



# **Midday care assistant**

## Job pack

Headteacher: Mrs Lisa Munro

THE WOODLANDS SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

<b>Role</b>	Midday Care Assistant
<b>Grade</b>	B
<b>REPORTS TO:</b>	Pastoral Deputy Headteacher Head/Lead TA
<b>1. MAIN PURPOSE OF JOB</b>	<ul style="list-style-type: none"> <li>• To care for pupils during the lunchtime period, helping them to prepare for mealtime, access a suitable meal and clean up afterwards.</li> <li>• To supervise pupils using the play area both in and outside of the classroom during lunchtime.</li> </ul>
<b>2. KEY TASKS</b>	
	To prepare children for meal service. Includes helping Teaching Assistants (TA's) to wash pupils hands and putting aprons and bibs onto the children.
	To prepare food that children have brought from home. Those children who have a school meal are either escorted to the service counter and helped to get their meal or a meal is collected for them.
	To provide practical, individualised support to each child to enable them to eat their food. This may include the use of symbols as a means of communication.
	To carry out individualised after lunch care – for example, escorting children into the play area and encouraging play activities or keeping a child entertained with a book or indoor game.
	To carry out basic housekeeping tasks such as washing up plates and cutlery from the lunch service, sweeping up spilt food, wiping down the dining tables.
	To carry out responsive care such as personal care and cleaning duties such as helping to care for a child who needs a change of clothes
	To support pupils during playtime e.g. this could include managing their behaviour and encouraging play, support them to use play equipment appropriately and get books ready for the afternoon lessons.
	Comply with all policies and procedures.
	To co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in the Trust's appraisal process.
	Any other reasonable duties commensurate with the level of the post.
<b>3. SUPERVISION / MANAGEMENT OF PEOPLE</b>	

	No staff management responsibilities.
<b>4.</b>	<p><b>MAIN CONTACTS AND RELATIONSHIPS</b></p> <p><b>Internal</b> Interacts with pupils, teachers, teaching assistants, kitchen staff, students on placement and volunteers. Works as part of a team and on an individual basis to provide care and educational services.</p> <p><b>External</b> Contact with parents or carers.</p>
<b>5.</b>	<p><b>CREATIVITY &amp; INNOVATION</b></p> <p>The post holder provides a very individual and personal service to the pupil(s). The post holder is able to creatively find ways to elicit good behaviour or response and works with the teaching staff in the child's development – especially social skills and learning through play.</p> <p>Works creatively to develop communication with children with special educational needs such as severe autism. Works with children with challenging behaviour where there is a need to be creative in managing their behaviour (identifying triggers and taking preventive action).</p>
<b>6.</b>	<p><b>DECISIONS – discretion &amp; consequences</b></p> <p>Limited decision making but due to the nature of the post may require creativity and innovation for managing everyday situations and awareness of when to involve other relevant parties.</p> <p>The post holder given that they become alert to trigger mechanisms may decide to keep certain children apart during play activities.</p>
<b>7.</b>	<p><b>RESOURCES – financial &amp; equipment</b></p> <p>None</p>
<b>8.</b>	<p><b>WORK ENVIRONMENT – work demands, physical demands, working conditions &amp; work context</b></p> <p><b>Work demands:</b> The detail of the work can result in the postholder managing conflicting priorities and responding appropriately to these demands.</p> <p><b>Physical demands:</b> The work is physically demanding, for example playing with young people. Concentration is required at all times as situations can develop very quickly and prompt action is required to manage this.</p> <p><b>Working conditions:</b> Where outside work is involved this can be in inclement weather.</p> <p><b>Work context:</b> Dealing with pupils with Autism which can include challenging behaviour.</p>
<b>9.</b>	<p><b>KNOWLEDGE &amp; SKILLS</b></p> <ul style="list-style-type: none"> <li>• Thorough knowledge of PBS plans and awareness of personality traits of the child (or children) they are assigned to care for.</li> <li>• Knowledge of how to respond to medical emergencies and challenging behaviour.</li> <li>• A thorough knowledge and awareness of school policies, procedures and protocols.</li> <li>• A caring attitude</li> </ul>

- Tact and sensitivity
- Effective Communication skills including the use of symbols and signing
- Observational skills
- An approachable style
- Ability to work effectively as part of a team and to apply given instructions
- Ability to react calmly and quickly in an emergency.

**“Where being unique is celebrated”**