



<b>Title of Post:</b>	Midday Assistant
<b>Responsible to:</b>	Headteacher/Deputy Headteacher
<b>Liaison with:</b>	Senior Midday Assistant Headteacher Deputy Headteacher All Teaching Staff Catering and Caretaking Staff
<b>Responsible for:</b>	Pupils

<b>Job Purpose:</b>	Acting as part of a team, to take care and control of all the children on the school premises during the midday break between the morning and afternoon teaching sessions
<b>Duties:</b>	<ul style="list-style-type: none"> <li>To maintain the safety, welfare, and good conduct of the pupils during the midday break</li> <li>To fully engage with new initiatives and strategies which the school undertakes to support pupil behaviour, wellbeing, and safety.</li> <li>To assist children in selecting their meal and sitting in an appropriate place in the dining hall</li> <li>To assist children with eating their meal if applicable</li> <li>To assist with the serving of food in the event of the staffing rota changing</li> <li>To encourage children to be independent</li> <li>To clear tables when meals are finished and clear up any associated spillages</li> <li>To enforce the necessary sanctions for maintaining good order</li> <li>To administer basic first aid as required</li> <li>To keep daily records of first aid administered, behaviour and sanctions employed, together with any other relevant records that may be needed</li> <li>To provide pastoral care, guidance, and routine advice to pupils as appropriate</li> <li>To lead activities with the children and to help them organise and use the lunchtime equipment sensibly and safely</li> <li>To alert Senior Midday Assistant and/or the Headteacher and/or Deputy Headteacher of any concerns regarding an individual child or group of children</li> </ul>
<b>General:</b>	<ul style="list-style-type: none"> <li>To respect the role of others in school and support lunchtime colleagues with their role as appropriate</li> <li>To follow an agreed timetable of organisation at lunchtime and recognise that this may require change or degree of flexibility</li> <li>To attend relevant training and meetings as required</li> <li>To always respect confidentiality</li> <li>To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with Headteacher/Deputy Headteacher or line manager</li> <li>To understand and apply school policies in relation to health and safety, welfare, and behaviour of pupils</li> <li>To be aware of the schools 'Children's Charter'</li> </ul>



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|  | <ul style="list-style-type: none"><li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li><li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li><li>• The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment</li><li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with their line manager</li><li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li><li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment</li><li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy</li><li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li></ul> |
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The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills, and grade.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder

**PERSON SPECIFICATION**

**Midday Assistant**

	<b>Detail</b>	<b>Examples</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	<ul style="list-style-type: none"> <li>Working with or caring for children</li> <li>Completion of DCSF Induction programme</li> </ul>
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> <li>Knowledge of First Aid</li> <li>General understanding of the operation of a school</li> <li>Ability to maintain a high standard of personal and general cleanliness and hygiene</li> <li>Ensure that Health and Safety regulations are observed in working practices</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Basic reading and writing skills</li> </ul>
	Numeracy	<ul style="list-style-type: none"> <li>Ability to count and undertake basic calculations</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>Ability to use basic equipment e.g., photocopier</li> </ul>
<b>Communication</b>	Written	<ul style="list-style-type: none"> <li>Ability to complete basic forms</li> </ul>
	Verbal	<ul style="list-style-type: none"> <li>Ability to exchange verbal information clearly with children and adults</li> </ul>
	Languages	<ul style="list-style-type: none"> <li>Seek support to overcome communication barriers with children and adults</li> </ul>
	Negotiating	<ul style="list-style-type: none"> <li>Consult with children and other adults</li> </ul>
<b>Working with children</b>	Behaviour Management	<ul style="list-style-type: none"> <li>Understand and implement the school's behaviour management policy</li> </ul>
	SEN	<ul style="list-style-type: none"> <li>Understand and support the differences in children and adults and respond appropriately</li> </ul>
	Curriculum	<ul style="list-style-type: none"> <li>Understanding of games and activities which support learning</li> </ul>
	Child Development	<ul style="list-style-type: none"> <li>Understanding of the way in which games and activities can help children develop</li> </ul>
	Health & well being	<ul style="list-style-type: none"> <li>Understand the importance of physical and emotional wellbeing</li> </ul>
<b>Working with others</b>	Working with partners	<ul style="list-style-type: none"> <li>Understand the role of others working in the school</li> </ul>
	Relationships	<ul style="list-style-type: none"> <li>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> </ul>
	Teamwork	<ul style="list-style-type: none"> <li>Ability to work effectively with others in the school</li> </ul>
	Information	<ul style="list-style-type: none"> <li>Ability to provide timely and accurate information, as required</li> </ul>
<b>Responsibilities</b>	Organisational skills	<ul style="list-style-type: none"> <li>Good organisational skills</li> </ul>
	Line Management	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	Time Management	<ul style="list-style-type: none"> <li>Ability to manage own time effectively</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>Ability to follow instructions</li> </ul>
<b>General</b>	Equalities	<ul style="list-style-type: none"> <li>Committed to equality and diversity</li> </ul>
	Health & Safety	<ul style="list-style-type: none"> <li>Basic understanding of Health &amp; Safety</li> </ul>
	Child Protection	<ul style="list-style-type: none"> <li>Committed to safeguarding and promoting the welfare of children and young people</li> </ul>
	Confidentiality/Data Protection	<ul style="list-style-type: none"> <li>Compliance to Data Protection Act 2018 and GDPR principles/ requirements</li> </ul>



	CPD	<ul style="list-style-type: none"><li>• Commitment to own continuous personal and professional development</li></ul>
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April 25