



Candidate information pack



Welcome from the Academy Headteacher – Lucy Shaw

Thank you for expressing an interest in the position of a Lunchtime Assistant/Play leader at Shibden Head Primary Academy.

This is an exciting opportunity for a talented or aspiring Lunchtime Assistant/play leader to join the team at our established and successful primary academy, which is proud to be part of Focus Trust.

The role of a Lunchtime Assistant/play leader is a key role within the academy in achieving our vision, and is suited to an enthusiastic, innovative and inspirational candidate who is focused on ensuring the best for all children and parents.

To succeed in this role you will need to be have excellent interpersonal skills with the ability to be flexible and adapt and be prepared to roll up your sleeves and lead by example, just like we all do at Shibden Head.

We hope that you will find this information pack helpful in finding out more about this post. We encourage you to make an appointment to visit the school and meet with one of our Senior Leadership Team.

Please contact the school office shibdenhead@focus-trust.co.uk or Tele: 01274 882458 to make an appointment for a visit to the school.

However, if you would like a further conversation about any aspect of this post or about working as part of Focus-Trust, please do not hesitate me directly by email l.shaw@focus-trust.co.uk or contact me via the school office 01274 882458.

Shibden Head Primary Academy is committed to safeguarding children, and this commitment is reflected in our recruitment processes. References will be taken up on receipt of your application, to avoid undue delay in the process, unless you specify otherwise. They will not be used in the shortlisting process, but may be referred to during an interview.

I look forward to receiving your application.



Mrs L Shaw
Headteacher



Welcome from Liz Fiddaman, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Lunchtime Assistant/play leader at Shibden Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

Shibden Head is one of three schools serving the village of Queensbury, on the outskirts of Bradford. Queensbury is one of the highest parishes in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west. We have just over 400 primary aged pupils, we converted to an academy on 1st March 2013, joining Focus-Trust. We are delighted by the level of highly skilled professional support and challenge that Focus-Trust provides, as together we strive for higher standards.

When you visit us, you will find children who are happy to be in school. We have a reputation for being friendly and welcoming with an exceptionally hardworking team of staff. Pupil behaviour is a strength and a rich curriculum, good quality teaching and learning combine to make this a rewarding and exciting place to be.

I hope I have given you a flavour of Shibden Primary Academy. We have every confidence that we will successfully recruit a Lunchtime Assistant/play leader who can continue our tradition of supporting and developing the school. We are a very supportive governing body with high expectations for our young children and staff, and hope that you feel encouraged to apply for the post.

L Fiddaman
Chair of Governors



Academy details

Address	Shibden Head Primary Academy Hainsworth Moor Grove Queensbury Bradford BD13 2ND
Telephone	01274 882458
Email	shibdenhead@focus-trust.co.uk
Website	www.shibdenheadprimary.co.uk

Job Description

Academy	Shibden Head Primary Academy
Job title	Lunch Time Assistant/Play leader
Grade	G1 – SCP 3-4
Accountable to	SLT

Purpose of the role

To supervise pupils during the mid-day period. To support learning in play for all pupils.

Main Duties

Provide support during play periods

- To supervise and support pupils at play ensuring their safety and access to learning.
- To encourage pupils to interact with others and engage in play activities.
- To encourage pupils to act independently and develop independence, as appropriate.
- To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- To organise games for groups of children, skipping, ball games
- To encourage children to learn new games and participate in them
- To support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- To implement the academy's behaviour policy in a fair and consistent manner.

The play environment

- To prepare play equipment ready for the correct times
- To encourage children to use equipment with respect and to return equipment
- To ensure that the Health and safety of children is observed at all times
- To be aware of potential risks
- To ensure children are appropriately dressed for the weather conditions
- During indoor play times ensure that activities are appropriate for the space being used.

The dining room /eating areas

- To supervise children in the dining area, encouraging children to eat the food, use cutlery correctly and observe table manners
- To be aware of children on special diets and to ensure that these children eat the correct food
- To be aware of potential risks and take action to remove any risk
- To supervise the clearing of tables, staking of plates and cutlery and scraping of plates

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicate effectively with parents and visitors.
- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Personal and professional conduct

All school staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Mid day supervisor's career.

