**St Chad’s Catholic Primary School**

**Job Description**

**Job Title:** Midday meals supervisor

**Scale point:** 11

**Hours:** 6.25 hours per week, 12pm -1.15 pm Monday to Friday term time only

**Main purpose of the job**

To ensure there is a secure and welcoming facility to support, motivate and supervise pupils at lunchtime.

**Summary of the main responsibilities**

* Support pupils in meal arrangements.
* Ensure that the pupils move through school quietly and behave in an orderly way in the dining hall.
* Ensure that pupils eat their meal in a socially acceptable way – talking quietly to pupils either side of them.
* Encourage pupils to be independent in clearing away after a meal.
* Supporting pupils play and social skills
* Establish constructive relationships with pupils and interact with them according to individual needs. Promote the inclusion and acceptance of all pupils.
* Administering basic first aid
* Undertaking training to support the job, possibly outside of usual working day.
* To follow all school policies eg equal opportunities, health and safety, safeguarding, confidentiality etc. when undertaking the job.

**Midday Meals Supervisor**

**Person Specification**

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| Job Related knowledge/aptitude/skills | |
| **Experience** |  |
| Experience of working with children at lunch times in a school setting | Desirable |
| Working with or caring for pupils of relevant age | Essential |
| **Skills and Abilities** |  |
| Good numeracy / literacy skills and communication skills. | Essential |
| Confidence in dealing with young people, maintaining discipline and motivation. | Essential |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | Essential |
| Ability to relate well to pupils and adults. | Essential |
| Work constructively as part of a team, understanding roles and responsibilities and your own position within these | Essential |
| Displays commitment to the protection and safeguarding of children and young people | Essential |
| **Essential Knowledge** |  |
| Understanding of relevant polices/codes of practice and awareness of relevant legislation. | Essential |
| Commitment to and understanding of Equal Opportunities. | Essential |
| Basic understanding of child development and learning. | Desirable |