

Job Description

Mealtime Supervisor

RESPONSIBLE TO: Operations Facilities Manager

SALARY: Grade 2 - NJSP 1-3

LOCATION: The Wilnecote School

WORKING PATTERN: Term Time Only

DISCLOSURE LEVEL: Enhanced DBS

RESPONSIBLE FOR: To work under the direction and instruction of senior staff to provide the care of students during the school meal breaks.

SPECIFIC RESPONSIBILITIES

Supervision of Students

- Supervision of queues waiting to enter the canteen/eating areas
- Supervision of students before, during and after the lunch break, including the supervising of students to clear uneaten food or wrappings to the relevant rubbish bins
- Supervision of students bringing sandwiches - to oversee that the debris left by students with packed lunches is removed/cleaned.
- Summoning help, where necessary, in case of injury or illness and providing basic first aid for minor injuries.

Support to Students

- Patrolling the school site and “out of bounds” areas regularly.
- Responding appropriately to inappropriate behaviours encountered, e.g. smoking, antisocial behaviour

Resources

- Responsibility for ensuring that the dining room equipment is hygienically maintained.
- Setting up and clearing away dining room equipment such as chairs and tables.
- Help to maintain a safe working environment for students and staff by continuously monitoring dining and general circulation areas for food/drink spillages and taking prompt and effective action to deal with any such hazards in accordance with local procedures.

Support to School (this list is not exhaustive)

- Promote and safeguard the welfare of students and young persons you are responsible for or come into contact with.
- Be aware of and comply with 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, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- 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 student needs as appropriate during the working hours.

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.

	Criteria
Experience, Skills and knowledge	<ul style="list-style-type: none"> ▪ Working with or experience of children/young adults is desirable but not essential ▪ Has excellent communication and interpersonal skills, and is able to develop and maintain good relationships with colleagues and students ▪ Able to work in an organised and methodical way and have excellent coordination skills ▪ Calmness to deal with a range of people ▪ Able to work under pressure ▪ Ability to work constructively as part of a team ▪ Ability to work within established procedures but without close supervision, responding to varied problems and developing solutions.
Personal Qualities	<ul style="list-style-type: none"> ▪ Ability to relate well to children, young adults and adults ▪ Friendly yet professional and respectful approach which demonstrates support and shows mutual respect ▪ Hardworking and a positive attitude to change ▪ Open, honest and an active listener ▪ Reliable, trustworthy and punctual ▪ Acts with pace and urgency being energetic, enthusiastic and decisive ▪ Commitment to own development with a willingness to attend training sessions, meetings and keep up to date with all professional developments
Other	<ul style="list-style-type: none"> ▪ 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 ▪ Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline ▪ Have a willingness to demonstrate commitment to the values and behaviours which flow from CAT ethos.

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