</li> <li>• Supporting pupils, where necessary undertaking basic skills e.g. doing up coats, buttons, shoes etc.</li> </ul>
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<p><b>Corporate and statutory initiatives – equalities/health &amp; safety/e-government/sustainability.</b> <i>Corporate and statutory initiatives' is a common accountability. Please include a statement as to how this applies to this role.</i></p>	<p>Health and safety of pupils</p> <p>School Policies and procedures</p>
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**11. Key Decision Making Areas in the Role**

<p>Behaviour management – Recognising when intervention is required and acting appropriately and where intervention should be raised with relevant staff</p>
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**12. Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)**

(See important guidance notes on financial relationships)

<p>Role holder to pupil ratio; 1 Supervisory Assistant per 30 pupils</p>
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**13. Main Contacts – external/internal customer contacts and purpose**

<p>Internal contacts –</p> <ul style="list-style-type: none"> <li>• Teaching staff; raising behavioural issues</li> <li>• Senior Supervisory Assistant/Headteacher; Line Manager should be kept informed of incidents</li> <li>• Kitchen Staff; issues relating to meals.</li> <li>• Pupils; to ensure orderly behaviour on a daily basis.</li> </ul>
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**14. 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.
- In special schools, may be expected to feed pupils and to undertake training in lifting and manual handling and the use of communication systems to support pupils.
- 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

**15. Role requirements for operational effectiveness.**

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

**Necessary role-related knowledge, skills and experience at selection**

- 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.

**16. Context/Additional Information**

- Limited hours applicable to the role (usually one hour per day)
- Need for awareness of issues effecting pupils (family problems 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