All school staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Person Specification for Mid day supervisor

Essential Criteria	How Identified	Desirable Criteria	How Identified
<p>Skills:</p> <p>Ability to relate well to children and adults</p> <p>Ability to organise activities and play games with children</p> <p>Ability to listen and communicate effectively to children</p> <p>Caring disposition and the ability to tend to and comfort sick/hurt children</p> <p>Ability to work constructively as part of a team.</p>	<p>Application form and selection process.</p> <p>Application form and selection process.</p> <p>Application form and selection process.</p> <p>Application form and selection process.</p>	<p>First Aid qualification</p>	<p>Provide evidence by producing certificate.</p>
<p>Knowledge and Understanding</p> <p>Working with or caring for children of relevant age.</p>	<p>Application form and selection process.</p>	<p>Experience of working in a school or holiday club</p> <p>Experience of organising games and activities for children</p> <p>Appropriate knowledge of first aid.</p> <p>To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</p>	<p>Application form</p> <p>Application form and selection process.</p> <p>Application form and selection process.</p>
<p>Qualifications / Training</p> <p>Willingness to participate in development and training opportunities, first aid, child protection</p>	<p>Application form and selection process.</p>		<p>Application form and certificate.</p>
<p>Other conditions</p>	<p>Enhanced DBS Disclosure clearance</p> <p>References</p>		

About our School

Academy vision, ethos and values

At Shibden Head we aim to create a quality environment where everyone involved with the school has respect for themselves, for others and for their community.

By constantly encouraging and emphasising positive aspects of work and behaviour we seek to promote the high standards we strive to achieve.

We believe that the goals and targets we set should be high but realistic so every child has equal opportunity to achieve their maximum potential.

We actively promote healthy life-styles and give children the knowledge and understanding they need to make informed decisions about their health, safety and well-being as they grow.

Everyone at Shibden Head, be they child or adult, has a role to play and a contribution to make to the life of the school and its place in the community.

We believe that the teaching/learning environment we provide should reflect the fact that everyone's contribution will be recognised and their views will be listened to.

We aim to have a school which provides stimulating, enriching and fulfilling experiences - a place which people enjoy coming to.

Our children are our future. At Shibden Head we work together to give children the academic and life skills they will need for a happy and successful future.

Our pupils

The very large majority of pupils are of White British heritage and few have a first language other than English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils or who are supported at school action plus or with a statement of special educational needs is below average. Attainment on entry is broadly in line with age-related expectations.

Our staff

Our leadership team comprises the headteacher, deputy head, business manager, one assistant headteacher and two senior leaders. In addition to teachers and teaching assistants, we have a pastoral lead who works with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, kitchen and lunchtime teams.

Our facilities

Shibden Head Primary Academy is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, there is an ICT suite, a hall and gym, a cooking room and extensive school grounds.

We have our own kitchen and school meals are cooked on site. Our own before-school, after-school -Shine Club is available to all pupils. This opens at 7:30am and closes at 6pm

Our school organisation

Our pupil admission number is 60 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups. PPA time for teachers is covered by a combination of teaching partners/ HLTAs.

Our curriculum

We provide a broad and balanced curriculum with an emphasis on the basic skills all children need to acquire in order to succeed. Our curriculum is designed to capture children's imagination and natural curiosity and motivate a desire to learn about the world in which they live.

Children are taught to use new technologies as tools for learning in the 21st century. Pupils learn

Spanish from Year 3 to Year 6. In Year 5, pupils benefit from whole-class instrumental tuition and swimming lessons.

Our extra-curricular activities

A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include basketball, choir, gardening and cookery.



