

	School Meals Supervisory Assistant Job Description and Person Specification	
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Post Title:	School Meals Supervisory Assistant
Responsible to:	SMSA
Responsible for:	Supporting pupils in improving their social skills through good behaviour and play
Grade	5 hours per week, term-time only Band C, point 3, full time equivalent salary £18,065 (£9.36 per hour)

Main Purpose of Job

To support pupils in improving their social skills through good behaviour and play.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L=Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	To encourage pupils to queue in a safe and appropriate manner when collecting food, moving round the dining room with food and while eating food;	✓	✓	✓
1.2	To ensure health and safety regulations are followed by making pupils aware of spilt food and drink and ensuring the cleaning of appropriate areas is completed with immediate effect.	✓	✓	✓
1.3	To administer basic emergency first aid to pupils as needed and to ensure relevant paperwork is completed and staff informed.	✓		✓
1.4	To encourage safe play	✓	✓	✓
1.5	To support pupils with educational activities	✓	✓	✓
1.6	To make pupils aware of dangers especially during inclement weather	✓	✓	✓
1.7	To ensure pupils do not leave the school grounds without permission	✓	✓	✓
1.8	To support the safety of pupils by challenging any unknown visitors who may enter the school grounds	✓		✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification
Post: School Meals Supervisory Assistant

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment
1	Qualifications and Experience			
1.1	NVQ Level 2 for Teaching Assistants or equivalent qualifications or experience		✓	CQ
1.2	GCSE Grade C or above Maths and English		✓	CQ
1.3	Emergency first aid training		✓	CQ
1.4	Professional development in Maths and English		✓	AF, I
1.5	Experience in developing and implementing IEPs and care plans		✓	AF, I
2	Support for Duties			
2.1	Provide general support for the children <ul style="list-style-type: none"> • To encourage pupils to queue in a safe and appropriate manner when collecting food, moving round the dining room with food and while eating food; • To ensure health and safety regulations are followed by making pupils aware of spilt food and drink and ensuring the cleaning of appropriate areas is completed with immediate effect; • To encourage safe play; • To support pupils with educational activities; • To make pupils aware of dangers especially when inclement weather; • To ensure pupils do not leave the school grounds without permission; 	✓		R, I
2.2	Be aware of policies and procedures relating to child protection and relevant legislation.	✓		R, I
2.3	Have awareness of and be supportive of equal opportunities	✓		R, I
2.4	Establish and maintain constructive relationships with parents/carers	✓		I, R
2.5	A good team player	✓		I, R
2.6	Goes over and above the expectations of the role	✓		I, R
2.7	Understanding of principals of child development and learning processes	✓		I, R
3	Personal Qualities			
3.1	Conscientious, honest and reliable	✓		I, R
3.2	Able to make carefully considered decisions	✓		I, R
3.3	Ability to work on own initiative	✓		R
3.4	Ability to communicate with a range of adults and pupils	✓		I, R

3.5	A commitment to self-improvement	✓		AF, I
3.6	Capacity to motivate, inspire and challenge young people	✓		I, R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils	✓		I, R
3.8	Inclusive	✓		AF, I, R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general	✓		I
3.10	Ability to identify risks within personal objectives	✓		AF, I
3.11	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	✓		I
4	Mandatory Requirements			
4.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓		C
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓		AF
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓		AF
5	Physical Requirements			
5.1	Health and physical capacity for the role.	✓		I, R
5.2	A good attendance record in current employment, (not including absences resulting from disability)	✓		I, R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

6	Effective Behaviours	Method of Assessment
6.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
6.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
6.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
6.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
6.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
6.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
6.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
6.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
6.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.