

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)** |
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| **Encourage behaviours and manage activities of pupils** | Know how to lay out the dining areaand equipment to make the best useof the space and run the best mealserviceKnow the signs to look for in pupilsto recognise when extra help may berequiredKnow safe and acceptable methodsfor controlling behaviour of pupils in line with school policies andproceduresKnow how to engage pupils topromote and encourage goodbehaviour, inclusion and participation | Work with the catering team toensure the dining room is ready forthe pupils when they arriveWork with catering and school teammembers to identify pupils who mayneed extra help during the meal orduring activitiesIdentify and reward good behaviourand address bad behaviour inaccordance with the school’spolicies and proceduresDevelop a good rapport with pupilsat meal time and during activities toensure all feel valued and included | Make the dining room attractivewithin the limits of the school andfacilitiesAnticipate and respond to individualpupils, changing approach as requiredfor each pupil, using the support ofteam members when neededPositively encourage good behaviours, provide a fair andtolerant midday service where pupilsunderstand the rules and follow themSee the dining experience throughthe eyes of the child and build arapport with pupils so they trust andrespect midday supervisors and thecatering team |
| **Safeguarding and confidentiality** | Know the types of sensitive data thatmay be required in the cateringoperation for pupils in the diningarea and how this must be used andstored in adherence to data protectionKnow the organisation’ssafeguarding policy and proceduresKnow what to look for to identifypotential safeguarding situations | Receive, store and use confidentialdata relating to pupils within ownarea of responsibility.Watch for indications of potentialsafeguarding issues and reportimmediately in line with organisational policies andprocedures | Take a proactive approach tosafeguarding, ensuring effective ongoing communication with relevantparties to ensure the safety andwelfare of pupils |
| **Nutrition and allergens** | Understand what constitutes ahealthy balanced meal in line withthe food based standards andguidance and why these are importantKnow common food allergens andhow the school and school caterersmanage them, including | Encourage pupils to choose and eata balanced meal, explaining to themhow and why different foods aregood for themIdentify allergens in school food,communicate with school caterersand ensure pupils with allergies eataccordingly | Know what food is on offer, what itcontains, manage pupils’ choices toensure they get a balanced meal andhelp pupils learn about why it isimportant |
| **First aid** | Know what to do if first aid or medical assistance is needed | Deal with medical incidentsefficiently and considerately in linewith policies and procedures | Show empathy when dealing withfirst aid issues |
| **Health, safety and hygiene** | Know how to work with the cateringteam organise the dining roomservice in the quickest and safestwayKnow the requirements for daily health and safety checks of thedining area, equipment, heating and lightingIdentify the personal hygiene standards, food safety practices and procedures required and understandthe importance of following them | Guide the pupils through each stageof the meal service in a fast and safeway, assisting when neededCheck the dining area to make sure itis safe, dealing with any hazards thatare found, encourage safe behaviourfrom pupilsMaintain a clean and hygienic diningroom environment at all times,dealing with hazards as they occurand ensuring food safety proceduresare followed at all time | Work with pupils to give them apositive, efficient and safe mealserviceLead by example showing pupilshow to be healthy and safeHave high personal hygiene standards and demonstrate a clean work area ethic at all times |
| **Teamwork and cultures** | Know and understand how tocommunicate with pupils, cateringteam members, school staff andother stakeholdersUnderstand the principles of teamwork and how own role fits into thecatering and school team structuresto achieve aims and objectivesRecognise where conflict exists andunderstand how it can be preventedand resolved | Use different types of communicationdepending on the situation and who you are communicating with to ensure themessage is transmitted correctlyWork consistently with catering teamand school staff to ensure the wholeschool approach to school cateringIdentify conflicts andmisunderstandings quickly and workon a solution that avoids disruptionto the organisation | Tailor communication individually toeach person, whether they are apupil, team member or other stakeholderEncourage good team work withcolleagues, improving workingrelationships whenever possible and becoming the bridge between theschool, pupils and catering teamsBe able to step back and considerwhere conflicts andmisunderstandings have started andthe best way to deal with them basedon 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_