

# **GRIFFITHSTOWN PRIMARY SCHOOL**



## **Staff Handbook**

**2026 - 2027**

**INSPIRE CHALLENGE ACHIEVE**

### **Mission Statement**

Inspire, Challenge, Achieve

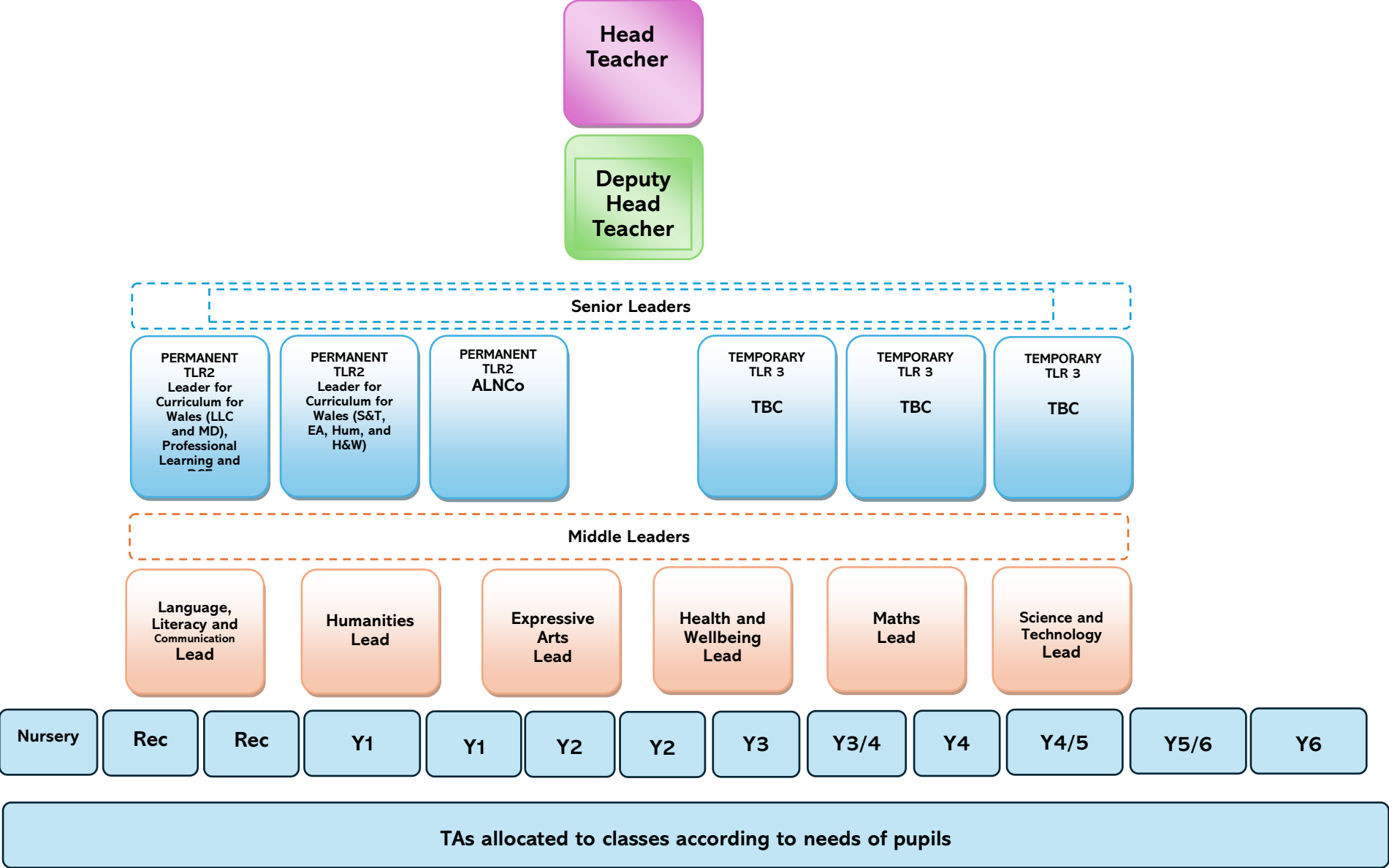
### **Our Vision**

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe, and nurturing school, with excellent behaviour, attendance, and punctuality. The opinions of children, parents, staff, governors, the community, and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21<sup>st</sup> century.

### **Our Aims**

1. Plan high quality learning informed by the Curriculum for Wales, the Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF).
2. Ensure we promote and develop professional learning and leadership qualities for all staff and have a workforce ready to engage fully with Curriculum for Wales.
3. Provide high quality feedback and ensure all learners make good progress from their starting point.
4. Ensure meaningful opportunities to develop our knowledge and understanding of languages, cultures, and diversity in modern Wales.
5. Ensure that school prepares children for the 21<sup>st</sup> century: developing ICT skills, awareness of the environment and climate change, and promoting a commitment to health / wellbeing, in all aspects of life.
6. Develop spiritual awareness, mutual respect, and promote inclusion, equality, and equity.
7. Collaborate effectively with schools, service providers, outside agencies and all other bodies and organisations to deliver excellent standards of achievement, attainment, behaviour, attendance, and punctuality.

Leadership and Staffing Structure 2026 - 2027



## Leadership and Staffing Structure 2026 - 2027

|                                                                                                            |                                       |                                                                                       |
|------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------|
| <b>Head</b><br>Nick Blackburn                                                                              |                                       |                                                                                       |
| <b>Deputy</b><br>Cerian Pugh                                                                               |                                       |                                                                                       |
| <b>TLR 2</b><br>Leader for Curriculum for Wales (LLC and MN), Professional Learning and DCF<br>Ian Pembrey | <b>TLR 2</b><br>ALNCo – Sophie Jordan | <b>TLR 2</b><br>Leader for Curriculum for Wales (S&T, EA, Hum, and H&W)<br>Donna Hall |
| <b>Temporary TLR 3</b><br>To Be Confirmed (TCB)                                                            | <b>Temporary TLR 3</b><br>TBC         | <b>Temporary TLR 3</b><br>TBC                                                         |

