Boothroyd Primary Academy

Appointment Information Pack

Vacancy	Lunchtime Supervisor
Location	Boothroyd Primary Academy
Start date	ASAP
Closing date & time	Fri 24 Nov 2023 at 12 Noon
Salary	See Advert
Return application to	*Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE (Boothroyd.recruitment@focus-trust.co.uk)*

Welcome from the Academy Principal

Thank you for requesting an application pack for the advertised vacancy.

This pack is intended to provide you with some basic information, however, the best way of finding out about the academy is by visiting, looking around and getting a feel for the school!. We are very proud of our school and would encourage you to make an appointment and come and find out for yourself how wonderful the staff and children are!

We are a happy school and the staff, not only deliver a high standard of education, but care very much about each child's welfare. Our pupils are very proud of Boothroyd Academy and tell us they love coming to school!

Boothroyd Primary Academy is a Community Primary School catering for girls and boys aged 4-11. Our Nursery, which opened in January 2016, ensures pupils are 'school ready' when joining reception.

We are very proud of the ethos of Boothroyd Primary Academy. It underpins all our work, play and our relationships with each other.

We really value the partnership between home and school and believe it is extremely important that parents feel comfortable in talking to us about problems and also that they feel they are listened to. Parents are encouraged to drop in to school anytime to talk to me or to arrange a time to see their child's class teacher.

We are proud of our children. Children at the school care for each other. They support each other in a variety of ways in lessons and during playtimes. They look after new children to the school and take responsibility for their own behaviour, making Boothroyd a really good place to work and to learn. The children act as fabulous ambassadors for the school in our extended links with other schools, and in the local community. The school's standing in the community, links with local mosque leaders, and a high level of parental satisfaction engenders a high level of trust in the school.

The school has extensive, well developed grounds which are used to support outdoor learning. We take every opportunity to invite in visitors, go on school trips and to extend our curriculum beyond the school day to include sports and art activities.

I look forward to meeting you should you choose to apply and visit the school- good luck!

Matt Birkett
Principal

Academy details

Address	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
Telephone	01924 562425
Email	*boothroyd.recruitment@focus-trust.co.uk*
Website	www.Boothroydprimaryacademy.co.uk

Job description

PURPOSE OF POST

Working as part of a team to be responsible, through the Senior Lunchtime Supervisor and/or Lunchtime Manager, for the supervision of pupils on the school site throughout the midday break (the interval between the close of morning school and the re-commencement of school in the afternoon).

To assist in securing the health, safety, welfare and good conduct of pupils, supporting play activities and good behaviour in accordance with the practices and procedures of the school.

KEY AREAS

1. Supervision of pupils on school premises
2. Promoting Positive Behaviour
3. Promoting Personal and Social Skills
4. Appropriate Communication
5. General

DUTIES AND RESPONSIBILITIES

1.0 Supervision of pupils on school premises

1.1 To supervise areas, both indoors and outdoors, where pupils congregate during lunchtime. Maintaining Health & Safety practices.

1.2 Taking account of relevant practices and procedures, to supervise and monitor play areas, corridors, toilets, classrooms etc as required.

1.3 To supervise pupils eating their meal on school premises, in specified areas set aside for dining purposes which includes issues such as dealing with spillages.

1.4 To supervise queues waiting to enter specified dining areas.

1.5 To undertake the personal care of pupils including toileting, dressing, sickness, as appropriate.

1.6 Where required, to assist in the bringing food to, and feeding children unable to feed themselves.

2.0 Promoting Positive Behaviour

2.1 To encourage positive behaviour through implementation of school's behaviour policies and practice and dealing with incidents as directed.

2.2 To encourage pupils understanding and knowledge of the impact of their actions within the remit of Health and Safety.

2.3 Within the parameters of school positive behaviour practices and procedures, assist as appropriate to promote the maintenance of Health and Safety.

2.4 To provide information to the Senior Supervisor and/or Lunchtime Manager for the recording of incidents or occurrences.

3.0 Promoting Personal and Social Skills

3.1 To encourage pupils to maintain hygiene standards (eg. washing hands after toileting)

3.2 To encourage pupils to leave all areas in a tidy condition.

3.3 To encourage good relations between pupils and adults through informal discussion and play situations.

3.4 As appropriate to organise the distribution and collection of lunchtime equipment and supervise activities where necessary.

