CHESHIRE EAST COUNCIL

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	**MIDDAY ASSISTANT – Primary School**	**JOB REF NO**	**AAAD5003** **GRADE 2**

BASIC JOB PURPOSE

The Job Holder is responsible for ensuring supervision of all pupils during the lunchtime period both in the dining area and during playground activities.

	MAIN RESPONSIBILITIES
1.	Ensures the safety of pupils during the lunchtime period; taking into account pupil ages, disability and behaviour.
2.	Arranges age-appropriate activities for pupils during inclement weather.
3.	Ensures application of the school behaviour policy during this period, referring serious issues to the Midday Supervisor where applicable.
4.	Refers to senior members of staff on duty in cases of emergency; or, if unable to contact staff, call for the public emergency services by dialling 999.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

Employees supervised by job holder (but not in direct line relationship)

No and FTE	Levels / grades	Types of work	Where based
Several	Newly appointed Midday Assistants	The supervision of pupils during lunch period	Primary School

What does the supervision of these employees involve? *(Demonstrating, guiding and training)*

Provide guidance and assistance to the above in school routines and midday procedures.

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

No and FTE	Levels / grades	Types of work	Where based
Placements throughout the year	Work experience students	Lunchtime supervision of pupils	Primary School

What does the supervision of these employees involve?

Explaining the role of the job and allocating tasks to ensure that children's behaviour and eating habits are closely monitored.

Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees?

NOT APPLICABLE

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Does the Job Holder develop policy or provide advice and information which impacts on financial resources?

NOT APPLICABLE

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of Job Holder	How often is the responsibility exercised?
Manual Records	Maintain lunchtime register and update the school incident record book.	Daily
School Equipment	Carry out visual checks on school equipment, (eg, tables, chairs, etc, and the positioning of recreation equipment);	Daily

	ensuring that it is assembled and dissembled each day; reporting any faults for rectification.	
School Premises	Patrol the school grounds during the lunch period and monitor pupils' behaviour and safety. During bad weather, redirect pupils' lunchtime activities.	Daily

Does the Job Holder develop policy or provide advice and information which impacts on physical resources?

NOT APPLICABLE

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
Supervision of pupils during midday lunch periods.	Pupils	Safety and well being
Responding to incidents (eg, misbehaviour, bullying/ violence, accidents or ill-health, loss of property, etc)	Pupils	Safety and well being

Does the Job Holder develop policy or provide advice and information which impacts on people?

YES

Shared contribution as part of the school team for providing input into pupil behaviour management, playground organisation (ie, where pupils may play in given weather conditions, the division of the playground and demarcation of agreed play areas, etc).

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist	Approaches to pupil behavioural management.	To manage pupils' behaviour and thereby ensure their safety and well being during midday lunch periods.	Previous experience
School Policies and Procedures	All school policies which impact on pupils	To ensure compliance within the school	On-the-job experience and training
Legislation	Child protection and Health and Safety	To recognise child protection issues arising and potential safety hazards, and to carry out basic risk assessments	On-the-job experience and training
School Equipment	Safe usage and operation	To carry out visual checks and risk assessment of school equipment and to report faults for rectification.	On-the-job experience and training

How long would it take for a Job Holder to become fully operational?
Given that basic qualifications/experience are met in full, it would take the Job Holder 1 week to become conversant with lunchtime routines and arrangements and a further three months to develop effective working relationships with pupils.

6 MENTAL SKILLS

a) **What sort of situations/problems does the Job Holder typically have to deal with? Give two examples of <u>typical</u> problems solved on a regular basis.**

Example

Resolving pupil behavioural issues during the midday lunch period; assessing the potential for physical or emotional harm to the pupils concerned, and intervening as necessary and appropriate.

