



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

SMSA Application Pack

Geraldine Gallagher
Headteacher





ST MICHAEL'S
C of E PRIMARY
HIGHGATE

North Road, Highgate
London N6 4BG
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Executive Head: Geraldine Gallagher
Head of School: Sinead O'Brien

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To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

Assistant Head: Alexandra Cooper
Assistant Head: John Coffield

www.stmichaelsn6.com



Dear Applicant,

School Meal Supervisory Assistant

Thank you for taking an interest in our advertisement for the above post at St Michael's CE School. The school is set in beautiful grounds in Highgate. It is near to the underground station and a variety of shops, restaurants and other amenities. There are excellent transport links to Central London and to outlying areas.

We have high expectations and consistently perform above expectations in all areas of the curriculum, providing the best opportunities and outcomes for our pupils. We are looking for someone to work with our very enthusiastic and committed teaching staff who constantly strives to get the best from all our children. We are looking for an enthusiastic person with excellent interpersonal skills to support and nurture our pupils to become the best they can be.

To sustain and continue to build our creative and very effective practice across all aspects of the school we are committed to developing our staff. Our staff have access to in house and outside training development opportunities to enable them to keep up to date and to develop their skills and become the best they can be.

All the information you will need is in the application pack. If you would like to visit or require anything further please contact the school business manager, Nicola Purvis via jobs@stmichaelsn6.com, she will be happy to help.

I look forward to receiving your application.

Yours sincerely,

Geraldine Gallagher
Headteacher



History of the School

In 1565 Sir Roger Cholmeley had founded a boys Grammar School in Highgate, and in 1733 the Highgate Girls Charity School had been established by Mr Edward Pauncefoote in Southwood Lane. In 1833 a National School for boys and girls was built next door in Southwood Lane, to accommodate increasing numbers of children who could not get into the Grammar School (which now charged fees), or the Charity School (which was too small). The Highgate National School held 160 children but even so it was overflowing; an 1850 Inspector's Report criticised the accommodation, drainage, heating, ventilation, and play-space - the boys' play space was too small, and the girls had none. The children played in the street, and there was no house for the Head Teacher. The site was too small for any improvement. Thus it was that in 1850 a "numerously attended Meeting" got together in emergency session and issued a memorable statement.

Local magistrate and educationalist Harry Chester was a key organiser and fundraiser, bringing in a crucial £1,400 grant from the Privy Council. The London Diocesan Board, "though unable to make a grant", gave its "cordial approval". The citizens of Highgate, Muswell Hill and Kentish Town gave generously, from the pennies and farthings from the Grammar School boys, to the £400 of Miss Burdett Coutts who then lived at Holly Lodge. The purchase of 4 acres on North Hill from the Bishop of London for £135 went well; but there were then "great difficulties" arising from a late decision to move the school back from the road to its present site, and having to buy access land and build deeper foundations.

In July 1852 the St Michael's National and Industrial School was opened at a total cost, including equipment, of £6,700 - rather more than the £3,000 originally estimated, and very much more than the £500 it cost to build the old National School. The architect was Anthony Salvin, and the result was a model school which became quite famous in its early years. As Joan Schwitzer has said; "For a decade the school was a showplace. Lord Mansfield chaired the Annual Meetings when the grounds were thrown open to subscribers and parents. Lady Burdett Coutts ... came to call ... Local maiden ladies helped with the teaching."

In 1857 an Industrial Act was passed giving grants for Boarding Schools for the care of children in need, the main object of which was to provide training (as a begging-letter from the 1850 St Michael's Sub-Committee put it) of "elder girls in Household-work, Washing, Cooking &c ... [with] boys in Out-door pursuits, and qualified for employment, as Cottagers, Farm-Labourers, Gardeners, Mechanics, or Emigrants". There was considerable scope for this type of work in the large houses of Highgate, and the great support shown by the Annual Subscription Lists makes it clear that the wealthy inhabitants were very willing to support such a worthy cause, and incidentally provide themselves with a regular supply of excellent domestic servants. So St Michael's in its early years took in boarders as well as day pupils; it is not known when precisely the boarders were given up. From the 1860's the school gradually transformed itself (says Joan Schwitzer) into "a more conventional elementary and finally primary



school, albeit with unusually spacious playing fields, play-grounds, resident staff accommodation and garden plots which were still being cultivated for annual prizes in the nineteen forties."

The buildings themselves consisted of Boys', Girls' and Infants' Schools, or schoolrooms (see Plan). The Infants' Schoolroom was under the dormitory area: originally the dormitories were occupied by staff and pupil teachers, but they were then converted into 16 cubicles for room should be as comfortable and pleasing as possible, with a few bright maps, a few good diagrams, a few well-chosen texts on the wall. Texts such as "Our God is a consuming fire" and "All liars shall burn in the lake that burneth with fire and brimstone" are to be avoided. The school should provide washing facilities, but not on a large scale as the children should come to the school with clean hands. There should also be small gardens, a pigsty, rabbit hutches, beehives, hen runs and a wash-house and laundry. The children should be encouraged to make and classify a natural history section, learn drawing and have the opportunity of practising music, vocal and instrumental."