3.5 To be actively involved and encourage lunchtime games.

3.6 To encourage and develop social skills such as mutual respect and trust.

3.7 To be aware of cultural and social factors which may have an effect on the supervision of the pupils.

4.0 Appropriate Communication

4.1 To report accidents or other occurrences such as child protection issue immediately to the Senior Supervisor and/or Lunchtime Manager.

4.2 As necessary, pass on verbal or written information to the Senior Supervisor and/or Lunchtime Manager or appropriate staff.

4.3 To liaise with the kitchen staff as appropriate for issues related to lunchtime supervision.

5.0 General

5.1 To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the postholder's supervisor from time to time, in consultation with the postholder.

5.2 To assist with setting up and clearing away of tables/play items. To assist with ensuring high contact areas are clean in line with Covid19 regulations / recommendations as directed by senior LTS.

5.2 The postholder's duties must at all times be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, eg operate safe working practices.

c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The postholder should also counteract such practice or behaviour by challenging or reporting it.

RESPONSIBLE TO: **Senior Lunchtime Supervisor and/or Lunchtime Manager**

Person specification

AREA	ATTRIBUTES	HOW IDENTIFIED	RANK
EDUCATION AND TRAINING	Working with or caring for children of relevant age.	Application form	A
	Willingness to participate in development and training opportunities, first aid, child protection.		A
RELEVANT EXPERIENCE	Recent experience of working / supporting in schools.	Application form	A
	Working with or caring for children of relevant age.		A
	Ability to relate to children from diverse ethnic/social backgrounds is essential for this job, as well as having good verbal communication skills in order to liaise with children and other staff members.	References Interview	B A
GENERAL SPECIAL KNOWLEDGE AND SKILLS AND ABILITIES	Ability to complete basic forms		A
	Ability to relate well to children and adults	Application form References Interview	A
	Ability to organise activities and play games with children		A
	Ability to listen and communicate effectively to children		B
	Caring disposition and the ability to tend to and comfort sick/hurt children.		A
	Ability to work constructively as part of a team.		B B
ADDITIONAL FACTORS	Enthusiastic, creative and committed approach to learning and teaching	Application form References Interview	A
	A clear educational philosophy that includes an understanding of how children learn		A
	Commitment to continuous school improvement		A
	Commitment to Inclusion and Equal opportunities		A
	A sense of humour		A
	A commitment to learning for all.		A
	Committed to safeguarding and promoting the welfare of children.		A
	Enthusiasm for wider school involvement		

About our Academy

Academy vision

Here at Boothroyd Primary Academy we aim to provide:

- a wide range of experiences to enhance learning through a rich curriculum
- teaching that inspires and challenges
- a safe, bright, welcoming and happy environment in which to learn
- a warm welcome for all, working in, and with the whole school community to ensure success of our children
- equal opportunity for each individual to succeed, and respect for differences
- opportunity for children to express themselves creatively, to grow in confidence, and to fulfill their potential.

Furthermore, we aim to develop children and young adults who are:

- honest, loyal and trustworthy
- considerate, kind and tolerant
- courageous, resilient and strong of character
- loyal, loving and fair.

We believe in education that is free to all and that:

- entitles all children to the same high standards and expectations
- is the responsibility of all – staff, parents and the wider community
- reflects the background and needs of our children, whilst instilling ambition and independence
- gives all children access to their learning and helps them to develop skills for life as an adult and an awareness of the wider world and their place in it.

We believe our children are growing up in a rapidly changing world. We will strive to prepare them for this by:

- developing their skills and interests in technological innovations that will enable them to take their place in a changing employment market
- ensuring that the values that our families currently hold dear are strengthened
- supporting them to play their part in combating global warming and encouraging them to use our natural resources carefully.

Our curriculum

Learning experiences at Boothroyd Academy are rich and varied in order to expand the experiences of the children. Learning is planned for both in and out of the classroom, and will involve many visits to sites outside school, including Crow's Nest Park and local museums. The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through themes chosen to fuel the imagination of the children.