|                                                           |                                                                |                                                        |                                                              |                                                          |                                                                         |                                                                    |
|-----------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b><u>Nursery Team</u></b><br>Tammy Nightingale<br>(HLTA) | <b><u>Reception Team</u></b><br>Rebecca Jones<br>(Teacher) 60% | <b><u>Year 1 Team</u></b><br>Lucie Murphy<br>(Teacher) | <b><u>Year 2 Team</u></b><br>Sophie Jordan<br>(TLR2 Teacher) | <b><u>Year 3 Team</u></b><br>Ross McDonnell<br>(Teacher) | <b><u>Year 4 and Year 4/5 Team</u></b><br>Donna Hall<br>(TLR2 Teacher)  | <b><u>Year 5/6 and Year 6</u></b><br>Ian Pembrey<br>(TLR2 Teacher) |
| Donna Sinagoca (TA2)                                      | Joanne Crane-Brown<br>(Teacher) 50%                            | Amy Charles<br>(Teacher)                               | Erin Evans<br>(Teacher)                                      | Joanne Probert (TA2)                                     | Jacob Franklin<br>(Supply Teacher)                                      | Ellie Thomas<br>(Supply Teacher)                                   |
| Lianne Badham (TA2)                                       | Samantha Hawksworth<br>(Teacher)                               | Claire Cuerden (TA2)                                   | Rhiannon Lee (TA3)                                           | Ella Lloyd<br>(Teacher)                                  | <i>Joseph Blackmore</i><br>(Seconded for one year to<br>Always Primary) | <i>Rebecca Thomas</i><br>(Welsh Sabbatical for two<br>terms)       |
|                                                           | Andrea Cleere (TA2)                                            | Samantha Long (TA2)                                    | Angela Instone (TA2)                                         | Stacey Aubrey (TA2)                                      | Helen Mason (TA2)                                                       | Joanne Morgan (TA2)                                                |
|                                                           | Amie Fenwick (TA2)                                             | Claire Harris (TA2)                                    |                                                              | Catherine Powell (TA2)                                   | Rebecca Cooke (TA2)                                                     |                                                                    |
|                                                           |                                                                | Rebecca Talbot<br>(Supply TA2)                         |                                                              | HM and RC<br>(cover CP on Friday)                        |                                                                         |                                                                    |

|                                               |                                                     |
|-----------------------------------------------|-----------------------------------------------------|
| <b>AOLE</b>                                   | <b>Lead</b>                                         |
| <b>LLC (English/Welsh) and Induction</b>      | Rebecca Thomas (English: E Lloyd, Welsh: A Charles) |
| <b>Maths</b>                                  | Donna Hall                                          |
| <b>Science &amp; Technology and Induction</b> | Ross McDonnell                                      |
| <b>Health and Well-Being</b>                  | Samantha Hawksworth                                 |
| <b>Humanities</b>                             | Rebecca Jones (Early Years and PS1 Lead)            |
| <b>Expressive Arts</b>                        | Joanne Crane-Brown                                  |
| <b>PPA</b>                                    |                                                     |
| Rebecca Sullivan                              |                                                     |
| Paul Sergeant                                 |                                                     |

### **JOB DESCRIPTION for Head Teacher**

|                      |                                                      |
|----------------------|------------------------------------------------------|
| <b>POST:</b>         | <b>Head Teacher for Griffithstown Primary School</b> |
| <b>SALARY RANGE:</b> | <b>L17 – L23</b>                                     |
| <b>REPORTING TO:</b> | <b>Head Teacher</b>                                  |

The Headteacher will take overall responsibility for the organisation, leadership, management and conduct of the school in accordance with:

- ❖ Education Acts, regulations, Codes of Practice and other legislation
- ❖ Conditions of Employment of Headteachers as contained in the School Teachers Pay and Conditions Document
- ❖ The policies of the governing body and approved plans and policies of the Education and Children's Services Group
- ❖ The school's vision, mission statement, values, plans, priorities and targets.

#### **Job Purpose**

- ❖ To provide professional leadership and management for the school
- ❖ To ensure high quality teaching and learning opportunities for pupils and staff.
- ❖ To secure continuous improvement and success for the school.

#### **Responsibilities of the Headteacher to include the following:**

##### **1 Ethos**

To promote an ethos in consultation with all staff, governors, parents, pupils and community representatives, in which every pupil is valued equally; where personal endeavour and learning are encouraged and fostered and where responsible and considerate use of the school is encouraged and achieved by:

- ❖ Promoting a culture of success, where high standards of achievement, discipline and behaviour are the norm.
- ❖ Ensuring that the principles of equality of opportunity and of equity permeate the ethos and practices of the school.
- ❖ Maintaining high staff morale and motivation by leading by example and encouraging and supporting an effective leadership team and capitalizing on the experience of the staff
- ❖ Setting professional standards of leadership, supporting and challenging staff to achieve the highest possible quality of teaching and learning.
- ❖ Providing a comprehensive and holistic approach to the needs of children, and their families and the communities in which they live
- ❖ Ensuring that innovation and creativity are stimulated.
- ❖ Promoting opportunities for and encouraging participation for all pupils in a wide range of extra-curricular activities, including culture, sport, the environment, and citizenship

##### **2 The School in the Local and Wider Community**

To encourage and engage in collaboration to sustain policies that will ensure that the school is an integral part of the social, cultural, recreational and educational structure by:

- ❖ Identifying and responding to the needs of the local community through an appropriate range of provision and activities throughout the year.
- ❖ Ensuring that there are close working partnerships with the local community and that the pupils, staff and governing body have a good understanding of the wider aims of the school and its place within the community.
- ❖ Promoting and building effective relationships with the school's partners and with other agencies providing community support locally.
- ❖ Ensuring that the school's strategic and operational development reflects local and regional community learning issues.
- ❖ Ensuring that the development of lifelong learning opportunities take due account of the Council's strategic priorities for community-based learning.

##### **3 Strategic Direction of the School**

Working with the governing body and in consultation with staff to plan a strategic direction for the school by taking a lead in:

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- ❖ Promoting the vision for the school in terms of excellence and equality.
- ❖ Create a framework for empowering, motivating and challenging others to implement the schools vision.
- ❖ Translating the vision into agreed objectives and operational plans to achieve continuous school improvement.

### 4 **Curriculum**

To sustain and extend a broad and balanced curriculum which takes account of the full range of ages, abilities and backgrounds of the pupils and which is appropriate to each individual's experience, aptitudes, interests and stage of development by:

- ❖ Ensuring that learning is at the centre of curricular and resource planning.
- ❖ Actively developing the performance of the school, having regard to changing needs, both local and national.
- ❖ Continuously monitoring the curriculum for its relevance to the changing needs and perceptions of pupils and the wider community.
- ❖ Promoting the regular review, evaluation, and development of the school curriculum to create effective, creative and responsive learning environment.
- ❖ Ensuring that curriculum continuity and progression are achieved across the key stages with partner schools.
- ❖ Enriching the curriculum provision for pupils at both key stages and within the early years.

### 5 **Pupils' Progress and Welfare**

To ensure that the progress of each pupil in different areas of work is monitored, assessed, recorded and co-ordinated in such a way that pupils and their parents have a clear understanding of the individual's progress and are given sufficient information to make appropriate decisions about the next stage of development by:

- ❖ Ensuring that arrangements are made for regular sharing of information to parents about the statutory curriculum and consultations with parents and pupils about individual progress.
- ❖ Ensuring that effective systems are in place to identify pupils who have additional educational needs and to ensure that appropriate provision is made for these needs.

### 6 **Staff Appointments and Development**

To develop and review as appropriate, a staffing structure for the approval of the Governing Body that takes account of the changing needs of the school.

To ensure that appropriate systems are in place to recruit and appoint teaching and support staff, within the establishment and in accordance with the agreed Pay Policy, including consultation with Governors and LA officers/advisers where appropriate.

