



JOB DESCRIPTION & PERSON SPECIFICATION

<u>Post Title:</u>	Compass Midday Supervisor
<u>Main purpose of job:</u>	To provide a safe, calm and nurturing lunchtime environment for pupils attending the Compass Programme by supervising and positively engaging with young people during the midday period. The post holder will promote pupils' wellbeing, independence and social development through structured activities, positive relationships and consistent behaviour support, while working collaboratively with school staff to ensure the lunchtime experience reflects the Compass Programme's trauma-informed, SEND-inclusive approach to education.
<u>Responsible to:</u>	SLT
<u>Grade:</u>	Scale 1D, Spine Point 3 (Fixed)
<u>Hours:</u>	12:15pm – 1:30pm per day (4 days minimum)
<u>Annual Leave:</u>	The annual leave year is the 12-month period beginning 1 April each year. For TTO staff an allowance is made in the TTO notional pay and hours calculation for annual leave and 8 Bank Holidays. Leave is taken during school closure periods.

Applicable to:	Entitlement in working days
All support staff on all grades and spinal points	32 days

Included in the above entitlement is one concessionary day applicable to employees in post on 25th December which may be taken during the Christmas period, plus the two former extra-statutory days.



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MAIN DUTIES AND RESPONSIBILITIES

1. To build positive, professional relationships with pupils, using a calm, patient and encouraging approach, maintaining a positive attitude and appropriate sense of humour to help pupils feel safe, valued and engaged.
2. To support and promote the school's trauma-informed, autism-friendly and SEND-inclusive ethos in all interactions with pupils, staff, families and visitors, ensuring relationships are based on respect, consistency, empathy and understanding.
3. To lead and facilitate simple structured activities and games, such as card games, board games, group discussions or other age-appropriate leisure activities, promoting inclusion, participation and enjoyment and to contribute to maintaining a safe, calm and nurturing environment throughout the lunchtime period, ensuring that pupils feel secure, included and supported.
4. To encourage pupils' independence, confidence and self-regulation skills, providing appropriate support and guidance according to individual needs and agreed support strategies.
5. Where required, to support pupils with the preparation of simple lunches and snacks, such as making a sandwich or preparing basic food items, while encouraging independence and following food hygiene procedures.
6. To remain vigilant to pupils' emotional wellbeing and sensory needs during the lunchtime period, identifying signs of distress, anxiety or dysregulation and responding in accordance with school procedures and individual support plans.
7. To support pupils in making positive choices and managing behaviour through encouragement, positive reinforcement and restorative approaches, seeking support from senior staff where necessary.
8. To work collaboratively with teaching staff, therapists and other professionals, sharing relevant observations regarding pupils' wellbeing, social interactions and support needs in accordance with school procedures.
9. To undertake any other duties commensurate with the grade and purpose of the post as reasonably directed by the Senior Mid-day/Meals Supervisor or Senior Leadership Team.

SAFEGUARDING & PROFESSIONAL RESPONSIBILITIES



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- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and 'Keeping Children Safe in Education' in relation to child protection and safeguarding children and young people as this applies to the role in the organisation.
- To ensure that the DSL (Designation Safeguarding Lead) and Line Manager is made aware and kept fully informed of any concerns you may have in relation to safeguarding and child protection.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, aims, vision and values of the school
- Undertake INSET and CPD activities to enable professional development.
- Recognise own strengths and areas of expertise and use these to support others
- To be fully aware of and comply with GDPR regulations in relation to the school's handling of data and personal information.
- Support the service's equal opportunities policy; promoting the positive benefits of living in a culturally, communicatively and ethnically diverse society.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.
- Undertake any other duties commensurate with the role and grade.

It is implicit that these duties are carried out in accordance with service and Council policies on equal opportunities.

This job description will be reviewed by the postholder and the Line Manager annually.

Signed: _____ Date: _____
(Postholder) **(Employee Name)**

Signed: _____ Date: _____
(Headteacher) **Tara Bell**



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Criteria	Essential	Desirable
Education & Qualification	Good standard of literacy and numeracy (GCSE Grade C/4 or above in English and Maths, or equivalent, or ability to demonstrate equivalent skills).	First Aid qualification (or willingness to undertake training). Food Hygiene Certificate. Relevant qualification in childcare, youth work, education, health or social care.
Experience	Experience of working with children or young people in an educational, childcare, youth work or similar setting. Experience of supporting positive behaviour and encouraging respectful relationships.	Experience of working with children and young people with SEND, autism, SEMH or emotionally based school avoidance (EBSNA). Experience of leading structured activities or games. Experience within a therapeutic or trauma-informed environment.
Knowledge & Understanding	Understanding of safeguarding and child protection responsibilities.	Knowledge of trauma-informed practice. Understanding of autism-friendly approaches.



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	Understanding of the importance of confidentiality and professional boundaries.	Understanding of restorative approaches and positive behaviour support. Awareness of mental health and emotional wellbeing in children and young people.
	Awareness of promoting equality, diversity and inclusion.	
Skills & Abilities	Excellent interpersonal and communication skills.	Ability to facilitate simple recreational or wellbeing activities.
	Ability to build positive relationships with young people.	Ability to observe, record and share relevant information about pupils' wellbeing.
	Ability to remain calm under pressure and respond appropriately to challenging situations.	Ability to support pupils with simple food preparation while maintaining food hygiene standards.
	Ability to work effectively as part of a multidisciplinary team.	
Personal Qualities	Ability to supervise pupils safely while encouraging independence and positive social interaction.	Enthusiasm for supporting vulnerable young people.
	Patient, calm and empathetic.	Commitment to trauma-informed and inclusive practice.
	Positive and encouraging approach.	
	Reliable, punctual and professional.	



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Special Requirements

Flexible and adaptable.

Willingness to undertake further professional development.

Resilient and emotionally mature.

Enhanced DBS clearance with Children's Barred List check.

Ability to undertake relevant safeguarding, behaviour, first aid and other mandatory training.

Commitment to safeguarding, equality, diversity and inclusion.

Commitment to supporting the ethos and values of Wandsworth Hospital and Home Tuition Service and the Compass Programme.