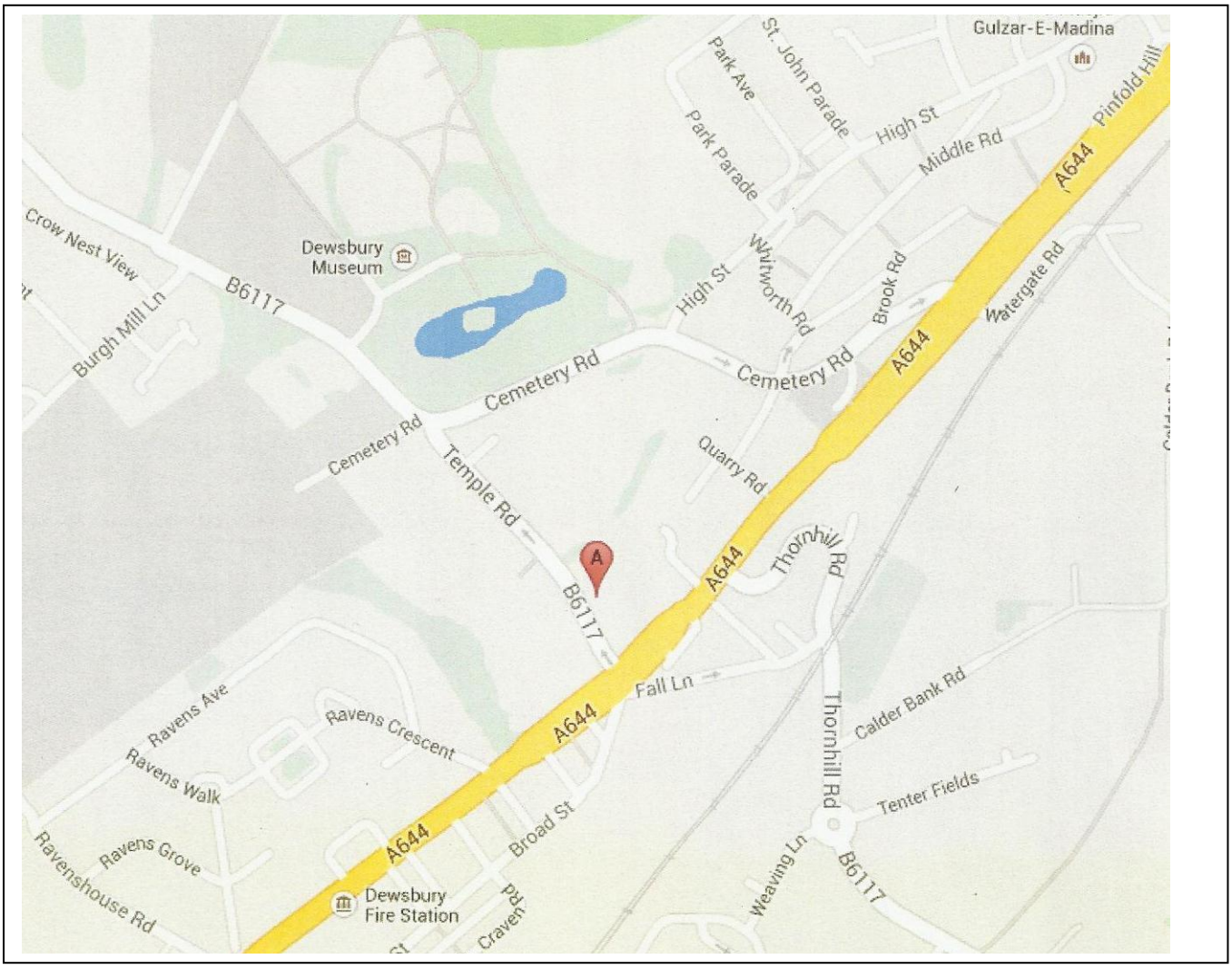
Our extra-curricular activities

We have lots of sports and activity clubs running throughout the year such as archery, football, crafts, Kids in the Environment, and cooking. Children get opportunities to take part in inter-school sports and community events.

Academy Quick Facts	
Number of children	558
Number of teaching staff	30
Number of support staff	95(including LTS)
% FSM	40.32%
% SEN	20%
% EAL	87.18%

Our geographical area

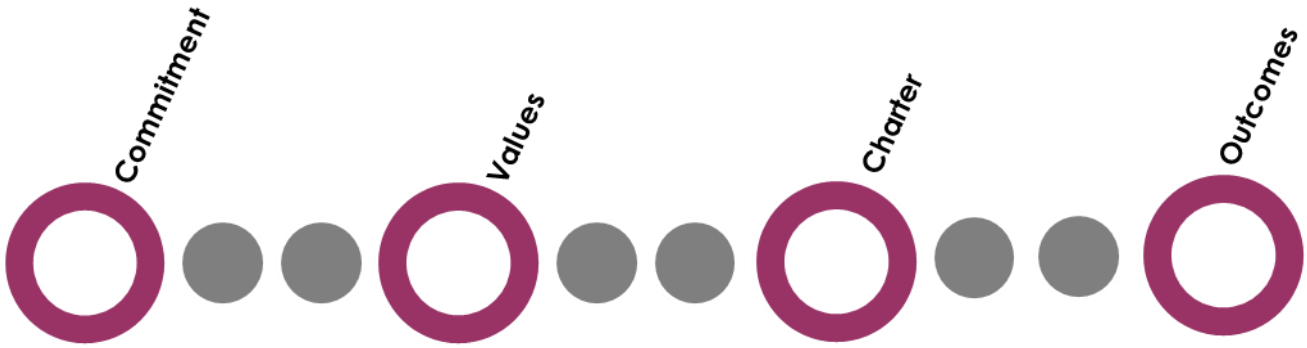
We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is on Cemetery Road.



