



Weaverham High School is a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We celebrate uniqueness and see individuals. We understand that our pupils have hopes and dreams, challenges and barriers and it our privilege to celebrate their worth and their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world.

Our staff work tirelessly to ensure individual barriers are overcome and pupils are challenged and supported in equal measure.



We nurture talent, ability and ambition with energy, creativity, determination, relentless kindness and high expectations.

"Be the best version of you"

Midday Assistant

The Governors of Weaverham High School are looking to appoint an enthusiastic Midday Assistant to join our current team. If you are good at encouraging children to make the right choices in manners and behaviour and are flexible, motivated & hard-working then please apply.

The hours of work will be from 1.00pm until 2.15pm each day (6.25 hours a week) term time only (38 weeks a year). The post is permanent subject to a satisfactory references and probationary period. The salary for this post is £12.65 per hour.

How to apply

For further information email jobs@weaverhamhighschool.com or see school website www.weaverhamhighschool.com. Applications are to be submitted via <https://mynewterm.com/school/Weaverham-High-School/149614>

Please complete the application as fully as possible and explain any gaps in your employment history. Our school places the highest priority on keeping our children safe. Applicants will be subject to stringent vetting processes, including online searches for shortlisted candidates. The successful applicant will require an enhanced Disclosure and Barring Service check.

Applications may close before the deadline, so please apply early to avoid disappointment

Closing date 9am Wednesday 11th March 2026

Headteacher: Clare Morgan

Tel: 01606 852120 Fax: 01606 854033 www.weaverhamhighschool.com

**CHESHIRE WEST AND CHESTER BOROUGH COUNCIL
JOB DESCRIPTION QUESTIONNAIRE**

JOB TITLE	Midday Assistant (Secondary School)	JOB REF NO	AAAE5007
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BASIC JOB PURPOSE

The Job Holder is responsible for ensuring the safety and supervision of all students during the lunchtime period both in the dining area and during playground activities.

NO	MAIN RESPONSIBILITIES
1	Ensures the safety of students during the lunchtime period; taking into account student ages and behaviour.
2	Arranges age-appropriate activities for students during inclement weather.
3	Refers to senior members of staff on duty in cases of emergency; or, if unable to contact staff, call for the public emergency services by dialling 999.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

Employees directly supervised by Job Holder

Not Applicable

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

Not Applicable

Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees?

Not Applicable

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Give details of any direct responsibility for financial resources.

Not Applicable

Does the Job Holder develop policy or provide advice and information which impacts on financial resources?

Not Applicable

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of Job Holder	How often is the responsibility exercised?
School Equipment	To carry out visual checks on school equipment, (eg, tables, chairs, etc, and the positioning of recreation equipment); ensuring that it is assembled and disassembled each day, reporting any faults for rectification.	Daily
School Premises	To patrol the school grounds during the lunch period and to monitor students' behaviour and safety. During bad weather, redirect students' lunchtime activities.	Daily

Does the Job Holder develop policy or provide advice and information which impacts on physical resources?

Not Applicable

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
Ensuring adequate supervision of students during midday lunch periods.	Students	Safety and well being
Responding to incidents (eg, misbehaviour, bullying/ violence, accidents or ill-health, loss of property, etc)	Students	Safety and well being

Does the Job Holder develop policy or provide advice and information which impacts on people?

YES

Shared contribution as part of the school team for providing input into student behaviour management, playground organisation (ie, where students may play in given weather conditions, the division of the playground and demarcation of agreed play areas, etc).

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist	Approaches to student behavioural management.	To manage students' behaviour and thereby ensure their safety and well being during midday lunch periods.	Previous experience
School Policies and Procedures	All school policies which impact on students	To ensure compliance within the school	On-the-job experience and training
Legislation	Child protection and Health and Safety	To recognise child protection issues arising and potential safety hazards, and to carry out basic risk assessments	On-the-job experience and training
School Equipment	Safe usage and operation	To carry out visual checks and risk assessment of school equipment and to report faults for rectification.	On-the-job experience and training

How long would it take for a Job Holder to become fully operational?

