



PERSON SPECIFICATION Midday Supervisory Assistant

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by the Minster School Governors in the recruitment and selection process.

All members of staff employed by the Minster School support and promote the school’s aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles
2. To engender a lifelong love of learning
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual
6. To develop and maintain excellence in teaching and learning

In particular, all staff employed by the Minster School commit to support, uphold, promote and embody the school’s ethos:

‘Succeeding Together’

Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life.

- ◆ Wisdom
- ◆ Optimism
- ◆ Resilience
- ◆ Kindness
- ◆ Service

ATTRIBUTES		REQUIREMENTS	
		<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • Willingness to undertake appropriate training as required (I) 		<ul style="list-style-type: none"> • Current First Aid Qualification (W, D)
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of supervising children (W, I). • Knowledge of successful ways to manage student behaviour (W, I) • Knowledge and understanding of the value of constructive play opportunities (W,I) 		<ul style="list-style-type: none"> • Experience of working with groups of children on a voluntary or paid basis (W, I) • Previous experience as a midday supervisor (W, I) • Basic awareness of safeguarding children/child protection legislation (I)

Skills	<ul style="list-style-type: none"> • Ability to talk to children and adults in a clear and calm manner (I) • Ability to work as part of a group or on own (I) • Ability to encourage high standards of student behaviour at all times (I) • An understanding of the confidential nature of aspects of the role. (W, I) 	<ul style="list-style-type: none"> • Ability to recognise behaviour giving cause for concern, and inform teaching staff (I)
Qualities and Attributes	<ul style="list-style-type: none"> • Calm under pressure (I) • Tolerant (I) 	
Other Conditions	<ul style="list-style-type: none"> • Able to fulfil all aspects of the job description (I) • Set a good example of professional standards and abide by our Code of Conduct (I) • Must satisfy relevant pre-employment checks (D) • This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced DBS check (D) 	
Equal Opportunities and Safeguarding	<ul style="list-style-type: none"> • Commitment to equal opportunities (I) • Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct (I) • Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice (I) 	

Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet this essential criterion, you will not be shortlisted.