



Job Description Midday Supervisory Assistant

Post Title:	Midday Supervisory Assistant
Base:	Stamford Bridge School
Salary	NJC SCP 03 £24,796 (this will be pro-rata for part time and term time only working) £12.85 per hour
Line Management:	Headteacher & People and Estates Lead
Contract:	7.5 hours per week, Monday to Friday, 11.40am to 1.10pm (Term time only)

Core Purpose:	
<ul style="list-style-type: none"> • Supervising and providing a stimulating play environment for children • Organising play activities and actively supervising the pupils to ensure their wellbeing, good behaviour and safety during the lunchtime break 	

Duties & Responsibilities:	
<ul style="list-style-type: none"> • To support and facilitate the best possible play experiences for our pupils. • To be aware of our pupils needs when engaging with them. • To supervise pupils at all times, this may require resolving day-to-day issues of a practical or routine nature amongst the pupils. • To be aware of Child Protection procedures, to understand the necessary protocols and to communicate any concerns immediately to a member of the safeguarding team. • To attend all training and meetings as reasonably required to undertake your role, as agreed with the Headteacher. • To be approachable and accessible to all pupils, ensuring that all interactions are professional and focus on pupils needs. • The post holder will be expected to act as an adult role model and support and uphold school policies. • To be willing to plan and start games, encouraging those who are less confident to get involved and modelling skills and activities which children can then do by themselves in the future. • Dealing with accidents and administering first aid when necessary. Take action in case of emergency and log incidents on the Health & Safety Management system. • Liaise with teachers regarding children’s behaviour and health problems. • All duties must be carried out to comply with the Health and Safety at Work Act; Acts of Parliament, Statutory Instruments and Regulations and other legal requirements; Codes of Practice; and established local authority procedures. 	
Other duties and responsibilities	
Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.	

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications and Experience			
Willingness to undertake training	X		A/I
Experience of working in schools		X	A/I
Professional knowledge and understanding, skills and attributes			
Good verbal communication and interpersonal skills – ability to communicate with children	X		A/I
Understanding of Safeguarding in schools, and suitable to work with children and young people	X		A/I
Commitment to comply with school policy	X		A/I
Ability to use own initiative and work with minimum supervision	X		A/I
Ability to liaise effectively with colleagues	X		A/I
Personal skills/attributes			
Good team player	X		A/I/R
Personal flexibility and reliability	X		A/I/R
Interpersonal and communication skills	X		A/I/R
A sense of humour	X		A/I/R
A calm, confident and resilient approach	X		A/I/R
A commitment to safeguarding and promoting the welfare of children and young people	X		A/I/R

A= Application; C = Certificate; R = Reference; I = Interview

The role will be regularly reviewed and amended as required, in consultation with the postholder.

Note - This person specification is not necessarily a comprehensive definition of the post.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Child Protection Policy

Stamford Bridge Primary School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.