To lead, manage, motivate, encourage challenge, and support all staff by:

- ❖ Continuing the development of a performance management system, in consultation with staff and governors, which will contribute to the overall success of the school and meets the needs of individual teachers.
- ❖ Ensuring that all teaching and support staff have access to regular advice and support appropriate to their professional/occupational needs and personal development.
- ❖ To encourage, support and develop team working.
- ❖ Providing opportunities for all staff to widen and strengthen their range of professional and occupational skills.
- ❖ Developing a senior management team, distributing leadership responsibilities.

### 7 **Resources**

To manage efficiently and effectively the human, physical, learning, and financial resources of the school in line with its aims and objectives and within the policies laid down by the Governors, the LA, and the Welsh Assembly Government by:

- ❖ Ensuring the effective management of the school budget.
- ❖ Maximising the school's income from external sources (including government, ethical businesses and European community), and community development and use.
- ❖ Ensuring the effective management of premises in accordance with health and safety requirements.

8 **Relationships and Communications**

To ensure pupils, parents, governors, business, and local communities have full and up to date information about the school through:

- ❖ Developing and maintaining relationships of quality with staff, pupils, parents, governors, specific interest groups and local communities.
- ❖ Advising and assisting the governing body in the fulfilment of its responsibilities against the background of current education and other relevant legislation.
- ❖ Establishing a close relationship with local primary and secondary schools.
- ❖ Develop a multi-media approach to communication.

The Headteacher will be expected to perform such other duties as may be reasonably required by the Governing Body.

|                                |              |
|--------------------------------|--------------|
| Head signature:                | Date agreed: |
| Chair of Governors' signature: | Date agreed: |

**JOB DESCRIPTION for Deputy Head Teacher**

|               |                                                             |
|---------------|-------------------------------------------------------------|
| POST:         | <b>Deputy Head Teacher for Griffithstown Primary School</b> |
| SALARY RANGE: | <b>L9 – L13</b>                                             |
| REPORTING TO: | <b>Head Teacher</b>                                         |

The Deputy Headteacher will work closely with the Headteacher in the development of this school and undertake appropriate tasks as agreed by the Headteacher.

The Deputy Headteacher may also be expected to carry out the duties of a schoolteacher as contained in the school teachers pay and condition document.

In the absence of the Headteacher from school, the Deputy Headteacher will take overall responsibility for the organisation, leadership, management and conduct of the school in accordance with:

- ❖ Education Acts, regulations, Codes of Practice and other legislation
- ❖ Conditions of Employment of Headteachers as contained in the School Teachers Pay and Conditions Document
- ❖ The policies of the LA and approved plans and policies of other education and children's services group.
- ❖ The school's vision, mission statement, values, plans, priorities and targets.

**Job Purpose**

- ❖ To be an exemplar teacher and enthuse pupils through excellent practice.
- ❖ To provide professional leadership and management for the school
- ❖ To ensure high quality teaching and learning opportunities for pupils and staff
- ❖ To secure continuous improvement and success for the school

**Responsibilities of the Deputy Headteacher to include the following:**

**1 Ethos**

To assist the Headteacher in promoting an ethos, in consultation with all staff, governors, parents, pupils and community representatives, in which every pupil is valued equally; where personal endeavour and learning are encouraged and fostered and where responsible and considerate use of the school is encouraged and achieved by:

- ❖ Promoting a culture of success, where high standards of achievement, discipline and behaviour are the norm.
- ❖ Ensuring that the principles of equality of opportunity and of equity permeate the ethos and practices of the school.
- ❖ Maintaining high staff morale and motivation by leading by example and encouraging and supporting an effective leadership team
- ❖ Setting professional standards of leadership, supporting and challenging staff to achieve the highest possible quality of teaching and learning.
- ❖ To support the Headteacher in the development of an effective unified team of teaching, support and senior team members across the school.
- ❖ Providing a comprehensive and holistic approach to the needs of children, and their families and the communities in which they live
- ❖ Ensuring that innovation and creativity are stimulated.
- ❖ Promoting opportunities for and encouraging participation for all pupils in a wide range of extra-curricular activities, including culture, sport, the environment, and citizenship

**2 The School in the Local and Wider Community**

To assist in sustaining policies that will ensure that the school is an integral part of the social, cultural, and educational structure of the wider community by:

- ❖ Identifying and responding to the needs of the local community through an appropriate range of provision and activities throughout the year.
- ❖ Ensuring that there are close working partnerships with the local community and that the pupils, staff and governing body have a good understanding of the wider aims of the school and its place within the community.
- ❖ Promoting and building effective relationships with the school's partners and with other agencies providing community support locally.

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- ❖ Ensuring that the school's strategic and operational development reflects local and regional community learning issues.
- ❖ Ensuring that the development of lifelong learning opportunities take due account of the strategic priorities for community-based learning.
- ❖ To continue to develop on the excellent foundations for community focused learning.

### 3 **Whole School Planning and Management**

Working with the Headteacher and Governing Body and in consultation with staff to plan a strategic direction for the school by:

- ❖ Ensuring systems are in place for reviewing present performance and identifying future needs.
- ❖ Developing and securing agreement on a rolling strategic plan for the school.
- ❖ Ensuring that the school is working to achieve the priorities identified in its strategic plan.

### 4 **Curriculum**

To assist the Headteacher to sustain and extend a broad and balanced curriculum which takes account of the full range of ages, abilities and backgrounds of the pupils and which is appropriate to each individual's experience, aptitudes, interests and stage of development by:-

- ❖ Monitoring and evaluating the performance of designated areas/aspects of the school, having regard to changing needs, both local and national.
- ❖ Assisting in monitoring the curriculum for its relevance to the changing needs and perceptions of pupils and the wider community.
- ❖ Develop teaching and learning strategies to enable all pupils in the new school to learn effectively through the promotion of a climate for learning.
- ❖ Actively being involved in the regular review, evaluation and development of the school curriculum.
- ❖ Having an overview to Ensure that curriculum continuity and progression are achieved across the key stages through the development of the key skills curriculum and responding to national and local initiatives.

### 5 **Pupils' Progress and Welfare**

- ❖ To support the governors and the Headteacher in the development of a whole school inclusion agenda.
- ❖ To ensure that the needs of all children are met through rigorous monitoring and assessment procedures.
- ❖ To ensure that pupils and parents have a clear understanding of progress made and are involved in all stages of their learning.
- ❖ Ensuring that effective systems are in place for the early identification of pupils who have additional educational needs, and to ensure that appropriate provision is made for these needs. To work closely with all staff and all relevant agencies to ensure that appropriate provision is made for their needs.

### 6 **Resources**

- ❖ To support the Headteacher to manage efficiently and effectively the identified physical, learning, and financial resources of the school in line with its aims and objectives and within the policies laid down by the Governors, the LEA, and the Welsh Assembly Government.

### 7 **Relationships and Communications**

To assist the Headteacher in ensuring staff, pupils, parents, governors, local communities and all other relevant agencies have full and up to date information about the school through:

- ❖ Developing and maintaining relationships of quality with staff, pupils, parents, governors, specific interest groups and local communities.
- ❖ When necessary, advising and assisting the governing body in the fulfilment of its responsibilities against the background of current education and other relevant legislation.
- ❖ Establishing a close relationship with local primary and secondary schools.