Given that basic qualifications/experience are met in full, it would take the Job Holder up to 8 weeks to become conversant with lunchtime routines and arrangements and a further three months to develop effective working relationships with students.

6 MENTAL SKILLS

a) What sort of situations/problems does the Job Holder typically have to deal with?

Example:

Resolving student behavioural issues during the midday lunch period; assessing the potential for physical or emotional harm to the students concerned, and intervening as necessary and appropriate.

Example:

Dealing with students' absence from school premises during midday lunch period; particularly when the students have left the school without permission. The Job Holder would report students who had left the premises without permission to teaching staff.

b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.

Example:

Dealing with members of the public and secondary students from other schools in the vicinity of the school; tactfully and sensitively challenging the reasons for their presence on school premises, and seeking assistance from senior school staff where there is evidence of unreasonable or confrontational behaviour.

c) Approximately how often would the example in (b) occur?

Occasionally

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Analytical/judgment	To assess the potential of any behavioural situation arising, to respond in the most appropriate manner and to determine the correct moment for distraction, intervention, interception or remedial action.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Oral	To alert school staff to developing student behavioural incidents	All school staff
Persuasion and Influencing	To encourage behaviour in accordance with school standards	Students
Counselling and Caring	To attend to personal needs and provide reassurance and comfort in times of distress, etc	Students

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Give details (if any) of the physical skills essential to do the job properly.

Not Applicable

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the Job Holder?

The Job Holder's principal responsibility is to ensure the operation of the midday routine, and to support the management of student behaviour, safety and well being.

b) What is a typical cycle for allocating work to the Job Holder *eg hourly, daily, weekly?*

Daily

Scope for initiative

c) How much freedom/discretion does the Job Holder have: **to change the way work is done?**

(e.g. recommending changes in policy, procedures, resources)

Shared contribution as part of the school team for providing input into student behaviour management and playground organisation.

to allocate their time to duties?

Workload determined by line supervision/management, and school midday requirements

d) What is the level of guidance/instruction available?

School policies and procedures, child protection and health and safety legislation and briefings from line supervision/management.

e) What sort of direction, management or supervision is given to the Job Holder?

There are regular informal meetings with the Job Holder's line supervision/management to discuss ongoing and specific midday requirements.

f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Student behavioural problems	Experience and knowledge of individual students; school policies	A few times per week
Contributing to the induction training of a new intake of Midday Assistants – guiding and advising them until they learn the routines.	Experience and knowledge of school routines.	Regularly
Unexpected problem	Nature of available guidance	Typical Frequency
A student involved in a serious accident	First aid procedures; school procedures for dealing with such incidents	Occasional

g) Give two examples of problems or decisions the Job Holder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Students failing to bring, or without access to, lunch.	Senior Midday Assistant/ Midday Supervisor	Occasionally
Students repeatedly failing to conform to simple requests	Head teacher/Deputy Head Teacher (direct or via Line Manager)	Few times per annum

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Stamina – on feet throughout shift, walking around school site.	Shift lasts approx. 1½ hours	Daily	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Being alert to the behaviour, safety and needs of students and pre-empting any situations that may cause behavioural problems.	General awareness	Throughout the shift	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures /interruptions	Source	For how long?	How often?
Conflicting demands	Balancing priorities to meet the needs of school routines, staff and student demands		

12 EMOTIONAL DEMANDS

Nature of the task being performed by Job Holder.	Behaviour/source of the emotional demand	Frequency (per day/wk/month)
Dealing with challenging behaviour.	Students	A few times per school term

13 WORKING CONDITIONS

a) In what kind of places does the Job Holder normally work?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School premises – internal and external grounds	100%

b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made?

Yes; although normally students being supervised would also be confined indoors during inclement weather.

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job?

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Verbal and/or physical (usually more threatened than actual) abuse from students	Few minutes	Occasional

Cleaning/wiping down tables in Dining area (food waste, litter, etc)	Up to approx. ¼ hour	Daily
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d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Midday staff are provided with tabards.