About The Focus-Trust

Introduction
The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The over-arching ethos and drive of the Focus-Trust is outlined below. This information is broken into sections:



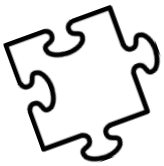
Commitment
It is the commitment of the Focus-Trust to, '*Maximise achievement and make a difference by keeping children at the forefront of our thinking and decision making*'.

Values
We have five core values that all staff are expected to model in their work.

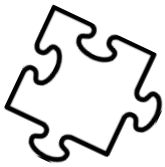
Charter

The Focus-Trust Commitment is exemplified through our Charter which outlines the expectations for everyone. The Charter can be seen like pieces of a jigsaw that fit together to ensure that we get the best outcomes for every child. There are five pieces to the Charter jigsaw.

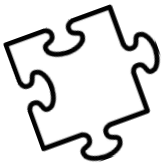
1. We expect **leaders** (including governors) to:
   - be ambitious for the success of the academy and the Trust, showing relentless determination;
   - model effective behaviours and values;
   - ensure that teaching maximises progress;
   - hold staff to account for their practice and the outcomes the children reach;
   - take responsibility for the success of the academy and the Trust;
   - strategically deploy resources to maximise progress;
   - challenge, support and develop people;
   - work with integrity and respect;
   - value diversity and equality;
   - work in partnership with the community; and
   - value both effort and excellence.



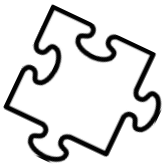
2. We expect **parents and carers** will:
   - ensure that their child has excellent attendance;
   - ensure that children arrive at school on time and are collected on time;
   - support their child with home learning;
   - attend meetings with their child's teacher; and
   - support the work of the school.



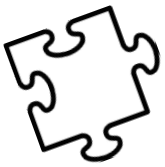
3. We expect **teaching** and the **curriculum** to:
   - challenge, excite and engage;
   - be based on prior assessment in order to be appropriately
   - pitched and differentiated for all children;
   - provide well targeted feedback which leads to action
   - and improvement; and
   - embed secure basic skills which are used and applied.



4. We expect **staff** to:
   - take responsibility for pupil outcomes;
   - demonstrate high expectations of behaviour, personal development and academic progress;
   - create safe and secure learning environments where children feel secure to make mistakes and have a go;
   - value and reward both effort and excellence;
   - model respect and tolerance;
   - have a go and try new things;
   - enjoy working with children;
   - want every child to be the best they can be;
   - adopt an aspirational, no excuse, approach to their work;
   - ensure learning is challenging for all pupils;
   - ensure that parents and carers are treated as partners in learning;
   - be proactive, take responsibility and keep up to date; and
   - make a difference to the academy.



5. We expect **CPD** to:
   - be well matched to need;
   - be of high quality;
   - be differentiated (where relevant);
   - lead to action and improvement;
   - challenge thinking and learning; and
   - provide excellent value for money.



Outcomes

By securing our commitment we will ensure that our children:

- achieve well;
- feel safe and secure to take risks and make mistakes;
- want to improve and know how to improve;
- have high aspirations and be ready for the next steps in learning and life;
- have high expectations of self;
- are independent, resilient and respectful of self and others;
- are tolerant and open-minded;
- are happy and confident;
- have independent and collaborative learning skills;
- are proud of their community and their role in it; and
- are proud of their community and know how to contribute to it.

Before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to the safeguarding and promoting of welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile – no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile, and (iii) equal opportunity monitoring form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity
All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References
If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section
Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile
This is an important part of your application and is your opportunity to explain how you meet the person speciation for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability
To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record
Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests
If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form
All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements. Please note that this form is not seen by any members of the shortlisting or appointment panel.

Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.