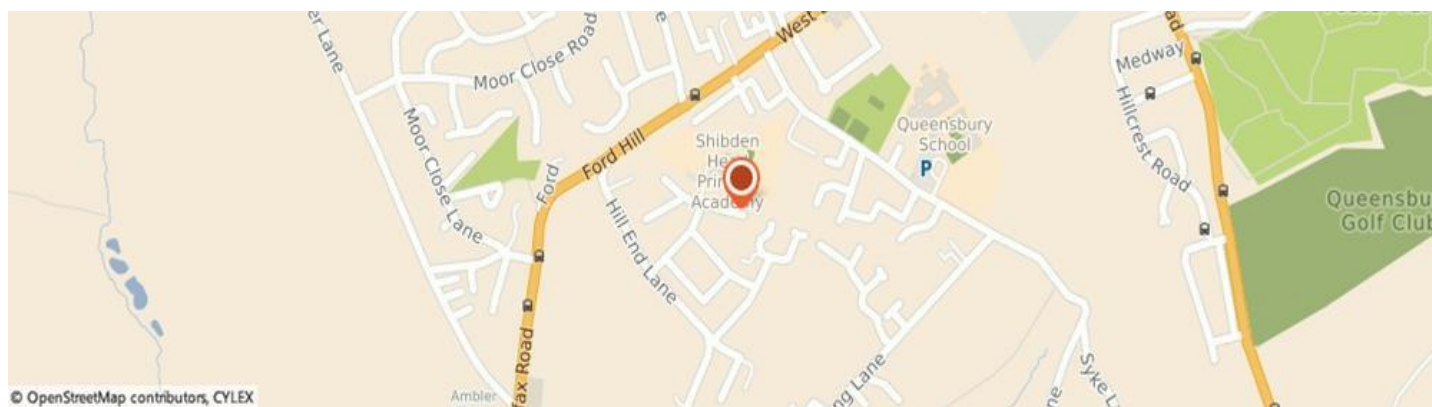
School Quick Facts

Type of school	Primary
Age range	4-11
Location/LA	Bradford
Number of children	401
Number of teaching staff	19
Number of support staff	46
% FSM	14.14%
% SEN	10.42%
% EAL	0.74%

Our geographical area

Shibden Head is one of three schools serving the village of Queensbury on the outskirts of Bradford. Queensbury is one of the highest parishes in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west.

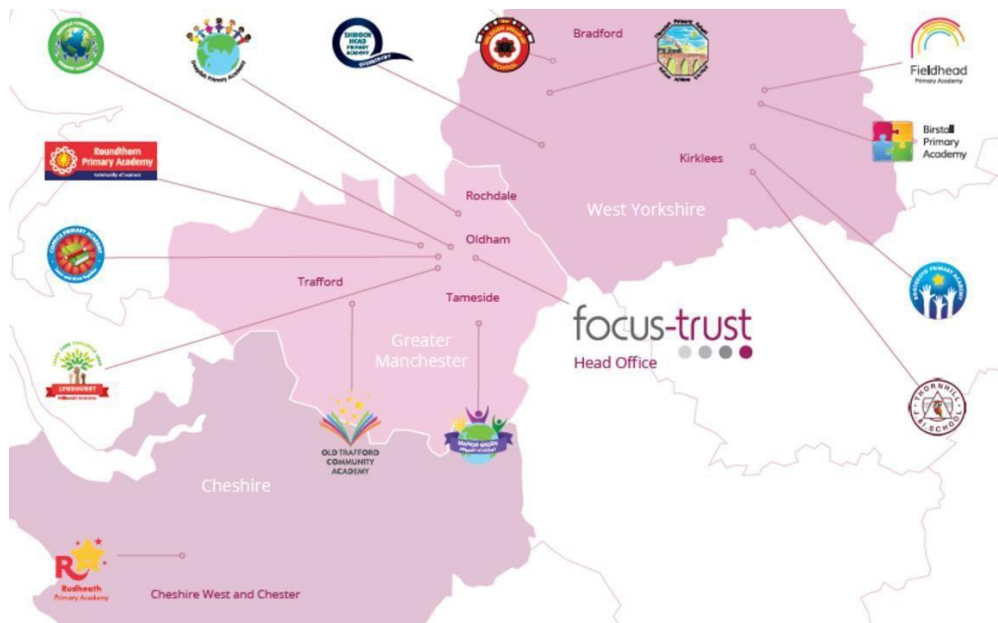
In addition to our partner academies within Focus-Trust, we work collaboratively with schools in our local partnership and with a range of secondary schools in the Bradford and Calderdale areas to which our pupils transfer at the end of Year 6.



About The Focus-Trust

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Commitment

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Dare to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

Share expertise and best practice for the benefit of all learners

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

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

Focus-Trust is committed to safeguarding and promoting the 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

Focus-Trust and the schools 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. These can be found on the Trust website www.focus-trust.co.uk and school websites. 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 the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

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 and Social Media Checks

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.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification 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 Natalie Harris 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.

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Focus Academy Trust (UK) Ltd Ram Mill Business Centre Gordon Street Chadderton Oldham OL9 9RH

E: info@focus-trust.co.uk follow us on Twitter @focustrust1

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 Be **fair**, honest and inclusive – demonstrating integrity,
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School contact details

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Hainsworth Moor Grove
Queensbury
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