Hemingford Grey
SCHOOL

Hemingford Grey Primary School

Information for applicants

Together **E**veryone **A**chieves **M**ore

About the Appointments

There are two vacancies for two permanent Midday Supervisors:

Position One: Hours of work are Monday to Friday 12:15 - 1:40pm.
Position Two: Hours of work are Monday to Friday 12:15 - 1:30pm.

- The salary scale is £8.62 -£8.74 per hour term time only

- The school admits from the villages of Hemingford Grey and Hemingford Abbots and there are presently 293 pupils on role.

- A Job Description is included in this pack.

- You are invited to submit an application form, together with a letter of application stating your experience and skills which will enable you to do this job.

- Shortlisted candidates will be invited for interview. Candidates who have not been short listed will not be notified.

- Visits to the school are encouraged and can be arranged by Hayley Coulter, the Office Manager, on 01480 375040.

- ***Interviews will be held at Hemingford Grey Primary School on Friday 9th November. As part of the interview process candidates' suitability to work with children will be assessed and the successful candidate will be required to complete an enhanced DBS disclosure form.***

- Completed applications should be submitted by the **closing date of Monday 5th November** to:

  Mrs Hayley Coulter
  Hemingford Grey Primary School
  St Ives Road
  Hemingford Grey
  Cambridgeshire
  PE28 9DU

- Alternatively, you can email your pack to: office@hemingfordgrey.cambs.sch.uk

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Hemingford Grey SCHOOL

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JOB DESCRIPTION: MIDDAY SUPERVISOR

Responsible to:
Deputy Head Teacher and Senior Midday Supervisor

Purpose of the job: To ensure the security and care of the pupils in the school and to promote their social development during the lunchtime period.

Main Duties and Responsibilities

1. To supervise pupils during the lunch period, in the dining room, playground and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.
2. To monitor the behaviour of pupils discouraging in a positive way any anti-social behaviour and reporting any incidents to the Co-ordinator.
3. To ensure the safety and well-being of children, providing emotional support where necessary, contributing to the maintenance of a safe and healthy environment.
4. To ensure that all pupils suffering any injury or accident are dealt with appropriately.
5. To teach the children and support them to play a range of games on the playground and in the classrooms during wet playtimes.

In the Dining Room:

6. Ensure that children have been to the toilet and washed their hands before entering the dining room.
7. To organise the entrance and exit of children to and from the dining room in an orderly way, encouraging a calm atmosphere.
8. To encourage children to eat their meal, assisting where necessary and cleaning up any spills.
9. To encourage social skills and good table manners.

Playground/School Premises:

10. To supervise and control the entrance and exit of children from the school premises and check on any strangers who may enter the school grounds and report any concerns to the Co-ordinator or the Headteacher.
11. To supervise children in the classrooms when the weather is wet, ensuring that they are quietly occupied and that the classroom is tidy for afternoon school.
12. To take part in meetings or training appropriate to the job of Mid-day Supervisor and undertake any other duties as asked by the Coordinator of Headteacher consistent with the purpose of the job.

This job description will be reviewed annually and may be amended according to changing requirements

Variation Clause:

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Head teacher in consultation with the post holder
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the school's management reserves the right to make changes to the job description following consultation

Flexibility Clause:

1. Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the School's other sections or departments.

Signature……

Name……..

Date …….

October 2018

Hemingford Grey SCHOOL

ABOUT THE SCHOOL

Hemingford Grey Primary School is a full primary school (Reception to Year 6) with a school roll of approximately 293. Our school is expanding and we have a new extension which opened in September 2014. Over the next 2 years the school will grow to 315. We admit children from the villages of Hemingford Grey and Hemingford Abbots. It is County policy to admit children during the academic year in which they are five years of age. Children are admitted to reception class in September (staggering the intake over two or three weeks). To help in this process, the school has established strong links with the children in their pre-school environment.

Our school is fully committed to providing high quality Continuing Professional Development opportunities to our staff in order to enable them to deliver creative learning opportunities to children in the context of high expectations and standards. Our CPD programme regularly includes bespoke training delivered by national consultants as well as opportunities to visit other schools both within and outside of the county of Cambridgeshire.

Our school has a strong set of aims and values which set our climate and ethos. These are laid out in a separate document contained within this pack.

Equal Opportunities
Hemingford Grey School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The School will:

- Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, working hours, or any other inappropriate distinction.

- Promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds.

- Promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group.

