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The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk

Executive Headteacher:
Mrs Mireilli Forrest



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Midday Supervisory Assistant (MSA)

Job Description & Person Specification

1. Introduction

The Greenfield and Hurst Drive Federation is a two-form entry school with a maintained Nursery school situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. Placed in extensive grounds, including a very large field, pond and woodland area, the school serves a diverse local community with children who are kind, polite and a pleasure to teach.

Vision Statement

Our vision is 'Success for all'. On our journey to achieving success for all, will involve everyone in maintaining high expectations to create an outstanding teaching and learning environment, where the curriculum extends beyond the classroom, and all learning opportunities prepare children for the ever-changing world.

2. Title and Grade of Post

Post Title: Midday Supervisory Assistant (MSA)

Pay Scale: HA – pro rata – term time only

3. Purpose of the Job

To work as part of a team of midday supervisory assistants, following instruction from the Senior MSA to maintain an indoor and outdoor environment that is conducive to safe, active play, adhering to school policy (e.g. School Behaviour Policy) and procedures (e.g. reporting safeguarding concerns) at all times to keep children happy, safe and ready to learn upon return to their classroom.

4. Employment Duties

This is a support staff post within the school's staffing structure. The post is otherwise subject to the National Agreement on Pay and Conditions of Service (the 'Green Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment. All staff in school will be expected to accept, in good grace, reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective running of the school.

As a member of the school staff, the post holder will be required to:-

- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

5. Relationships

The post holder is responsible to the Senior MSA and members of the Senior Leadership Team for duties relating to the supervision of children. The post holder is expected to interact on a professional level with pupils, parents, carers and colleagues – including outside agencies – and governors, as required, seeking to establish and maintain productive relationships with them to promote mutual understanding of the school's safeguarding procedures, the school's approach to behaviour management and the school's curriculum.

6. Particular Responsibilities/Key Tasks

The post holder will be required to work flexibly as part of a team of midday supervisory assistants with guidance and training from or organised by the Senior MSA to ensure the following occurs every day:

i. Support for Children

- Set out and maintain dining room tables, chairs and tableware (e.g. replenishing water, cleaning up trip hazards etc.) as required;
- Set out and maintain play and sports equipment as required;
- Lead on sport or play activities (i.e. join in with the children) daily to encourage children to play well together and to maintain an active lifestyle;
- Have regard for those pupils with special educational needs, adapting planned play or sporting activities accordingly;
- Build open, supportive relationships with children by using positive language to ensure a safe space for play and to encourage good manners in the dining hall; and,
- Provide first aid as required and in line with training received.

ii. Support for Whole School

- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings and training, as required;
- Be a role model for pupils and colleagues in terms of professional behaviour and attitude, maintaining a positive, can-do attitude always, and through maintaining an impeccable punctuality and attendance record; and,
- Uphold confidentiality and comply with policies and procedures relating to safeguarding, particularly the Child Protection Policy, Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Behaviour Policy.



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Person Specification

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience of working with (or caring for) children or young people either in a voluntary or paid capacity. 	<ul style="list-style-type: none"> • Some experience working with children with special educational needs. • Some experience playing sports or working in the industry.
Qualifications/Training	<ul style="list-style-type: none"> • Competent maths and English skills, preferably to GCSE Grade C minimum or equivalent. • Ability to effectively use ICT (e.g. to check work e-mails). 	<ul style="list-style-type: none"> • A first aid qualification, including paediatric first aid.
Person Attributes	<ul style="list-style-type: none"> • Good spoken and written English. • Organised and reliable (i.e. gets the job done right and on time). • Ability to work independently and as part of a team (i.e. helps colleagues). • Ability to show initiative in a range of situations (i.e. a can-do attitude). • Sensitive and respectful towards others. • Friendly and enthusiastic when interacting with pupils, parents/carers and colleagues. 	
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. 	