

Professional Standards for Midday Supervisors at

New Ash Green Primary School

**NAME:**

**Midday Supervisors at New Ash Green Primary School**

At New Ash Green Primary School, we are committed to creating a learning community in which children are perseverant, resilient and risk takers who take responsibility for their learning and develop their critical, creative and social abilities fully.

We believe that children learn best when learning is: exciting, challenging, creative, collaborative, practical, reflective, and meaningful. Learning inspires children to ask questions and to wonder. It provides them with memorable experiences. It develops in them with the skills of communication, collaboration, critical thinking, social responsibility, problem solving and reflection. Our school has the highest of expectations of our learners and builds on experiences and always be purposeful and relevant.

In partnership with parents, carers and the wider community, we aim to achieve this vision and to deliver the very best education for our children.

Midday Supervisors at New Ash Green Primary School will:

* embed a shared understanding of expectations ensuring consistency across the school.
* promote the values of the school.

**Our school’s values are:**

* **Be curious**
* **Have a go**
* **Concentrate**
* **Be co- operative**
* **Use your imagination**
* **Don’t give up**
* **Enjoy learning**
* **Keep improving**

**The British Values underpin the school ethos and learning powers. These should be on display in all classrooms and taught throughout all lessons, on the playground and at lunchtimes:**

1. **Democracy**
2. **The rule of law**
3. **Individual liberty and mutual respect**
4. **Tolerance of those of different beliefs and religion.**

**Professional standards for a Midday Supervisor at New Ash Green Primary School**

* A midday supervisor is key to ensuring the pupils during a lunch service are in the right place at the right time, are fed in a friendly and safe environment and get the best out of their breaks.
* Midday supervisors are often engaged in a variety of roles within the school outside of the lunch break and can provide an excellent link between the catering team and wider school. In the dining room they ensure the friendly, effective and efficient service of lunch and outside of the dining area may control games areas, playgrounds or other activities.
* The midday supervisor may rotate around these different tasks over each lunch service, or on a daily or weekly basis. They provide the structure for the lunch break and food service and building a good rapport with the catering team, pupils and teaching staff is essential to a great operation.
* The midday supervisor will bring the culture desired by the senior leadership team into the dining room and can make the lunch experience enjoyable and structured, enabling play time, facilitating food service, and building social skills of the pupils.

|  | **Knowledge  (know it)** | **Skills  (show it)** | **Behaviours  (live it)** |
| --- | --- | --- | --- |
| **Encourage behaviours and manage activities of pupils** | Know how to lay out the dining area  and equipment to make the best use  of the space and run the best meal  service  Know the signs to look for in pupils  to recognise when extra help may be  required  Know safe and acceptable methods  for controlling behaviour of pupils in line with school policies and  procedures  Know how to engage pupils to  promote and encourage good  behaviour, inclusion and participation | Work with the catering team to  ensure the dining room is ready for  the pupils when they arrive  Work with catering and school team  members to identify pupils who may  need extra help during the meal or  during activities  Identify and reward good behaviour  and address bad behaviour in  accordance with the school’s  policies and procedures  Develop a good rapport with pupils  at meal time and during activities to  ensure all feel valued and included | Make the dining room attractive  within the limits of the school and  facilities  Anticipate and respond to individual  pupils, changing approach as required  for each pupil, using the support of  team members when needed  Positively encourage good behaviours, provide a fair and  tolerant midday service where pupils  understand the rules and follow them  See the dining experience through  the eyes of the child and build a  rapport with pupils so they trust and  respect midday supervisors and the  catering team |
| **Safeguarding and confidentiality** | Know the types of sensitive data that  may be required in the catering  operation for pupils in the dining  area and how this must be used and  stored in adherence to data protection  Know the organisation’s  safeguarding policy and procedures  Know what to look for to identify  potential safeguarding situations | Receive, store and use confidential  data relating to pupils within own  area of responsibility.  Watch for indications of potential  safeguarding issues and report  immediately in line with organisational policies and  procedures | Take a proactive approach to  safeguarding, ensuring effective on  going communication with relevant  parties to ensure the safety and  welfare of pupils |
| **Nutrition and allergens** | Understand what constitutes a  healthy balanced meal in line with  the food based standards and  guidance and why these are important  Know common food allergens and  how the school and school caterers  manage them, including | Encourage pupils to choose and eat  a balanced meal, explaining to them  how and why different foods are  good for them  Identify allergens in school food,  communicate with school caterers  and ensure pupils with allergies eat  accordingly | Know what food is on offer, what it  contains, manage pupils’ choices to  ensure they get a balanced meal and  help pupils learn about why it is  important |
| **First aid** | Know what to do if first aid or medical assistance is needed | Deal with medical incidents  efficiently and considerately in line  with policies and procedures | Show empathy when dealing with  first aid issues |
| **Health, safety and hygiene** | Know how to work with the catering  team organise the dining room  service in the quickest and safest  way  Know the requirements for daily health and safety checks of the  dining area, equipment, heating and lighting  Identify the personal hygiene standards, food safety practices and procedures required and understand  the importance of following them | Guide the pupils through each stage  of the meal service in a fast and safe  way, assisting when needed  Check the dining area to make sure it  is safe, dealing with any hazards that  are found, encourage safe behaviour  from pupils  Maintain a clean and hygienic dining  room environment at all times,  dealing with hazards as they occur  and ensuring food safety procedures  are followed at all time | Work with pupils to give them a  positive, efficient and safe meal  service  Lead by example showing pupils  how to be healthy and safe  Have high personal hygiene standards and demonstrate a clean work area ethic at all times |
| **Teamwork and cultures** | Know and understand how to  communicate with pupils, catering  team members, school staff and  other stakeholders  Understand the principles of team  work and how own role fits into the  catering and school team structures  to achieve aims and objectives  Recognise where conflict exists and  understand how it can be prevented  and resolved | Use different types of communication  depending on the situation and who you are communicating with to ensure the  message is transmitted correctly  Work consistently with catering team  and school staff to ensure the whole  school approach to school catering  Identify conflicts and  misunderstandings quickly and work  on a solution that avoids disruption  to the organisation | Tailor communication individually to  each person, whether they are a  pupil, team member or other stakeholder  Encourage good team work with  colleagues, improving working  relationships whenever possible and becoming the bridge between the  school, pupils and catering teams  Be able to step back and consider  where conflicts and  misunderstandings have started and  the best way to deal with them based  on the people involved |

**Personal and professional conduct**

**Midday Supervisors should uphold public trust in the education profession by:**

1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
3. **Having regard for the need to safeguard pupil’s well-being** by following relevant statutory guidance along with school policies and practice.
4. **Upholding values consistent with those required from Midday Supervisors** by respecting individual differences and cultural diversity.
5. **Committing to improve their own practice** through self-evaluation and awareness.

Signed ­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_