



# Midday Supervisor

**St Michaels C of E Academy**  
The Diocese of Coventry Multi Academy Trust  
Hazel Grove  
Bedworth  
CV12 9DA

## Candidate Information

*Together, pursuing life in all its fullness*

# MIDDAY SUPERVISOR

## About the Role

The Trust is looking to appoint an inspirational and highly effective Midday Supervisor who is committed to supporting the St Michael's Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of £3,502 per annum FTE £24,413 - Grade B scp 2-3 (Pay award pending)
- Hours Mon-Fri 11:55- 1:15pm (6.25 hour per week)
- Permanent Contract (38 weeks per year)
- Eligibility to join the Pension Scheme

## Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact Kate Covington on 02476 313204 or email [recruitment@stmichaels.covmat.org](mailto:recruitment@stmichaels.covmat.org) for an informal discussion about the post.

Please note the closing date for applications is 20<sup>th</sup> September 2026. Please apply through My New Term's online application process.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place during week commencing 21<sup>st</sup> September 2026.

# Job Description

## KEY PURPOSE

Working under the overall supervision of the responsible teacher, supervise and ensure the safety and well-being of pupils during the lunchtime period.  
Working collaboratively with the MDS team.

## JOB DETAILS

The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification and amendment at any time after consultation with the post holder.

## Main Accountabilities

This will include:

**Responsibility for people (other than employees supervised/managed):** The post has some impact on the well-being of individuals or groups (ie physical, mental, social, health and safety).

**Responsibility for staff:** The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

**Responsibility for budget:** The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

**Responsibility for physical resources:** The post has limited (or no) direct responsibility for physical resources, other than the handling and careful use of equipment.

## Main Activities

### Support for pupils:

Supervise toileting and washroom activity

Escort children to and from dining room

Supervise collection of meals and assist with use of cutlery

Assist pupils when returning used plates, trays, cutlery, glasses/beakers and when clearing tables

Supervise pupils eating food brought from home and ensure packed lunch equipment is cleared away and empty bins

Clean tables between and at the end of sittings

Ensure a safe environment by cleaning up spillages

Supervise classroom and outside activities, encouraging inclusion

Ensure orderly return to classroom

Attend to pupils who have minor accidents or become ill

Report to Supervisor if accident occurs or if pupil falls ill

Monitor pupil behaviour, intervening as necessary in accordance with behaviour policy

Report to Supervisor any breaches of school rules

The head teacher may at times request that MDS undertake additional tasks that are commensurate with the post and grading of their role

## **DEVELOPING SELF AND WORKING WITH OTHERS**

Effective relationships and communication are important in a school role and you will be expected to manage yourself and relationships well. Through performance management and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

### **This will include:**

Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.

Ensuring own CPD included development in education

Develop and maintain a culture of high expectations for self

Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.

Managing own workload to allow for reflection and an appropriate work/life balance

## **KEY ORGANISATIONAL ACTIVITIES**

The post holder will contribute to the school's objective in service delivery by:

Enactment of Health and Safety requirements and initiatives as directed.

Ensuring compliance with Data Protection legislation

At all times operating within the school's Equal Opportunities framework

Commitment and contribution to improving standards for pupils as appropriate

Contributing to the maintenance of a caring and stimulating environment for pupils.

## **SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST**

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

## **STRENGTHENING THE COMMUNITY**

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

**This will include:**

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

**SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

**The Trust will ensure that:**

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

## **DATA PROTECTION**

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

## **ADDITIONAL DETAILS**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

# Person Specification

| Personal Qualities,<br>Qualifications and Experience |                                                                                                                                                                         | Measured By |           |             |                   |            |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-------------------|------------|
|                                                      |                                                                                                                                                                         | Essential   | Desirable | Application | Interview Process | References |
| <b>Qualifications and Training</b>                   |                                                                                                                                                                         |             |           |             |                   |            |
| 1                                                    | Be willing and able to take part in relevant training, ie safeguarding, play activities, etc                                                                            | √           |           |             | √                 |            |
| <b>Professional Experience and Knowledge</b>         |                                                                                                                                                                         |             |           |             |                   |            |
| 1                                                    | Literacy skills to be able to complete accident book                                                                                                                    | √           |           | √           | √                 |            |
| 2                                                    | Knowledge and understanding of safeguarding requirements and good practice                                                                                              | √           |           | √           | √                 | √          |
| 3                                                    | Be able to understand, comply and work within policies: eg. school behaviour policy, child protection policy, health and safety, confidentiality and other school rules | √           |           | √           | √                 |            |
| 4                                                    | Be aware of cultural differences                                                                                                                                        | √           |           | √           | √                 |            |
| 5                                                    | Can transfer theory/Training into practice                                                                                                                              | √           |           | √           | √                 |            |
| 6                                                    | Have an awareness of SEN                                                                                                                                                |             | √         | √           | √                 |            |
| 7                                                    | Understanding of the distinctive Christian character of a Church school                                                                                                 |             | √         | √           | √                 |            |
| 8                                                    | A commitment to professional development                                                                                                                                | √           |           | √           | √                 |            |
| <b>Personal Qualities</b>                            |                                                                                                                                                                         |             |           |             |                   |            |
| 1                                                    | Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school                              | √           |           | √           | √                 |            |
| 2                                                    | Can solve problems and can exercise initiative and independent action                                                                                                   | √           |           | √           | √                 |            |
| 3                                                    | Is pro-active in offering ideas                                                                                                                                         | √           |           | √           | √                 |            |
| 4                                                    | An exemplary record of health and punctuality                                                                                                                           |             | √         |             |                   | √          |
| <b>Skills &amp; Abilities</b>                        |                                                                                                                                                                         |             |           |             |                   |            |
| 1                                                    | To provide a secure, stimulating and well organized lunchtime experience                                                                                                | √           |           | √           |                   |            |
| 2                                                    | To work collaboratively and effectively as part of a team                                                                                                               | √           |           | √           | √                 |            |
| 3                                                    | To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children                                              | √           |           | √           | √                 |            |

I **(name)** hereby confirm that I have received a copy of the Job Description for the post of **Midday Supervisor**

Signed .....

Date .....