- Challenge inequality and less favourable treatment wherever practicable.

- Promote greater participation of under-represented groups of staff by encouraging positive action to address inequality.
- Promote an environment free of harassment and bullying on any grounds in relation to all pupils and staff.

School Rules

The school has rules to aid the smooth running and the safety of the children. We have 7 golden rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

<u>Plus for Key stage 1:</u>

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

<u>For Key Stage 2:</u>

5. We are polite
6. We are honest
7. We respect everybody and the environment around us

We exercise kind, but firm, discipline where respect for each other and basic courtesies are emphasised. Children learn the fundamental parameters of behaviour, which in turn lead to greater self discipline and maturing ability to use their judgement. Emphasis on praise and celebration of endeavour as well as success, assist in the establishment of a happy, learning environment for the children.

Bullying
A clear and consistent policy on bullying is in place and the staff and children are aware of its contents. Vigilance is constantly exercised and parents are encouraged to report any problems to ensure early action by the school.

Safety
Children are supervised by designated adults in all areas of the school from 9.00 am to the end of the school day. Our site manager makes regular checks of the buildings in line with County regulations. Fire drills and critical incident drills are regularly and efficiently carried out.
Children assess the risks in a range of areas including independent working and offsite visits and are alerted to the potential hazards which surround them.

Pastoral Care
Pastoral care is provided primarily by the classroom teacher, who will discuss any concerns with parents by appointment.

Medical
The school has a named nurse.

Welfare
The Education Welfare Officer (EWO) will give advice on free school meals, uniform grants, employment of children by-laws and children in entertainment.

Relationships between the School and Home
We are keen to establish and maintain a successful home /school relationship for each of our children. Parents and visitors are welcomed to attend a wide range of events at school. Parent /teacher consultations are held twice per year in the autumn and spring with an open afternoon in the summer. These provide opportunities for parents to discuss their child's progress and view work.
The school benefits from many parent helpers who bring their skills and experience to enhance school life. We have a homework policy that has been generated by the pupils themselves and all children are expected to continue their learning outside of the school day.

Organisation of Classes
We currently run mixed year classes throughout the school apart from Foundation Stage. The school leadership team comprises: the Headteacher, Deputy Headteacher, Phase Leaders in FS/Yr 1/2, 3/4, 5/6 and SENDCO.

Curriculum
The school curriculum complies with the legal requirements of the Education Reform Act 1986 and consists of Religious Education and the subjects of the National Curriculum. We have made significant changes to the design of our curriculum and we now deliver learning in a creative, cross curricular way which takes into account the many learning opportunities in our near and local environments. The impact of this hard work on pupil engagement, attitude and outcomes has been significant. Please see the attached key document outlining our approach to teaching and learning.

Special Needs
The school has a structured policy relating to the identification of Special Needs Education and all allocation of appropriate support.

Able Children
The school works towards allowing able children to follow programmes of study suited to their individual needs and abilities.

Extra Curricular Activities
Each term, a programme of after school and lunchtime clubs is offered. The school has many sporting facilities and plays football and netball matches with local schools. We have a strong association with Huntingdon Gymnastics club. All children are encouraged to participate in sporting activities. Various local organisations visit the school, such as theatre groups, voluntary bodies and national organisations. School life is enlivened by visitors from other cultures and countries.

School Visits
The children are given the opportunity to take part in school visits which are linked to the curriculum. These include trips to theatres, museums and historic buildings. We expect that all pupils will engage in active learning making use of our school environment and the local and near local environment whenever possible.
Year 4 and 6 pupils have the opportunity to go on a residential visit.

Governing Body

Hemingford Grey Primary school has an enthusiastic and dedicated governing body which includes people from many areas of the local community and many different walks of life. Governors include parents, teachers, members of the local community and appointees from the Local Authority. All governors serve a four year term of office.
The governors' role is to manage the school and to help the school determine its aims and objectives. The governing body supports parents, staff and children and acts as a link between the school, the community and the LA. They work closely with the Headteacher to manage the school budget, appoint staff and ensure the National Curriculum and assessment procedures are implemented. The governing body are proud to be a critical friend of the Headteacher, and support the whole school.