The Deputy Headteacher will be expected to perform such other duties as may be reasonably required by the Governing Body.

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| Head signature:  | Date agreed: |
| Staff signature: | Date agreed: |

**JOB DESCRIPTION for (ALNCo) Additional Learning Needs Coordinator**

Post: Additional Learning Needs Coordinator

Salary: Leadership Scale 1 - 5

Reporting to: Head

**Duties**

- ❖ The duties outlined in this job description are in addition to those covered by the School Teachers' Pay and Conditions Document. Responsibilities may be modified, with your agreement, by the head teacher. The post is a permanent additional responsibility.

**Responsibilities**

- ❖ The ALNCo role is in addition to those covered by the School Teachers' Pay and Conditions Document. Leadership responsibilities may be modified, with your agreement, by the head teacher. The post is a permanent additional responsibility.
- ❖ Provide effective and high-quality leadership, management, and support for ALN, CLA, Pre-Basic Skills and Basic Skills provision and standards as a proactive member of the SLT.
- ❖ Identify and direct/lead/facilitate opportunities for all staff to share, develop and refine effective practice regarding ALN, CLA, Pre-Basic Skills and Basic Skills.
- ❖ Contribute relevant data and analysis to termly summative reports, and contribute effectively to whole school self-evaluation.
- ❖ Manage and quality assure all ALNCo documentation e.g., IDPs; IDP trackers; All About Me Profiles, One Page Profiles, OPP Trackers, CLA documentation. Set deadlines for staff to complete documentation and be able to challenge staff about targets and expectations as required.
- ❖ Manage Hwb storage of all ALN, Pre-Basic, Basic Skills and CLA documentation.
- ❖ Maintain up-to-date termly registers on SIMS, and review/update the ALN, Pre-Basic and Basic Skills Provision Map.
- ❖ Liaise with HT / SLT to structure TA provision so all ALN pupils are effectively challenged and supported.
- ❖ Review policies (ALN and Pre-Basic/Basic Skills Policies) annually and ensure whole school compliance.
- ❖ Maintain and develop effective and impactful links with all stakeholders and agencies.
- ❖ Commit to professional learning that impacts on the whole school.
- ❖ Report to the link governor and Governing Body on agreed dates.
- ❖ Lead or facilitate training sessions.
- ❖ Commit to the wider ethos of the school e.g., attend events and be a visible presence at school events.

**Entitlement**

The head teacher and Governing Body are fully committed to ensuring the professional effectiveness of the teacher in this role. The ALNCo must have appropriate:

- ❖ leadership and management non-contact time.
- ❖ high quality professional development opportunities.

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| Head signature:  | Date agreed: |
| Staff signature: | Date agreed: |

**JOB DESCRIPTION for Leader for Curriculum for Wales (LLC and MD), Professional Learning and DCF**

**Post:** Leader for Curriculum for Wales, Professional Learning and DCF

**Salary:** TLR2

**Reporting to:** Head

**Duties**

The duties outlined in this job description are in addition to those covered by the School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, later. The post is an additional responsibility, for Professional Learning and C4W.

**Core Responsibilities**

- ❖ Quality assure Curriculum Leaders' termly skill coverage (including: LNF Tracker, Taith AOLE Skills Tracker, and Taith AOLE Assessment Tracker) within LLC and MN AOLEs to ensure all teachers deliver high quality progressive planning that improves standards for all learners. Complete half termly L2L activities and triangulate with tracking, pupil assessment and work.
- ❖ Challenge, refine and develop (liaise with LLC and MN leaders) whole school knowledge and approach to all interlinked components of Curriculum for Wales, including: AOLE requirements, Four Purposes, Twelve Pedagogical Principles and Mandatory Cross Curricular Skills.
- ❖ Lead the school's Digital Competence and Digital Learning Vision and support colleagues to deliver high-quality DCF opportunities across the curriculum.
- ❖ Ensure the school meets statutory online safety requirements.
- ❖ Lead the 'Walkthrus' initiative for all teachers and arrange of lead professional development opportunities for all TAs.
- ❖ Report to the link governor and Governing Body on agreed dates.
- ❖ Liaise with HT and SLT each year to review and refine the Teaching and Learning Policy and ensure whole school implementation.
- ❖ Submit termly summative report to the headteacher focused on the SDP target allocated to this role.
- ❖ Consistently model excellent classroom practice.
- ❖ Lead performance management for a group of staff.
- ❖ Commit to the wider ethos of the school e.g., be a visible presence around school and at school events.

**Entitlement**

The head teacher and Governing Body are fully committed to ensuring the professional effectiveness of the teacher in this role. The Leader must have appropriate:

- ❖ leadership and management non-contact time
- ❖ high quality professional development opportunities

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| Head signature:  | Date agreed: |
| Staff signature: | Date agreed: |

**JOB DESCRIPTION for Leader for Curriculum for Wales (S&T, EA, Hum, and H&W)**

**Post:** AOLE Skills and Tracking Leader

**Salary:** TLR2

**Reporting to:** Head

**Duties**

The duties outlined in this job description are in addition to those covered by the School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, later. The post is an additional responsibility, for Professional Learning and C4W.

**Responsibilities**

- ❖ Quality assure Curriculum Leaders' termly skill coverage (including: LNF Tracker, Taith AOLE Skills Tracker, and Taith AOLE Assessment Tracker) within S&T, EA, Hum, and H&W AOLEs to ensure all teachers deliver high quality progressive planning that improves standards for all learners. Complete half termly L2L activities and triangulate with tracking, pupil assessment and work.
- ❖ Challenge, refine and develop (liaise with S&T, EA, Hum, and H&W leaders) whole school knowledge and approach to all interlinked components of Curriculum for Wales, including: AOLE requirements, Four Purposes, Twelve Pedagogical Principles and Mandatory Cross Curricular Skills.
- ❖ Complete termly learning walks with curriculum leaders to monitor learning environment with particular focus on S&T, EA, Hum, and H&W.
- ❖ Inspire others and track how effectively each year group incorporates pupil and parent voice into high quality, authentic topic planning.
- ❖ Lead or share professional development that raises standards across the whole school.
- ❖ Liaise with HT and SLT each year to review and refine the Teaching and Learning Policy and ensure whole school implementation.
- ❖ Report to the link governor and Governing Body on agreed dates.
- ❖ Liaise with HT and SLT each year to review and refine the Teaching and Learning Policy and ensure whole school implementation.
- ❖ Consistently model excellent classroom practice.
- ❖ Lead performance management for a group of staff.
- ❖ Commit to the wider ethos of the school e.g., be a visible presence around school and at school events.

**Entitlement**

The head teacher and Governing Body are fully committed to ensuring the professional effectiveness of the teacher in this role. The Leader must have appropriate:

- ❖ leadership and management non-contact time
- ❖ high quality professional development opportunities

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| Staff signature: | Date agreed: |

**JOB DESCRIPTION for Class Teachers**

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|---------------|----------------------|
| POST:         | <b>Class Teacher</b> |
| REPORTING TO: | <b>Head teacher</b>  |

**Job Purpose**

The following are professional duties which a teacher must perform.