By the end of the century the school had settled down to its average number of 200 pupils, which it maintained until extra classrooms were added after the 2nd World War. There was one pupil teacher for the boys, two in the girls' room, and one infant teacher. In 1890 the curriculum included Drill, History, Geography and Singing. The infants had Object lessons on such things as Air, Water, or Nature. This syllabus was probably not much different from the original and is in its essence is still continued today (with, of course, many additions). The main change is that the teachers no longer expect the children to help maintain the school.



JOB DESCRIPTION FOR SMSA

RESPONSIBLE TO: Business Manager/Senior SMSA
SCALE & HOURS: scale point 3; 11.15am – 1:15pm or as agreed

MAIN PURPOSE OF THE JOB

To supervise pupils, during the lunch period, in dining hall, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.

MAIN DUTIES

To report to Business Manager/Senior SMSA at beginning of the lunch period and receive instructions with regard to duties e.g. special attention certain pupils may need, any special dietary needs, pupils who are to be allowed off school site etc.

(a) Dining Hall duties

- Before pupils enter the dining hall, to ensure that pupils have visited the toilet and washed their hands where appropriate.
- If a pupil has messed him/herself, wash child and change clothing where appropriate and in accordance with the Council's infection control procedures.
- To organise dinner queue and entrance of pupils into dining hall and from dining hall to playground; ensuring good behaviour and calm atmosphere. To deal with any bullying/fighting that may occur using own judgement (to intervene or call for assistance), report incidents to Head Teacher/Senior SMSA according to severity of incident.
- To direct pupils to seats; decide on seating arrangements, and separate problem pupils where necessary.
- To encourage pupils to eat (including those with packed lunches) especially those with special needs or disabilities and to assist children with cutting up food where necessary.
- To encourage social skills and good table manners, ensuring safety with knives and forks; to assist in pouring gravy or water where appropriate and to organise scraping and stacking of dinner plates/beakers and ensure cutlery is not thrown into food waste bucket if, or as required by the Headteacher.
- To clean up spillages when food is spilt or dropped where such spillages are hazardous to pupils/staff.
- To deal with body spillages in the dining hall in accordance with the Council's infection control procedures, to change clothing and wash pupil if necessary and to ensure that pupil goes to medical room.
- To have shared responsibility with other SMSA's and/or teachers for the maintenance of order and discipline in the dining hall.



(b) Playground duties

- Where appropriate, to collect pupils from classroom if going straight into playground, and to ensure that they are adequately dressed for the prevailing weather conditions where necessary.
- To supervise and control entrance to school during the lunch break to ensure children do not leave the playground. Check on any strangers who may enter the school premises, be observant of any loiterers and report to Headteacher/Senior SMSA.
- To direct pupils to playground and supervise their activities. To monitor the behaviour of pupils in the playground, ensuring their safety and wellbeing, providing emotional support where necessary.
- To prevent bullying, counsel children, be aware of changes in friendships, encourage socialising, play etc. and occasionally participate in games.
- To discourage any dangerous activities. To deal with any bullying/fighting that may occur using own judgement (to intervene or call for assistance), reporting incidents to Headteacher/Senior SMSA according to severity of incident.
- To report any bad behaviour, assaults, carrying of weapons by pupils or theft of belongings which may occur during the lunch break to the Headteacher/Senior SMSA.
- To ensure that pupils who leave the school site have permission to do so (only if required by the Headteacher/Senior SMSA).

(c) Other duties

- To lock and secure classrooms which contain personal belongings of staff and pupils.
- To supervise and control pupils on the school premises (hall and classrooms etc.); movement of pupils on stairs and through corridors, when they are not allowed outside in inclement weather.
- In inclement weather the decision as to whether the SMSAs take the pupils into the playground or stay inside will be made following consultation between the Headteacher and SMSAs. As a general rule, SMSAs will not take pupils into the playground if it is raining, snowing, foggy or extremely cold.
- To be aware of the cultural differences of pupils and of the Council's policies on equal opportunities, especially with regard to racism and sexism. To deal with any incidents of racism and sexism in accordance with the Council's policy and any agreed procedures within the school.
- To check toilet areas regularly for signs of pupil's smoking/vandalism/blockage of toilets and wash basins and to ensure pupils are not loitering or playing in toilet areas. To report any damage or blockages to Caretaking staff.
- To report any incidents of body spillages outside dining hall to the Senior SMSA/Headteacher.
- To ensure that all pupils who suffer any injury/accident are dealt with appropriately in accordance with the school's agreed procedures.



- To undertake such other duties consistent with the purpose of the job and/or main activities or duties.

PERSON SPECIFICATION

Experience

- Experience of supporting students with learning difficulties and/or disabilities.

Knowledge & Skills

- Good communication skills
- An ability to take responsibility for tasks without direct supervision.
- An ability to work with young people with a wide range of support needs.
- A commitment to treating people equally and with a respect for diversity.
- An ability to work well with others.
- An ability to work flexibly.
- A willingness to undertake further training, if necessary, to meet the needs of the students.
- A commitment to putting the needs of students first.

Equal Opportunities

- Commitment to the implementation of the school's equal opportunities policy

Continuing Professional Development

- Willingness to undertake additional training/staff development as appropriate
- Ability to reflect on your own professional practice

How to apply

Please complete the application form attached with this email and send back to jobs@stmichaelsn6.haringey.sch.uk



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