Governing Body 2018 - 2019

Community Governor
Rachel Brown (Co-Chair)
Community Governor
Helen Peat (Co-Chair)
Headteacher Governor
Mrs Kate Fox
Staff Elected Governor
Mr Jonathan Clarke
Co-opted Governor
Hayley Coulter

LA Appointed Governor
Jenny Jones
Parent Elected Governor
Vanessa Allen
Parent Governor
Raylene Armstrong
Community Governor
Ruth Burrows
Associate Governor
Steve Young

Parent Elected Governor
Julie Fryer
Co-opted Governor
Tony McMahon
Parent Governor
Rick Howell

Hemingford Grey School Staff

Kate Fox	Head Teacher
Jonathan Clarke	Deputy Head Teacher

Teaching Staff

Sarah Askew	Reception (Foundation Stage Phase Leader)
Charlotte Bloom	Reception
Tara Mills	Reception
Eleni Griffiths	Year 1/2
Elliot Mepham	Year 1/2 (KS1 Phase Leader)
Sarah Atkins	Year 1/2
Herdeep Ward	Year 3/4
Ben Carter	Year 3/4
Vicki Read	Year 3/4 (Lower KS2 Phase Leader)
Jonathan Clarke	Year 3/4/5/6
Sarah Symons	Year 5/6
Nicholas Churchill	Year 5/6
Kathryn Honey	Year 5/6 (Upper KS2 Phase Leader)
Michelle Parker	Inclusion Manager
Marie-Odile Guillou	French Teacher

Support Staff

Linda Beasley	Teaching Assistant
Carolyn Lew	Teaching Assistant / HLTA
Kirsty Beardall	Teaching Assistant
Lavina Glass	Teaching Assistant
Sean Wilcox	Teaching Assistant/HLTA
Monica Mallol Wright	Teaching Assistant
Tracy McMahon	Teaching Assistant
Paula Seamark	Teaching Assistant
Vicky Jaffe	Teaching Assistant
Lianna Edmunds	Teaching Assistant
Libby Wilkin	Teaching Assistant
Lisa Tagg	Teaching Assistant
Claire Bamber	Teaching Assistant

Office Staff

Hayley Coulter	Office Manager
Rochelle Butcher	Office Administrator
Joanna Guest	Finance Administrator

Caretaking Staff

Jeremy Birkin	Site Manager

Catering

Giuseppe Di Modugno	School Caterer
Alison Jennings	Assistant Caterer
Ann Brown	Assistant Caterer

Midday Supervisors

Lisa Tagg	Senior Midday Supervisor
Shameen Soloman	Midday Supervisor
Victoria Jaffe	Midday Supervisor
Monica Mallol Wright	Midday Supervisor
Faye Lyon	Midday Supervisor
Emma Turner	Midday Supervisor
Tracy McMahon	Midday Supervisor
Shoba Chockalingham	Midday Supervisor

Hemingford Grey SCHOOL

CONDITIONS OF EMPLOYMENT

The successful candidate will be required to satisfy the authority of his /her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills, the appointment is subject to a Criminal Records Bureau search.

CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

Following the Local Government Review in the late 1990s Cambridgeshire County Council encompasses Cambridge City, South and East Cambridgeshire, Fenland and Huntingdonshire. The academic reputation of Cambridge includes the University Department of Education and Homerton College which play an active role in the both local and national developments.

Cambridgeshire Education Authority enjoys a reputation for innovation and partnership. Financial devolution to schools and colleges was pioneered in Cambridgeshire well in advance of the 1988 Education Reform Act. The working relationships between Headteachers, governors and the LEA are strong and are supported by the development of effective and wide ranging consultative arrangements. These include a forum comprising all secondary Headteachers (CSH), the Special Schools Heads Association (SSHA) and Cambridgeshire Primary Heads Forum (CPHF) which includes representatives of nursery schools. There is also a forum for Chairs of Governors and Governor Advisory Group.

Pupil Support Services

Pupil Support Services and Special Educational Services support children with additional needs and include:

- Educational Psychology Service
- Hearing Support Service
- Home tuition for sick children
- Teaching in hospitals and psychiatric units
- Pre-school Service (including Portage)
- Primary Support Service
- Secondary Support Service (including a support service for looked after children)
- Student Assessment Service
- Visual Impairment Service
- Education Welfare Service
- Education Child Protection Service
- Health and Drugs Education Service
- Multicultural Education Service
- Student Awards Service.

Further information on Cambridgeshire and the Local Education Authority can be found at: *http://www.cambridgeshire.gov.uk/education/*

Policy Statement on the Recruitment of Ex-offenders

- As an organisation which uses the Disclosure and Barring Service (DBS) scheme, the Governing Body of Hemingford Grey school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.

- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.