

Job Description

POST: Midday Supervisor

RESPONSIBLE TO: Headteacher

SALARY: Scale Point 3, £2904.69 per annum, (£24,796.00 FTE)

LOCATION: Woodloes Primary School

WORKING PATTERN: Monday to Friday from 12.00p to 13.00pm (Term time +1 week)

DISCLOSURE LEVEL: Enhanced DBS Check with Barring

KEY RELATIONSHIPS: Headteacher, Deputy Headteacher, Teachers and other support staff and Pupils

RESPONSIBLE FOR: Supervision and ensuring the safety and well-being of pupils during the lunchtime period. Working under the general direction of the Senior MDS or other designated person in charge.

Responsibility for others: The post has some impact on the well-being of individuals or groups (ie physical, mental, social, health and safety).

Responsibility for staff: The post has limited (or no) direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: The post has limited (or no) direct responsibility for financial resources other than occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has limited (or no) direct responsibility for physical resources, other than the handling and careful use of equipment.

MAIN PURPOSE: Supervision and ensuring the safety and well-being of pupils during the lunchtime period. Working under the general direction of the Senior MDS or other designated person in charge.

SPECIFIC RESPONSIBILITIES:

- Supervise toileting and washroom activity
- Escort children to and from dining room
- Supervise collection of meals and assist with use of cutlery
- Assist pupils when returning used plates, trays, cutlery, glasses/beakers and clearing tables
- Supervise pupils eating food brought from home and ensure packed lunch equipment is cleared away
- Supervise classroom and outside activities, encouraging inclusion
Ensure orderly return to classroom
- Attend to minor accidents or to pupils who become ill

- Report to First Aiders if accident occurs or if pupil falls ill
- Monitor pupil behaviour, intervening as necessary in accordance with behaviour policy
- Report to Class Teachers or SLT any breaches of school rules

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty –

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications		
Experience, Skills and knowledge	• Literacy skills to be able to understand school policies and complete accident/behaviour logs book • Be able to understand, comply and work within policies: eg. school behaviour policy, child protection policy, health and safety, confidentiality and other school rules • Be aware of cultural differences and individual learning needs.	

Personal Qualities	• Adaptable to change/ embraces and welcomes change • Act with pace and urgency being energetic, enthusiastic and decisive Communicates effectively • Ability to learn from experiences and challenges • Develop good relationships with others by behaving with integrity, treating people with respect and leading by example • Supportive and caring • Takes responsibility and accountability • Patient and an excellent listener • Calm, especially in challenging situations • Demonstrates a positive and 'can-do' attitude including suggesting solutions, participating in professional conversations, encouraging others • Confidentiality • Flexibility, creativity, passionate and energetic • Emotionally resilient • Commitment to continuous professional growth • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect • Open, honest and an active listener • Committed to the needs of the pupils, parents and other stakeholders	
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Other	• Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people	
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