- ❖ Plan and prepare high quality lessons.
- ❖ Teach, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- ❖ Assess, record and report on the development, progress, and attainment of pupils.
- ❖ Promote the progress and well being of individual pupils and of any class or group of pupils assigned to him/her.
- ❖ Understand and comply with the school's Safeguarding Policy.
- ❖ Provide guidance and advice to pupils on educational, social/emotional and wellbeing matters.
- ❖ Keep and update assessments of the 'attitudes to learning' and wellbeing needs of pupils. Ensure families are fully informed of provision and outcomes.
- ❖ Communicate and consult with parents; share information, and act on their views appropriately.
- ❖ Communicate and co-operate with persons or agencies outside the school.
- ❖ Participate in meetings arranged for any of the purposes described above.
- ❖ Provide or contribute to oral and written assessments or reports for individual pupils and groups of pupils.
- ❖ Participate in any performance management arrangements within an agreed national framework and that of other teachers, as appropriate.
- ❖ Review appropriately his/her methods of teaching and programmes of work.
- ❖ Participate in arrangements for his/her further training and professional learning.
- ❖ Advise and co-operate with the Headteacher and other teachers (or any one or more of them) on the preparation and development of the curriculum, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- ❖ Maintain good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- ❖ Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- ❖ Supervise and so far, as practicable teach any pupils whose teacher is not available to teach them e.g., pupils not able to attend a trip with their class. This must be pre-arranged and consented to by all parties.
- ❖ Lead arrangements for preparing pupils for tests, deliver and invigilate assessments, and use data to inform next steps of learning.
- ❖ Contribute to the professional development of other teachers including students, newly qualified, or new appointees, and support staff.
- ❖ Co-ordinate and liaise with other teachers to share and deliver best practice.
- ❖ Contribute as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation, and pastoral functions of the school.
- ❖ Participate in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and ordering and allocation of equipment and materials.
- ❖ Attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.

**Class teacher on Upper Pay Scale**

- ❖ Class teachers on Upper Pay Scales (UPS) will be expected to fulfil the standard job description of a class teacher as stated in the staffing structure but in addition should fulfil the additional criteria as per the School Teachers Pay and Conditions' Document.

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| Head signature:  | Date: |
| Staff signature: | Date: |

### **Role of AOLE Leaders**

**AOLE Lead responsibilities do not constitute a 'job description' and are intended to inform our self-evaluation and school improvement processes.**

- ❖ Commit to further professional learning and ensure a detailed knowledge and understanding of your AOLE.
- ❖ Write, monitor, and evaluate a high-quality action plan for your AOLE.
- ❖ Promote the development and implementation of whole school policies and practices, including the Strategic Equality Plan.
- ❖ Further develop digital platforms to inform families and provide high quality online provision for all pupils in your subject area.
- ❖ Liaise with all stakeholders to ensure provision and assessment in your AOLE supports the school's mission statement (Inspire, Challenge, Achieve).
- ❖ Consistently model excellent classroom provision, and rich and authentic learning.
- ❖ Identify and direct/lead/facilitate opportunities for all staff, working alongside MAT and ALNCo Lead to share, develop and refine effective practice for your AOLE.
- ❖ Review SDP actions, and/or your AOLE plan and submit a summative report to Head (as directed in the MER and SDP)
- ❖ Complete book looks, L2L and learning walk activities. Monitor challenge, coverage and appropriateness of tasks for all groups of learners. When completing FADEs give specific and measurable 'Next Steps'.
- ❖ Support with, provide guidance and monitor effective incorporation of:
  - Four Purposes; What Matters Statements; Descriptors of Learning; 12 Pedagogical Principles; 5 Principles of Progression
- ❖ Monitor and evaluate the quality of resources and their effective use and impact in all Progression Steps.
- ❖ Ensure pupil voice impacts on provision and standards.
- ❖ Maintain and develop effective and impactful links with: Head and Deputy, ALNCo, Curriculum for Wales Leader, other AOLE leads, Teachers and TAs, Governors, families and pupils, Local Consortia, Cluster schools, wider community.
- ❖ Report to the link governor and Governing Body on agreed dates.
- ❖ Review policy annually and ensure whole school implementation.
- ❖ Commit to the wider ethos of the school e.g., attend events and be a visible presence at school events.

### **Entitlement**

- ❖ The Head and Governing Body will facilitate non-contact time in addition to PPA. The Curriculum for Wales Leader will support staff to identify high quality professional learning opportunities. Delegate non – contact time to other members of your team as required.

## **JOB DESCRIPTION for Teaching Assistant: LEVEL 2**

|                      |                                    |
|----------------------|------------------------------------|
| <b>POST:</b>         | <b>Teaching Assistant: Level 2</b> |
| <b>SALARY RANGE:</b> | <b>Grade 4</b>                     |
| <b>REPORTING TO:</b> | <b>Class Teacher/Head teacher</b>  |

### **Job Purpose**

- ❖ To work under the instruction and guidance of teaching staff and or the SLT
- ❖ To support individuals and all groups of pupils, including ALN and MAT, to enable high quality access to learning.
- ❖ To assist the teacher in the management of pupils within the classroom and beyond.

### **Main Duties**

#### **Support for Pupils**

- ❖ Supervise and provide support for pupils, including those with ALN, Basic or Pre-Basic needs, ensuring their safety and access to learning activities.
- ❖ Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
- ❖ Assist with the learning and development of all pupils, including the implementation of learning, behaviour or care plans – including toileting, feeding and mobility.
- ❖ Following training, administer medication in accordance with the procedures for LA and school policies.
- ❖ Promote the inclusion and acceptance of all pupils.
- ❖ Encourage pupils to interact with the others and engage in activities led by the teacher.
- ❖ Set challenging and demanding expectations and promote self-esteem and independence.
- ❖ Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- ❖ Apply strategies to encourage independence and self-confidence.
- ❖ Provide effective feedback to pupils in relation to programmes and recognise and reward achievement.

#### **Support for Teachers**

- ❖ Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- ❖ Liaise with the teacher to create a purposeful, orderly and supportive learning environment.
- ❖ Liaise with the teacher to share short-term planning and specific learning objectives for: identified groups, individuals, whole class.
- ❖ Monitor pupils' responses to learning activities and undertake pupil record keeping as requested.
- ❖ Establish routines to ensure regular and effective feedback is given to the teacher in respect of pupils' progress towards targets for learning.
- ❖ Apply school policy in relation to the promotion of positive pupil behaviour and attitudes to learning.
- ❖ Administer / invigilate routine tests.
- ❖ Fulfil clerical and administrative tasks as required, e.g. photocopying, displays, collecting money, filing, administer course work, distributing letters to parents.

#### **Support for Curriculum**

- ❖ Undertake structured and agreed learning activities/teaching programmes.
- ❖ Complete training, and deliver programmes linked to local and national learning strategies, e.g. literacy, numeracy, DCF, Early Years, Assessment for Learning.
- ❖ Implement agreed learning activities/teaching programmes as set by the class teacher or ALNCO, adjusting activities according to pupil responses/needs.
- ❖ Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- ❖ Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils' independent use.
- ❖ Undertake programmes linked to local learning strategies, e.g. literacy, numeracy and DCF.

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- ❖ Prepare, maintain and use equipment and resources required to meet the agreed teaching programmes and learning activities.
- ❖ Liaise sensitively and effectively with parents, carers as agreed with the teacher.
- ❖ Participate in meetings with parents and contribute to annual reviews in accordance with school practice.

### **Support for Schools**

- ❖ Be aware of, and comply with, policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- ❖ Contribute to the overall ethos/work/aims of the school, including Welsh language, Welsh culture and multilingualism.
- ❖ Appreciate and support the role of other professionals.
- ❖ Attend and participate in relevant meetings as required.
- ❖ Participate in training and other learning activities and performance development as required.
- ❖ Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- ❖ Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of the teacher.
- ❖ Understand and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Designated Child Protection officer, in line with the whole school policy.

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### **JOB DESCRIPTION for Teaching Assistant: LEVEL 3**

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| POST:         | Teaching Assistant: Level 3 |
| SALARY RANGE: | Grade 5                     |
| REPORTING TO: | Class Teacher/Head teacher  |

#### **Job Purpose**

- ❖ To work under the guidance of teaching/senior staff and within an agreed system of supervision
- ❖ To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- ❖ Staff may supervise whole classes occasionally to maintain good order and to keep pupils on task.

#### **Main Duties**

##### **Support for Pupils**

- ❖ Use specialist (curricular/learning) skills/training/experience to all support pupils including those with ALN, Basic or Pre-Basic needs.
- ❖ Assist with the learning and development of all pupils, including the implementation of learning, behaviour, or care plans – including toileting, feeding and mobility.
- ❖ Establish purposeful working relationships with pupils and high expectations.
- ❖ Promote the inclusion and acceptance of all pupils within the classroom.
- ❖ Attend to pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid, toileting, feeding and mobility (based on detailed discussion and knowledge of the child)
- ❖ Following training, administer medication in accordance with the procedures for LA and school policies.
- ❖ Support pupils consistently while recognising and responding to their individual needs.
- ❖ Encourage pupils to interact and work co-operatively with others.
- ❖ Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- ❖ Provide effective feedback to pupils in relation to programmes and recognise and reward achievement, including behaviour and attendance.

##### **Support for Teachers**

- ❖ Work with the teacher to create a purposeful, orderly and supportive learning environment.
- ❖ Work with the teacher in lesson planning, evaluation and adjusting lessons/work plans, as appropriate.
- ❖ Monitor and evaluate pupils' responses to learning activities through observation and the recording of achievement against pre-determined learning objectives.
- ❖ Fulfil clerical and administrative tasks as required, e.g. photocopying, displays, collecting money, filing, administer course work, distributing letters to parents.
- ❖ Provide the teacher as requested with oral and written feedback on pupils' progress and achievement.
- ❖ As agreed with the teacher, be responsible for keeping and updating records. As requested, contribute to the review of school record-keeping systems.

##### **Support for Curriculum**

- ❖ Implement agreed learning activities and teaching programmes.
- ❖ Implement programmes linked to local learning strategies, e.g. literacy, numeracy, ICT.
- ❖ Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- ❖ Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- ❖ Help pupils to access learning activities through specialist support.
- ❖ Determine the need for, prepare and maintain general and specialist equipment and resources.

**Support for School**

1. Be aware of and comply with policies and procedures relating to inclusion, safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
2. Contribute to the overall ethos/work/aims of the school, including Welsh language, Welsh culture and multilingualism.
3. Establish purposeful relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress for pupils.
4. Attend and participate in regular meetings.
5. Participate in training and other learning activities as required.
6. Recognise own strengths and areas of expertise and use these to advise and support others.
7. Provide appropriate guidance and supervision and assist in the training and development of other support staff, as appropriate.
8. Supervise groups of pupils on visits, trips, and out-of-school activities, as required.
9. Understand and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Designated Child Protection officer, in line with the whole school policy.

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## **JOB DESCRIPTION for HLTA: LEVEL 4**

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| <b>POST:</b>         | <b>Teaching Assistant: Level 4</b> |
| <b>SALARY RANGE:</b> | <b>Grade 6</b>                     |
| <b>REPORTING TO:</b> | <b>Class Teacher/Head teacher</b>  |

### **Job Purpose**

- ❖ To cover whole class provision for PPA and leadership time
- ❖ To plan, deliver, and provide formative and summative feedback
- ❖ To provide high quality written/ verbal feedback to pupils and liaise effectively with class teachers.
- ❖ To register and record student attendance.
- ❖ To liaise with the teacher to plan units of work.
- ❖ To provide or enable pupils to access the necessary resources for their learning.
- ❖ To ensure orderly entrance and exit of classrooms.
- ❖ To create a calm and purposeful environment in which pupils can complete work.
- ❖ To follow school systems and procedures on behaviour management.
- ❖ To manage resources effectively and ensure classrooms are tidy and ready for the next lesson.

### **Main Duties**

#### **Support for Pupils**

- ❖ Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning including those with ALN, Basic or Pre-Basic needs.
- ❖ Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- ❖ Support the development of and delivery of learning, behaviour, or care plans.
- ❖ Promote the inclusion and acceptance of all pupils within the classroom.
- ❖ Support pupils consistently whilst recognising and responding to their individual needs.
- ❖ Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- ❖ Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- ❖ Provide feedback to pupils in relation to progress and achievement.

#### **Support for the Teacher**

- ❖ Organise and manage appropriate learning environment and resources.
- ❖ Within an agreed system of supervision, plan challenging teaching and learning experiences.
- ❖ Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against success criteria.
- ❖ Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- ❖ Record progress and achievement in lessons/activities systematically.
- ❖ Work within the Positive Relationships Policy. Anticipate and manage behaviour constructively, promoting self-control and independence.
- ❖ Assist the role of parents in pupils' learning; contribute to meetings with families to provide constructive feedback on pupil progress or achievement.
- ❖ Administer / invigilate routine tests.

#### **Support for the Curriculum**

- ❖ Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil needs.
- ❖ Deliver local and national learning strategies, and ensure all learning activities support the development of pupils' skills.
- ❖ Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

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- ❖ Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural background.

### **Support for the School**

- ❖ Be aware of and comply with policies and procedures relating to inclusion, safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- ❖ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- ❖ Contribute to the overall ethos/work/aims of the school, including Welsh language, Welsh culture and multilingualism.
- ❖ Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- ❖ Supervise groups of pupils on visits, trips, and out-of-school activities, as required.
- ❖ Understand and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Designated Child Protection Officer, in line with the whole school policy.

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**JOB DESCRIPTION for School Support Officer**

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| <b>POST:</b>         | <b>School Support Officer</b> |
| <b>SALARY RANGE:</b> | <b>Grade 6</b>                |
| <b>REPORTING TO:</b> | <b>Headteacher</b>            |

**Job Purpose**

- ❖ Organise and supervise administrative systems within the school.
- ❖ Have responsibility for the management of the budget and regular audit of resources.
- ❖ Have a lead role in recruitment and associated employment procedures.

