



Bluebell Park School

Cawthorne Walk
Southdene
L32 3XP

Chair of Governors: Lexley McTigue

Acting Headteachers: Jamie Campbell and Michelle Slater

www.bluebellparkknowsley.co.uk

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MIDDAY SUPERVISOR LEVEL 1

Pay Band B

£15,861 plus SEN of £1,239 pro rata per annum

Actual Salary: £2,923 per annum

Actual SEN: £228 per annum

Fixed term until 31 August 2018 / To commence 1 September 2017

7½ hours per week 12 noon – 1.30pm / 46 Weeks per year

Bluebell Park opened in September 2012. It is a purpose built special school which caters for pupils with a statement of educational needs and high level complex needs. This includes severe learning difficulties, physical medical difficulties and severe Autistic Spectrum Conditions. We have 190 pupils age range 3 – 19 years and 130 staff members.

The school's mission statement is – ‘ **Learn about our world, care for others and celebrate achievement** ‘.

The post of Midday Supervisor is to supervise and support children in the dining hall and on the playground/classroom at lunchtime in collaboration with other class staff. Caring for our children during the lunch period plays a vitally important role in the smooth running of the school – you will need to be patient, cheerful, understanding and calm – with a good sense of humour.

Appropriate training and support will be provided for the successful applicants.

Application forms and Job Description are available from the email or postal address above :

Closing date and Shortlisting: Friday, 14 July 2017 @ 9.00 a.m.

Interviews: Tuesday, 18 July 2017

Bluebell Park is committed to safeguarding, to promoting the welfare of children and adhering to the Equality Act 2010. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996 all prospective employees will be required to supply evidence of eligibility to work in the UK.

The Childcare (Disqualification) Regulations 2009 Education Act 2006 prohibits anyone who is disqualified themselves or who lives in the same household as a disqualified person from working in a relevant setting, including schools. If your post falls within this category you will be required to declare any relevant information to the Head Teacher about yourself and/or to the best of your knowledge, about anyone living in the same household as you.

METROPOLITAN BOROUGH OF KNOWSLEY

SCHOOL	Bluebell Park
POST TITLE	MIDDAY SUPERVISOR
GRADE	LEVEL 1
RESPONSIBLE TO	Head of Dept /Business Manager

MAIN PURPOSE

To care for the children during the lunchtime break and to prepare, provide and oversee suitable activities at this time.

MAIN DUTIES

Support for Pupils

Supervise the welfare, security and good conduct of children during the mid-day break, enforcing the expected standards of school discipline.

Oversee the dining arrangements, including the hygiene of pupils and the dining area. This will include toileting, hand washing, cleaning spillages, insisting on and modelling good table manners.

Provide and run activities for the children during indoor and outdoor play.

Promote inclusion and acceptance of all pupils.

Promote a positive ethos and role model positive attributes, self esteem and independence.

Provide pastoral support to pupils.

To administer basic first aid where appropriately trained. This may include recording minor accidents and ensuring that relevant staff are informed and ensuring that more serious incidents are brought to the attention of the First Aider. ***May be deleted if not appropriate to school need.***

Support for the Teacher

Assist with the movement of children around the school environment prior to, during and after the mid-day break. ***May be deleted if not appropriate to school need.***

Manage pupil behaviour in line with school policy and ensure reports are made in agreed school format.

Liaise closely with the class teachers (and with the Senior Lunchtime Organiser) on the welfare and discipline of pupils.

Support for the Curriculum

Support the delivery of such programmes as Healthy Schools, PSHE etc. as directed by your line manager.

Support for the School

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Contribute to the school ethos, aims and development/improvement plan.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop, respecting their social, cultural, linguistic, religious and ethnic backgrounds.

Work as part of a team, appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Undertake personal development through training and other learning activities including performance management as required.

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Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Personal Attributes

Communication & Influence

Conveys basic messages using a variety of media. Appears confident when communicating with others.

Team working

Shows an interest in others, taking time and effort to get to know people and a willingness to help others. Does not work in isolation, sharing information and keeping others up to date. Takes time out to listen, explain and provide constructive feedback.

Organisational Awareness

Understands how own job contributes to the schools activities. Stays up to date with developments in school and discusses with colleagues their activities to gain a broad understanding.

Adaptability

Understands the need for, and the effects of, change and is able to adjust style and way of working taking others into account. Learns from experience.

Use of technology

Has knowledge of, and is able to use, the range of technology within own workplace (e.g. audio / visual equipment, photocopiers etc.) Has a willingness to remain proficient as the technological needs of the school change.

Professional Values and Practice

Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

Experience & Knowledge

Experience of working with and or caring for children (within a specified age range).

Awareness and basic understanding of school curriculum (within a specified age range).

Basic knowledge of First Aid.

Basic awareness of inclusion, especially within a school setting.

Qualification & Training

Willingness to participate in relevant training and development opportunities.

Date Issued:

Line Manager Signature:

Employee Signature:

Middy Supervisor Level 1 Person Specification

	Essential	Desirable	Comments
Qualifications	None required	Current First Aid Qualification	
Experience	The Middy Supervisor should have experience of supervising child	In addition, they might have experience of working with children with SEN on a voluntary or paid basis	
Knowledge and Understanding	The Middy Supervisor should be able to recall the ways in which they have successfully managed children's behaviour. <ul style="list-style-type: none"> • Ability to follow written guidance and procedures 	In addition, they might also have knowledge and understanding of: <ul style="list-style-type: none"> • Child development and social interaction of pupils with SEN • The value of constructive play opportunities 	
Skills	The Middy Supervisor will be able to: <ul style="list-style-type: none"> • Talk to children and adults in a clear and calm manner • Work as part of a group and on their own • Encourage high standards of pupil behaviour at all times • Respect confidential information • Initiate games and activities appropriate to the age and developmental level of the children • Remain calm in a crisis • Undertake appropriate training as required • Sensitivity when dealing with individual pupils personal care 	In addition, they might also be able to: <ul style="list-style-type: none"> • Recognise behaviour giving cause for concern, and inform teaching staff • Ability to record incidents in an appropriate school record 	
Personal characteristics	<ul style="list-style-type: none"> • Calm under pressure • Tolerant • Able to communicate well with staff and children • Flexible • Patient 		