

# Role Profile

## Part A - Grade & Structure Information

Job Family Code	5CLES	Role Title	Independent Life Skills Supervisor
Grade	S5	Reports to (role title)	Head of Residential Provision
JE Band	161-191	School	Limpsfield Grange
		Date Role Profile was created	15.05.18

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	To support students in preparing healthy teas (which may include ethnic and cultural groups as well as the dietary requirements of the students) according to weekly menus agreed by the Head of Residential Provision and in line with the school food standards, school budget, Healthy Schools policies and health and hygiene regulations.
<b>Work Context</b>	Working with small groups of residential students (up to 3) in the main school kitchen, wash up room and dining room. Limpsfield Grange is a special school for 80 girls aged 11-16 with communication and interaction difficulties including Autism. There are up to 24 boarders per night, Monday to Thursday.
<b>Line management responsibility</b> if applicable	None
<b>Budget responsibility</b> if applicable	None

<p><b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> <li>• May provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention.</li> <li>• Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, lunchtime resourcing &amp; coordination</li> <li>• Use of specialised tools/equipment</li> <li>• May carry out personal care routines as appropriate.</li> <li>• May respond to pupils' pre-agreed routine caring tasks (including routine medical needs).</li> <li>• Provide support with whole class supervision, on a regular basis, for teachers' planned lessons (some roles).</li> </ul> <p>Planning &amp; Organising</p> <ul style="list-style-type: none"> <li>• Plan and organise own work and work of other members of the team (where appropriate) to meet given priorities.</li> <li>• Contribute to broader activities by providing specialist support and effective resourcing, coordination and monitoring of those activities.</li> <li>• Assess the range and volume of work to be undertaken for the days ahead and plan to ensure it is completed to time and to an appropriate standard.</li> </ul> <p>Policy and Compliance</p> <ul style="list-style-type: none"> <li>• Adhere to established processes, standards of service delivery and use of equipment to support any associated regulatory or technical compliance requirements.</li> </ul> <p>Work with others</p> <ul style="list-style-type: none"> <li>• Receive and respond to everyday enquiries from customers to provide a timely, courteous and efficient service.</li> <li>• Develop strong relationships with partners and stakeholders to deliver a timely and efficient service.</li> <li>• Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.</li> <li>• May supervise the work of more junior staff, escalating performance issues appropriately.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Deliver a range of practical services in support of existing systems or processes to agreed standards, to maximise service quality and continuity.</li> </ul> <p>Analysis, Reporting &amp; Documentation</p> <ul style="list-style-type: none"> <li>• Assist in the delivery of relevant assessments/ evaluations.</li> <li>• Ensure information and records are processed and stored to agreed procedures.</li> <li>• Ability to store data and carry out basic analysis.</li> </ul> <p>Duties for all Values: To uphold the values and behaviours of the organisation. Equality &amp; Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. <del>Health, Safety &amp; Welfare: To maintain high standards of Health, Safety and Welfare at</del></p>
<p><b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b></p>	<ul style="list-style-type: none"> <li>• Minimum 3 GCSEs at Grade C or above (Including English &amp; Maths), or equivalent, or able to evidence ability at an equivalent level.</li> <li>• May be required to hold a certificate of competency in a defined area relevant to the role e.g. first aid at work, ADHD, behaviour management, advanced literacy, NNEB or other relevant qualifications at level 2 .</li> <li>• Competent in a range of IT tools.</li> <li>• May be required to hold practical knowledge or experience relevant to the role.</li> <li>• Ability to work with others to provide excellent customer service.</li> <li>• Good written and oral communication skills with the ability to build sound relationships with staff and customers.</li> <li>• Able to prioritise and plan own workload in the context of conflicting priorities.</li> <li>• Ability to guide and support less experienced or more junior colleagues.</li> <li>• Experience of working in a similar service environment.</li> <li>• Some roles may require work out of office hours in outdoor environments.</li> </ul>

<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	Good home cooking skills and experience of working with children or young people. Role holders will be expected to attain a basic food hygiene certificate. Satisfactory enhanced DBS clearance required.
<b>Role Summary</b>	Roles at this level typically provide a practical support as part of team. They work within established processes and procedures, resolving problems or extending activities with the more difficult issues or behaviours referred to others. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in the procedures of their specialism. They will usually be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales.