**Stone Bay School**







**School Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive**, **caring** and **safe**.

Our goal is to develop our students to become:

* **Successful** Learners.
* As **independent** as possible.
* **Confident** individuals and self-advocates.
* **Effective** communicators and **contributors**.
* **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

**“Getting it right for every student”**

# Lunch Assistant

| **Salary:** | Kent Range 3 |
| --- | --- |
| **Hours:** | 4 hours each day (10:00 - 14:00) |
| **Contract type:** | Permanent |
| **Reporting to** | Teacher / Assistant Headteacher |

# Main Purpose of Job

To supervise the pupils during the mealtime period to minimise any disruption, so that all pupils are safe, cared for and have an enjoyable and sociable lunchtime.

To contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the area child protection procedures.

**Key responsibilities**

* To work with the pupils to increase the social aspect of the playground
* To help pupils develop their own social skills and physical well-being.
* To work closely with Teachers to implement play and play equipment in the School to promote and develop play and complement the social and emotional aspects of learning taught at the school.
* To ensure the safety, and well-being of students, providing support where necessary.
* Provide welfare support to the pupils of the school.
* Attend appropriate training sessions in order to increase knowledge and skills.

*Stone Bay School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## The duties may be varied to meet the changing demands of the school and these duties may therefore be changed at the discretion of the Headteacher and following consultation with you

## Teamwork

* Participate in promoting a team approach at all times.
* Be polite, courteous and supportive to all team members following School Professional Behaviours policy.
* Be available to cover leave (sickness etc.).
* Work in accordance with training and agreed policies, practices and procedures.
* Participate in and contribute to staff meetings.
* Support colleagues in difficult or potentially difficult situations within the school and in the wider community.
* Ensure issues of concern are elevated to a more knowledgeable member of staff if the situation requires specific expertise.

## Personal Development

* Attend supervision and appraisal meetings and have a willingness to be accountable and develop as a valued team member.
* To undertake training as required, all mandatory training is complete, current and you remain compliant with all national and local requirements. This will include attending staff development days and relevant training courses outside your place of work.

## General

* Work to agreed standards in line with School policies and procedures.
* Have a flexible attitude to working arrangements.
* Any other duties as reasonably requested, relative to the objectives of the post.
* This is an outline of the post-holder’s duties and responsibilities but it is not an exhaustive list and may change from time to time to meet the changing needs of the School.
* Have a flexible attitude to working arrangements.
* Any other duties as reasonably requested, relative to the objectives of the post.

## Staff Development Days: Attendance Requirements

The School allocates 5 days per year as for the purpose of School improvement through School/staff development. The requirement to attend Staff Development Days is incorporated into the contracts of all directly employed staff. This includes mandatory training, as detailed below, and core training.

Core training includes such courses as Autism Awareness, Behaviour support, Makaton, First Aid etc.

## Mandatory training.

Proact-SCIPr-UK® training and Safeguarding training are included as an integral part of Staff Development Days throughout the year. The requirements for this mandatory training are:

* Proact-SCIPr-UK®: All staff to attend a course every year linked to their role.
* Safeguarding: All staff to attend a refresher course every year.
* Additional mandatory and core training events will be arranged for new staff as required.

# PERSON SPECIFICATION

| **Qualifications.** | Essential. | Desirable. |
| --- | --- | --- |
| Good general knowledge of English and Mathematics to GCSE level or equivalent | **√** |  |
| **Experience.** | Essential. | Desirable. |
| Experience of working with children or young people. |  | **√** |
| Experience of working with students with learning difficulties or disabilities |  | **√** |
| Organising a range of enrichment and Leisure activities for children. |  | **√** |
| Working with Autistic Children with additional communication needs. |  | **√** |
| **Skills**. | Essential. | Desirable. |
| To work as part of a team and use your own initiative when required. | **√** |  |
| Effective communication skills with colleagues, outside agencies, children and families. |  | **√** |
| Good interpersonal skills. | **√** |  |
| Have a positive, solution-focused outlook | **√** |  |
| To work as part of a team and use your own initiative when required. | **√** |  |
| Functional ICT Skills. (Use of Microsoft Office, email, internet etc.). | **√** |  |
| Ability to deal with challenging behaviour | **√** |  |
| **Knowledge.** | Essential. | Desirable. |
| Autism and related additional needs. |  | **√** |
| Alternative and Augmentative Communication used at School. |  | **√** |
| National Minimum Standards for Residential Special School. |  | **√** |
| Ofsted Inspection framework for Residential Special Schools. |  | **√** |
| Some Knowledge of the Children Act 1989, 2004. |  | **√** |
| Some knowledge of the Protection of Children Act 1999. |  | **√** |
| An understanding of the needs of young people with Autism in Residential Special Schools. |  | **√** |
| Knowledge of the work of other agencies involved with children in public care. |  | **√** |
| Understanding the basic principles of safeguarding and child protection and all school policies and procedures linked to Safeguarding and Child Protection. |  | **√** |
| Understanding and Knowledge of current “Keeping Children safe in Education”guidelines. |  | **√** |
| **Ability.** | Essential. | Desirable. |
| Work in partnership with families and a range of external agencies. |  | **√** |
| To participate and function professionally in a range of internal and external meetings. |  | **√** |
| Effectively communicate with children, young people, staff and other professionals. |  | **√** |
| To form professional positive, and functional relationships with students. |  | **√** |
| To deal with difficult situations and make appropriate decisions in line with the policies and procedures of the school. |  | **√** |
| To learn quickly and absorb information in relation to working with students with Autism and related additional needs. |  | **√** |
| To ask for guidance and support when needed and to admit mistakes with a view to continual professional development. |  | **√** |
| Remain calm in potentially stressful situations. |  | **√** |
| **Other Requirements.** | Essential. | Desirable. |
| Demonstrable commitment to valuing diversity. | **√** |  |
| Full driving licence. |  | **√** |

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