**DUTIES**

**Organisation**

- ❖ Take a lead role in planning, development, design, organisation and monitoring of support systems/procedures/policies.
- ❖ Line management responsibilities, where appropriate.
- ❖ Liaise between managers/teaching staff and support staff.
- ❖ Hold meetings with managed staff.
- ❖ Undertake recruitment/induction/appraisal/training/mentoring for staff.

**Administration**

- ❖ Take lead role in the development and maintenance of record/information systems.
- ❖ Provide detailed analysis and evaluation of data and produce detailed reports/information as required.
- ❖ Produce, and respond to, complex correspondence.
- ❖ Provide organisational and complex advisory personal support to staff.
- ❖ Provide organisational and complex advisory support to the Governing Body.
- ❖ Manage complex administrative procedures.
- ❖ Be responsible for completion and submission of complex forms, returns, etc., including those to outside agencies.
- ❖ Manage the administration of Payroll system.

**Resources**

- ❖ Be responsible for the selection and management of resources, including management of a budget and regular audit of resource.
- ❖ Take a lead role in the recruitment of support staff and in managing associated employment procedures.
- ❖ Provide advice and guidance to staff and others on complex issues.
- ❖ Undertake research and obtain information to inform decisions.
- ❖ Take a lead role in procurement and securing sponsorship/funding.
- ❖ Manage service contracts.
- ❖ Manage school licences and insurance.
- ❖ Take a lead role in marketing and promoting the school.
- ❖ Manage facilities, including premises, lettings, and associated income, building and projects, etc.
- ❖ Manage financial administration procedures.
- ❖ Take a lead role in planning, monitoring, and evaluation of budget.
- ❖ Be responsible for the management of expenditure within an agreed budget.
- ❖ Health and Safety management.

**Supervision and management of others**

- ❖ Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- ❖ Be aware of and support differences and ensure equal opportunities for all.
- ❖ Contribute to the overall ethos/work/aims of school.
- ❖ Develop constructive relationships and communicate with other agencies/ professionals.
- ❖ Share expertise and skills with others.
- ❖ Participate in training and other learning activities and performance development as required.
- ❖ Recognise own strengths and areas of expertise and use these to advise and support others.

**General**

- ❖ To observe confidentiality in all aspects of work.
- ❖ To participate in the service area's supervision process and/or Corporate Appraisal process.
- ❖ To demonstrate a willingness to undertake training development and learning opportunities to improve skills.
- ❖ Comply with and support others to observe Health and Safety Act 2009 procedures and processes.
- ❖ To adhere to the terms of the Alternative Working Strategy should the post be eligible.
- ❖ To work within the Councils' policy and procedures in respect of equal opportunity, anti-discriminatory and anti-oppressive practices.
- ❖ To adhere to Data Protection principles whilst undertaking your duties and report data breaches to the data protection team at [dpa@torfaen.gov.uk](mailto:dpa@torfaen.gov.uk)
- ❖ You are responsible for undertaking your duties in a manner which safeguards and promotes the welfare of children, young people and adults at risk. You must bring issues of concern regarding the safety and welfare of children, young people and adults at risk to the attention of the Designated Officer in your Service. You must raise any concern or allegation of abuse and neglect without delay.
- ❖ To accept that this job description may be periodically subject to review.
- ❖ To undertake any other duties and/or times of work as may be reasonably required of you, commensurate with your grade or general level of responsibility within the organisation, at your place of work or based in any other establishment.

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## **JOB DESCRIPTION for Senior Midday Supervisor**

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| <b>POST:</b>         | <b>Senior Midday Supervisor</b> |
| <b>SALARY RANGE:</b> | <b>Grade 3</b>                  |
| <b>REPORTING TO:</b> | <b>Head teacher</b>             |

### **Job Purpose**

- ❖ Effectively manage the Midday Supervisor (MDS) team to ensure the safety and wellbeing of all learners during the lunchtime session.
- ❖ Liaise effectively with the kitchen staff, and ensure the dining hall is well organised, orderly, calm and clean.

### **General Duties**

- ❖ Ensure you and all MDSs are at designated areas, or classroom doors in time to receive pupils from staff at end of morning session.
- ❖ Ensure you and all MDSs understand their responsibility for the safety and wellbeing of all pupils in designated area throughout lunchtime.
- ❖ Ensure you and all MDSs record pupil incidents/accidents and inform staff accurately and promptly.
- ❖ Ensure you and all MDSs understand and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Designated Child Protection Officer, in line with the whole school policy.

### **Supervising Staff**

- ❖ Organise the work of midday supervisors and deploying the team to meet lunchtime need.
- ❖ Ensure all MDSs participate in and use new skills from training and other learning activities as required.

### **Supervising Meals**

Ensure all Midday Supervisors:

- ❖ organise pupils to enter and leave the dining hall calmly and safely.
- ❖ assist with seating and the delivery of meals.
- ❖ organise sandwich pupils effectively.
- ❖ encourage proper use of cutlery, common courtesies and etiquette.
- ❖ encourage pupils to try food but not to force.
- ❖ help in cutting up food if necessary.
- ❖ remove food waste and clean areas effectively and promptly at the end of each sitting
- ❖ mop up spillages as required.

### **Playground**

Ensure all Midday Supervisors:

- ❖ are on the yard to receive children.
- ❖ effectively 'patrol' the playground. MDSs must not watch from one standing position.
- ❖ must check toilet area occasionally.
- ❖ deal with disturbances/problems.
- ❖ report more serious difficulties to SLT, deputy, or headteacher.
- ❖ encourage pupils to wear coats when the weather is cold.
- ❖ remain with pupils at end of lunchtime until teachers arrives to supervise.

### **First Aid**

Ensure all Midday Supervisors:

- ❖ administer aid for cuts, scratches, or refer immediately to designated first aider.
- ❖ log accidents in accident book. Ensure the teacher is informed and the pupil has a slip for home.
- ❖ clean up children who have been sick and treat the spoiled area.
- ❖ inform the designated first aider when first aid stocks need to be replenished.

### **Wet Dinner Times**

Ensure all Midday Supervisors:

- ❖ supervise classrooms vigilantly and check toilet area occasionally.
- ❖ support the provision of activities for pupils and engage positively and proactively.
- ❖ settle the pupils at the end of lunchtime including the putting away of resources.
- ❖ remain in area until teacher arrives.

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### **JOB DESCRIPTION for Midday Supervisor**

|               |                                 |
|---------------|---------------------------------|
| POST:         | <b>Midday Supervisor</b>        |
| SALARY RANGE: | <b>Grade 2</b>                  |
| REPORTING TO: | <b>Senior Midday Supervisor</b> |

#### **Job Purpose**

- ❖ Ensure the safety and wellbeing of all learners during the lunchtime session.
- ❖ Support the kitchen staff, and ensure the dining hall is well organised, orderly, calm and clean.

#### **General Duties**

- ❖ Ensure you are at designated areas, or classroom doors in time to receive pupils from staff at end of morning session.
- ❖ Ensure you understand your responsibility for the safety and wellbeing of all pupils in designated area throughout lunchtime.
- ❖ Ensure you record pupil incidents/accidents and inform staff accurately and promptly.
- ❖ Ensure you understand and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Designated Child Protection Officer, in line with the whole school policy.