Example

Checking for and locating pupils who have failed to turn up for lunch; sending out pupil runners to toilets, classrooms, school grounds etc, and alerting and checking with teaching staff in order to establish reasons for their failure to attend.

b) **Give an example of <u>the most difficult or demanding</u> situation/problem the Job Holder has to solve.**

Example:

Dealing with members of the public in the school, tactfully and sensitively challenging the reasons for their presence on the school grounds; seeking assistance from senior school staff where there is evidence of unreasonable or confrontational behaviour.

c) **Approximately how often would the example in (b) occur?**

Occasionally

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Analytical	To assess the potential of any behavioural situation arising, to respond in the most appropriate manner and to determine the correct moment for distraction, intervention, interception or remedial action.
Creativity	To arrange appropriate activities for pupils during inclement weather

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Oral	To alert school staff to developing pupil behavioural incidents	All school staff
Persuasion and Influencing	To encourage behaviour in accordance with school standards	Pupils
Counselling and Caring	To attend to personal needs and provide reassurance and comfort in times of distress, etc	Pupils

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Not Applicable

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) **How is work allocated to the Job Holder?**
The Job Holders' principal responsibility is to ensure the operation of the midday routine, and to support the management of pupil behaviour, safety and well being.

b) **What is a typical cycle for allocating work to the Job Holder** *eg hourly, daily, weekly?*
Daily

Scope for initiative

c) **How much freedom/discretion does the Job Holder have:**
to change the way work is done?
(e.g. recommending changes in policy, procedures, resources)

Shared contribution as part of the school team for providing input into pupil behaviour management and playground organisation; and determining/changing staff rotas and duties as necessary.

to allocate their time to duties?

Free to plan own workload to meet school midday requirements

d) What is the level of guidance/instruction available?

School policies and procedures, child protection and health and safety legislation and briefings from line manager

e) What sort of direction, management or supervision is given to the Job Holder?

There are regular informal meetings with the Midday Supervisor and/or Head teacher to discuss ongoing and specific lunchtime requirements. Whilst there is daily contact and support available from the Midday Supervisor and/or Head teacher, the Job Holder is expected to use initiative in responding to all issues arising at lunchtime.

f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves <u>without reference to a supervisor/manager</u>. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Pupil behavioural problems	Experience and knowledge of individual pupils; school policies	A few times per week
Intervention in instances of pupil disagreements and arguments.	Experience and knowledge of individual pupils	A few times per week
Unexpected problem	**Nature of available guidance**	**Typical Frequency**
A pupil involved in a serious accident	First aid procedures; school procedures for dealing with such incidents	Occasional

g) Give two examples of problems or decisions the Job Holder would be expected <u>to refer to their supervisor/manager</u>. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Serious incidents arising during the lunch period	Headteacher/Deputy Head teacher	Few times per annum
Pupils repeatedly failing to conform to simple requests	Headteacher/Deputy Head Teacher	Several times per annum

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)

Stamina – on feet throughout shift, walking around school site.	Shift lasts between 1½ - 2 hours	Daily	

Lifting and carrying: • Children's recreation equipment • Tables and chairs in the school hall		Several times daily	10 - 12 Kgs

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Being alert to the behaviour, safety and needs of pupils and pre-empting any situations that may cause behavioural problems.	General awareness	Throughout the shift	Daily

To what extent is the job subject to work-related pressures *e.g. regular deadlines, frequent interruptions, conflicting demands?*

Nature of pressures/ interruptions	Source	For how long?	How often?
Interruptions	Staff and pupil requests	Few minutes	Throughout the shift
Deadlines	To prepare the hall in time for lunch and dissemble for the afternoon assembly		Daily

12 EMOTIONAL DEMANDS

Nature of the task being performed by Job Holder.	Behaviour/source of the emotional demand	Frequency (per day/wk/month)
Dealing with challenging behaviour.	Primary and infant pupils	A few times per school term

13 WORKING CONDITIONS

a) In what kind of places does the Job Holder normally work *(eg office, library, gardens, clients' homes)?*

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School premises – internal and external grounds	100%

b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made *eg work on other duties?*

Yes; although normally pupils being supervised would also be confined indoors during inclement weather.

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? *(See guidance notes for examples)*

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Kicking, screaming and emotional pupil behaviour	Few minutes	Few times per annum

d) What protection is offered (if any) *e.g. against adverse weather (clothing, shelter), against infection, security measures etc.*

Midday staff are provided with tabards.