Lunchtime Supervisor Job Description & Person Specification

Job Purpose

Under the direction of the Senior Leadership Team, support pupils during lunchtime and playtime to access a safe, positive and meaningful break time experience. The postholder will work alongside teaching and support staff to support pupils with autism and associated communication, sensory and learning needs both within classrooms and outdoor environments. They will promote independence, social interaction, emotional wellbeing and safe engagement whilst maintaining a neurodiversity-affirming and trauma-informed approach at all times.

Main Tasks

- Supervise and support pupils during lunchtime within classrooms, dining areas and outdoor play spaces.
- Support pupils to access food and drink safely, encouraging independence, self-help skills and safe eating practices.
- Model and encourage positive social interaction, communication and play skills during lunch and recreational periods.
- Support pupils with a range of communication needs through the use of visuals, AAC systems, core boards, Makaton and other communication strategies as directed by the school.
- Support pupils to regulate and engage successfully by recognising and responding to sensory needs using agreed strategies and reasonable adjustments.
- Promote pupil wellbeing, dignity and independence through a positive, neurodiversity-affirming and trauma-informed approach.
- Ensure the safety and welfare of pupils at all times during lunchtime and playtime.
- Support pupils with personal care, intimate care and changing where required, in accordance with school policies, risk assessments, care plans and safeguarding procedures, whilst maintaining pupil dignity, privacy and respect.
- Facilitate safe and meaningful engagement in playground activities and structured play opportunities.
- Work collaboratively with teachers, therapists and support staff to ensure a consistent approach to pupil support.
- Report any safeguarding, welfare or behaviour concerns promptly in line with school procedures.
- Attend training and professional development sessions as required.
- Maintain confidentiality and uphold the values, policies and professional standards of the school.
- Undertake any other duties reasonably requested by the Headteacher or Senior Leadership Team.

Note: The role does not include responsibility for administering first aid beyond summoning appropriately trained staff and following school procedures.

Essential Criteria

- Positive, enthusiastic and caring attitude towards supporting children and young people.
- Ability to build positive relationships with pupils with autism and additional needs.
- Understanding of, or willingness to learn about, autism, communication differences and sensory processing needs.
- Commitment to a neurodiversity-affirming and trauma-informed approach.
- Ability to remain calm, patient and responsive in challenging situations.
- Ability to work collaboratively as part of a multidisciplinary team.
- Good communication and interpersonal skills.
- Flexible and proactive approach to supporting pupils.
- Commitment to safeguarding and promoting the welfare of children.
- Willingness and confidence to support pupils with personal care, intimate care and changing needs whilst maintaining dignity and promoting independence.
- Ability to uphold high standards of safeguarding, professional boundaries and confidentiality when supporting intimate care needs.
- Willingness to undertake relevant training.

Desirable Criteria

- Experience supporting autistic children or young people.
- Experience within a specialist SEND or school environment.
- Knowledge of AAC, visual supports, Makaton or similar communication approaches.
- Understanding of sensory regulation and positive behaviour support approaches.