#### **Supervising Meals**

- ❖ Ensure you organise pupils to enter and leave the dining hall calmly and safely.
- ❖ Ensure you assist with seating and the delivery of meals.
- ❖ Ensure you organise sandwich pupils effectively.
- ❖ Ensure you encourage proper use of cutlery, common courtesies, and etiquette.
- ❖ Ensure you encourage pupils to try food but not to force.
- ❖ Ensure you help in cutting up food if necessary.
- ❖ Ensure you remove food waste and clean areas effectively and promptly at the end of each sitting
- ❖ Ensure you mop up spillages as required.

#### **Playground**

- ❖ Ensure you are on the yard to receive children.
- ❖ Ensure you effectively 'patrol' the playground. MDSs must not watch from one standing position.
- ❖ Ensure you check toilet area occasionally.
- ❖ Ensure you deal with disturbances/problems.
- ❖ Ensure you report more serious difficulties to SLT, deputy, or headteacher.
- ❖ Ensure you encourage pupils to wear coats when the weather is cold
- ❖ Ensure you remain with pupils at end of lunchtime until teachers arrives to supervise

#### **First Aid**

- ❖ Ensure you administer aid for cuts, scratches, or refer immediately to designated first aider.
- ❖ Ensure you log accidents in accident book. Ensure the teacher is informed and the pupil has a slip for home.
- ❖ Ensure you clean up children who have been sick and treat the spoiled area.
- ❖ Ensure you inform the designated first aider when first aid stocks need to be replenished.

#### **Wet Dinner Times**

- ❖ Ensure you supervise classrooms vigilantly and check toilet area occasionally.
- ❖ Ensure you support the provision of activities for pupils and engage positively and proactively.
- ❖ Ensure you settle the pupils at the end of lunchtime including the putting away of resources.
- ❖ Ensure you remain in area until teacher arrives.

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**JOB DESCRIPTION for Caretaker**

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| POST:         | <b>Caretaker</b>   |
| SALARY RANGE: | <b>Grade 4</b>     |
| REPORTING TO: | <b>Headteacher</b> |

**Job Purpose**

- ❖ To ensure that the establishment where employed is opened and closed at the designated times, in the approved conditions for occupancy and all other associated duties.

**Main Duties**

**Security**

- ❖ Attend to the opening and closing of the premises at designated times and to be responsible for general security at all times in connection to this - the caretakers may be called out in unsociable hours or at weekends to deal with security problems, make emergency repairs or allow access for emergency repairs.
- ❖ To carry out prescribed security duties for the establishment and grounds, to take all reasonable and practical steps to prevent trespass and unauthorised parking of vehicles.
- ❖ In consultation with the Headteacher, to nominate a key holder during the Caretaker's absence.

**Boiler Duties/Energy Conservation**

- ❖ To oversee, as set out in the energy conservation instructions, the efficient working of heating plant and lighting, monitor fuel consumption and re-order when necessary. Keep required records and maintain specified standards of performance.
- ❖ To read meters as required and maintain approved records including any concerned with energy and water conservation matters. To be aware of the location of all stop cocks, fire points and power services.

**General Duties**

- ❖ To receive and check all goods (except for contractors' goods) and supplies (including fuel) and to distribute them as necessary.
- ❖ To provide a portorage service on site as necessary
- ❖ To clean and to be responsible for the removal of litter from paths, drives and other hard surfaces, including covered play areas and all other areas within the establishment's boundaries, including grass areas and flower beds. To keep hard surface areas free from moss or weeds. To clear gullies, grates, drains etc., and to wash defaced walls, signs, etc.
- ❖ To direct and supervise staff as required.
- ❖ To report to the Headteacher affecting the health and safety of persons on the site and, when possible, make safe and isolate hazards.
- ❖ To have knowledge of and comply with the schools safeguarding procedures to ensure no unauthorised visitors enter the school's premises and report any safeguarding issues to the Child Protection officer, in line with the whole school policy.
- ❖ To carry out handyperson's duties, examples of which are categorised below.

**Category 1: Items requiring a limited skill**

- ❖ Replacement of toilet flush chains
- ❖ Replacement of sink and basin plugs and chains
- ❖ Fixing of loose woodscrews in furniture and fittings but not to the structure of the building
- ❖ Refixing door handles but not their replacement
- ❖ Replacing curtain tracks or blind brackets to internal windows.
- ❖ Replace/repair ceiling tiles in suspended grills up to a height of 11 feet, but not repairs to ceiling grills
- ❖ Replacement of fluorescent tube 'starters' and fluorescent tubes up to a height of 11 feet

**Category 2: Items requiring training and subsequent skills**

- ❖ The repair and replacement of toilet seats to the standard defined by the Building and Works Department
- ❖ Replacement of tap washers to ½ inch size only
- ❖ Refixing of door/window heads. Replacements should be correctly sized, bedded, and fixed.
- ❖ Provision or repair to door/floor, stops/cabin hooks.

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- ❖ Repairs to cupboards hinges, handles, or locks.
- ❖ Immediate single coat patch painting to an area not exceeding two square metres to surfaces such as defaced walls/doors or to new timber.
- ❖ To keep paths, access points and entrances free of snow and ice to ensure safe passage.
- ❖ Periodically, to clean lamp shades and light diffusers taking account of instructions given on cleaning at heights.
- ❖ To carry out such reasonable duties as instructed by the Headteacher, or their delegated Officers in support of the function of the establishment.
- ❖ To maintain a site diary.
- ❖ The reporting of defects on buildings, furniture, fittings, and plant as required by regulations or the instructions of the Head.
- ❖ The replenishment of soap, towels, dispensers, and toilet paper at all lavatories on site, as necessary
- ❖ To ensure that all refuse is disposed of to a designated point.
- ❖ To carry out periodic cleaning of all internal surfaces above a height of 11 feet from floor level and all external glass.
- ❖ To undertake the periodic cleaning of all internal glass above a height of 11 feet from the ground floor level and all external glass.

### Caretaker's Cleaning

- ❖ To undertake the cleaning of an area of the school premises in accordance with the Provincial Council's agreement listed below or as determined by the Council from time to time and supervision of cleaning staff except contractors' staff.

### Where contract work is carried out:

- ❖ To monitor, as required by the Head of Establishment/client Department, the performance of the Contractor.
- ❖ Making known to the Contractor's Site Supervisor deficiencies in any of the services.
- ❖ Providing access to the premises to the Contractor's workforce within approved times.
- ❖ Emergency cleaning in areas as directed by the Premises Manager.

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| Head signature:  | Date agreed: |
| Staff signature: | Date agreed: |

**Policies and Protocol**  
[www.griffithstown-primary.co.uk](http://www.griffithstown-primary.co.uk)



Welcome to Griffithstown Primary School, whether you are a new or existing member of our team. To ensure that you understand our shared expectations, you must have a working knowledge of the school's policies and procedures.

Visit the 'Policies' page on the school website:  
[Policies | Griffithstown Primary School, Pontypool, Torfaen](#)