



JOB DESCRIPTION – LUNCHTIME SUPERVISOR

This document has been created from the job description produced by NCC for the job title Lunchtime Supervisor, Job Ref No. 1024.

1. PURPOSE OF JOB

- i. To supervise and assist children during lunchtime, inside the school and in the playground, to ensure a safe and positive learning environment is maintained and that all children behave in an appropriate manner.

2. JOB CONTEXT

- i. Lunchtime Supervisors work in primary schools, looking after children during the lunch break. This role covers a range of activities to ensure that lunchtimes at school are a safe and effective part of children's education and development.
- ii. During the meal, activities include monitoring children to encourage them to eat healthy lunches, helping children who are having difficulties, for example with cutting up food, encouraging good table manners, and ensuring that behaviour does not become too boisterous.
- iii. After the meal, Lunchtime Supervisors supervise children in the playground (or in the hall or classroom in wet weather), stop any dangerous behaviour, deal with any quarrels or fights, comfort children who are upset, they may deal with and follow procedures for minor injuries such as cuts, grazes and bruises, and organise games.

3. ORGANISATION STRUCTURE

Head Teacher



Lunchtime Supervisor

3a. Key differences between this job and the Line Manager's role

- i. The line manager is the head teacher and has responsibility for ensuring that there are sufficient numbers of Lunchtime Supervisors to supervise pupils during the lunch hour. They also organise the provision of resources such as play equipment.

4. ACCOUNTABILITIES

- i. Provide a safe environment for children and take responsibility for supervising and assisting children over the lunchtime period. To make decisions to resolve problems and issues that may arise during the lunchtime period.
- ii. To monitor children in the dining room in order to encourage children to eat healthy, balanced lunches.
- iii. Address any misbehaviour by children and control children from entering restricted areas or leaving the premises without authorisation to ensure their safety and wellbeing and to manage behaviour using approved sanctions outlined by the school.

- iv. Set up and clear away tables and benches/chairs in dining areas; clean up any spillages of food and drink, and sweep the floors once they have been cleared, to ensure that the dining areas are ready for children to use when required, and that the floors are kept clean and safe.
- v. Ensure there is adequate provision of resources, including play equipment and organised games, to keep children occupied during the lunchtime period and to organise the lunchtime period and coordinate duties with colleagues to ensure an appropriate balance of dining and recreation time for children.
- vi. Liaise with teaching staff to share information, concerns and issues regarding children to ensure that there is continuity in helping to solve any issues or problems throughout the school.
- vii. Deal with, record and make appropriate decisions concerning first aid incidents and illness to ensure maximum safety for the children during lunchtime. Check, monitor and resolve health and welfare issues, and where necessary refer these to appropriate members of staff.
- viii. Organise and decide on procedures and activities in the event of wet weather and to undertake a regular review of successful and unsuccessful sessions to ensure that children are happy and occupied during the lunchtime period.

5. EVALUATION INFORMATION

5a. Knowledge, experience and training

- i. Able to demonstrate interest in working with and interacting with children.
- ii. Experience of working with children in an educational setting is preferable.
- iii. An awareness and ability to identify issues that children may experience and how they can be resolved.
- iv. Good communication and listening skills.
- v. An awareness of child protection issues, willing to be CRB checked and ability to problem solve and communicate adequately concerning issues with staff and children.
- vi. Awareness of equal opportunities.
- vii. Manual handling skills.

5b. Planning, organising and controlling

How is work allocated?

- i. Most activities are undertaken in accordance with a predictable daily set routine.
- ii. Lunchtime Supervisors may have designated areas and/ or classes to supervise. In some schools these may be rotated on a regular basis or to address staffing issues.
- iii. The work is reactive in terms of responding to children's behaviour and any incidents or accidents that occur.

How regular is supervision?

- iv. Supervision is constant and immediate to handle any issues from the children that may need to be escalated to a professional member of staff.

Priorities that can be set by the jobholder

- v. The Lunchtime Supervisors can decide which group of children needs more of their attention and when they need to refer more serious issues to a professional member of staff. E.g. the jobholder is able to prioritise monitoring children in the dining room to ensure that they are eating healthy lunches.
- vi. The jobholder can decide within the scope of task which is the most appropriate to do first for example, which set of tables and chairs to put away first and when to clean the floor.

Procedures or systems that affect the level of discretion the job holder is given

- vii. These roles have to work to direct instructions as to where and when they supervise children and maintain the school's view of what is considered to be good behaviour, for example, no ball games in certain areas.
- viii. The school sets clear objectives regarding when and where children have their lunches and break time. There are policies and procedures and approved sanctions to use for managing behaviour.

6. COMMUNICATION/INFLUENCING

- i. Usual basic courtesy in everyday relationships is required. A successful outcome depends on working co-operatively with other members of the team. The jobholder must be able to share information and concerns about children with their colleagues and teaching staff.
- ii. The jobholder must be able to communicate effectively with children to make them aware of school rules, to encourage them to eat healthy lunches, to manage their behaviour and deal with any incidents.

7. THINKING ENVIRONMENT

- i. There are written rules to follow, and the jobholder will need to use their initiative to decide what action needs to be taken with regard to behaviour and welfare issues.
- ii. For instance, if a child becomes unwell or misbehaves; the jobholder must decide if it can be handled by them or requires a trained or more senior person to be involved.
- iii. Although the Lunchtime Supervisor is not required to have first aid training they may be required to learn certain procedures, such as how to use an Epi-pen. They need to also learn which children have food allergies and the procedure to follow if an allergic reaction is seen.

7a. The point when they need to refer a problem on

- i. The jobholder deals with most situations by using their own judgement, but anything over and above the normal pattern of play and behaviour will be referred to a professional member of staff. For example, depending on the seriousness of the injury an accident and a cut will be referred to a first aider.

8. THINKING CHALLENGE

- i. Most situations, if out of the ordinary, are referred to a professional member of staff, otherwise the jobholder will be using what they have done previously in the past and what has worked well to maintain good behaviour in the playground.
- ii. The jobholder will follow a routine of how to tidy away the lunchtime furniture to ensure the exercise is completed as quickly as possible and within the timescale given.

9. FREEDOM TO ACT

- i. The job holder has discretion to liaise and negotiate with external contractors for services necessary to the school in terms of maintenance and repair. The Head Teacher/line manager agrees a schedule of work for contractors and is responsible for agreeing a contract/costing. The Head Teacher/line manager would agree the dates and times as convenient (unless an emergency) to their school timetable.
- ii. The job holder has discretion to carry out their daily schedule as they see as the most effective and efficient manner. They have authorisation to order stock and consumables.

9a. The systems, procedures or 'rules' around the job which prevent the jobholder having total discretion as to how to undertake the job.

- i. There are school rules and clear guidance and supervision from professional staff to assist the jobholder in their understanding of these.

10. AREA AND TYPE OF IMPACT

- i. The job supports the school by supervising children during lunchtimes, ensuring their health and safety at all times.
- ii. The ratio of Lunchtime Supervisors to children varies between schools. The minimum number of children that each Lunchtime Supervisor would be responsible for supervising is likely to be 30 children e.g. one class.

11. PHYSICAL EFFORT AND STRAIN

- i. The job requires physical effort when setting up and clearing away the dining room. Tables and chairs are moved in accordance with manual handling procedures.

12. WORKING ENVIRONMENT

- i. Playground duty is carried out at all times of the year including during cold and windy conditions. Break times normally take place indoors during wet weather conditions.