



Lunchtime Supervisor vacancy Talbot First School

Permanent, part-time: Monday, Tuesday, Wednesday and Friday, 5 hrs per week, term time only for 38 working weeks.
Salary: Grade 2 SCP 3 (£24,027 per annum, £12.45 per hour), actual salary £2,732
Start: As soon as possible

We are seeking to appoint a suitable person to fill this rewarding Lunchtime Supervisor role. This position would suit a cheerful and friendly person who is able to relate well to both children and adults.

The successful candidate will also:

- Have good interpersonal skills.
- The ability to work constructively as part of a team.
- Good organising and prioritising skills.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced disclosure and barring service check is a requirement of this post, which will require disclosure of any criminal convictions. A copy of our Safeguarding Policy is available to view on the TMPF website. As part of our recruitment process, we may carry out an online search of shortlisted candidates. Any relevant findings may be explored as an additional element of the interview. The post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

Please note: CVs are not accepted. Only fully completed application forms are to be submitted for shortlisting.

For further details and an application form please contact Averil Kirk
Telephone number: 01283 820252 or email: akirk@tmpf.staffs.sch.uk

Closing date for applications: Thursday 24th April 2025
Interview date: To be arranged

Lunchtime Supervisor (with setting up)

Job Description

Grade 2 Working weeks: 38, pay weeks 43.89 Part-time - term time only

Statement of Purpose

To work under the direction and instruction of senior staff to provide the care of the children during the school lunch break.

Supervision of Pupils

- Where the children dine away from the school, escorting them to and from the school dining room.
- Supervision of children before, during and after the meal, including the supervising children to deposit leftover food from plates into receptacles provided.
- Supervision of children bringing sandwiches - to oversee that the debris left by children with packed lunches is removed/cleaned.
- Summoning help, where necessary, in case of injury or illness and providing basic first aid for minor injuries.

Support to Pupils

- Assisting the children with their table manners and use of cutlery, and assisting with the cutting of meat etc for smaller children.
- Patrolling the playground and "out of bounds" areas regularly.
- Organising games and activities.

Resources

- Responsibility for ensuring that the dining room equipment is hygienically maintained.
- Setting up and clearing away dining room equipment such as chairs and tables.
- Help to maintain a safe working environment for pupils and staff by continuously monitoring dining and general circulation areas for food/and spillages and taking prompt and effective action to deal with any such hazards in accordance with local procedures.

Support to School (this list is not exhaustive and should reflect the ethos of the school and MAT)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.

- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re- evaluation.

Person Specification Lunchtime Supervisor Level 1

Essential Criteria	Measured By
Qualifications/Training <ul style="list-style-type: none"> • Good interpersonal skills 	AF/I
Knowledge/Skills <ul style="list-style-type: none"> • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good organising and prioritising skills. 	
Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF/I

AF - Application form I – Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*