

Information Booklet

Lunchtime Supervisor



A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdseye First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration, working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We would hope that what you read in the information pack, alongside your wider research about the Trust and schools, will encourage you to apply.



CEO – The Mast Academy Trust

About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**.
- We **collaborate** for the good of our children and staff.
- We **inspire** our children, and our employees to **achieve** their ambitions.
- We all **learn** from our experiences.
- We ensure a **safe** and **caring** environment for everyone.

We commit to:

- Put the **children** at the heart.
- Value all our **people** and respect their well-being.
- Serve the **community** around us.
- **Respect** different opinions and then unite together.
- Be willing to **challenge** and accept challenge.
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX
www.themast.co.uk | 01484 865444

Joining the Trust

Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teacher's Pension Scheme or the Local Government Pension Scheme.

Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

About Scholes (Holmfirth) Junior & Infant School

Welcome to Scholes Junior and Infant School. We hope you find the information contained within this information pack useful in getting to know us and in understanding what our values are as a school.

Scholes Junior and Infant School is a small, village primary school set within a semi-rural part of Holmfirth, Huddersfield. There are currently 152 pupils on roll, divided into 6 classes.

We are a member of the Mast Academy Trust, which also comprises of Scissett Middle School, Birdsedge First School, Shelley First School and Kirkburton Middle School. We are also a part of the very successful Holmfirth Pyramid of schools. Most pupils come to us from the surrounding village of Scholes and then transfer to Holmfirth High School at the end of Year 6.

One of our key aims is to equip pupils with the essential knowledge and skills they need to lead happy and successful lives, as well as preparing them for the next steps in their learning journey. We have begun to establish robust curriculum plans and work closely with specialist leaders of education within the trust, as well as being part of a number of subject networks. This means we have access to expertise, but with the opportunity to make the right decisions for our school when it comes to the curriculum.

The team at Scholes are hardworking, dedicated and strive to provide the best curriculum possible which is reflective of the National Curriculum and the Scholes area. As part of the trust, we have established Rosenshein principles of instruction to maximise learning opportunities and help pupils remember the taught curriculum overtime. Alongside this, we aim to enrich the curriculum with a whole host of exciting visitors, trips and activities to add to pupils' cultural capital.

Pupil development at Scholes School is rooted within our core values of Respect, Resilience and Responsibility. We foster Respect for ourselves, for others and for our learning environment, ensuring that every interaction reflects care and consideration. From the very first days in Reception, pupils are encouraged to show Responsibility for their learning, their actions and their sense of belonging, building independence and confidence as they progress through school. We nurture resilience by helping children view setbacks as opportunities for growth, celebrating effort and perseverance alongside success. Our vision is for every child to develop a life-long love of learning, to feel valued and respected, to dream big and reach their full potential, and to take pride in themselves and their achievements. At Scholes, children really do "learn through enjoyment."

We specialise in supporting, nurturing and guiding pupils through this time in their lives – emotionally, socially and academically – in order that they can achieve well and feel safe. We believe strongly in the importance of inclusion, the development of the whole child, and meeting the needs of the individual.

Attendance is strong, bullying is rare, and pupils tell us they feel safe and well-cared for. Through stakeholder surveys, parents tell us they are very happy with their children's experience at school; the progress their children make and the quality of teaching each child receives. We believe that development is most effective in a calm and orderly atmosphere where children are encouraged to behave in an appropriate manner and where self-discipline and resilience is important and valued. Pupils are encouraged to take responsibility for themselves and their learning, seeing themselves as citizens of the community - citizens who can make a difference.

Mrs Lisa Pugh – Headteacher

Lunchtime Supervisor

For Scholes (Holmfirth) Junior & Infant School

Organisation	Scholes (Holmfirth) Junior & Infant School
Job Scale	Grade 5
Hours	1 hour 10 minutes per day Monday to Friday
Type	Fixed term until 31.07.26
Job share	Will be considered
Location	The primary place of work shall be Scholes (Holmfirth) Junior & Infant School, though you may be required to work at any school within the Trust.
Responsible to	Headteacher

JOB CODE	LTSSJIS0126
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The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.

Appointments will be subject to an Enhanced DBS check.



Overview

Schools are providers of education, and extended learning services, all of which benefit pupils, parents and the local community. Scholes (Holmfirth) Junior & Infant School is part of The Mast Academy trust who is a diverse employer that encourages the development of its staff who in turn deliver quality services to pupils and parents whose expectations are constantly rising both in terms of better services and access to them. Employees feel that they are contributing to the local community and making a difference to people's lives whilst working in a dynamic, fair and flexible environment.

This job is part of our Other Support job family which plays a key role in supporting schools to deliver high quality services.

In your role you will be part of a team within the school. You will support the delivery of an effective education and curriculum function in line with schools policies and procedures.

Basic Job Purpose

Working as part of a team to be responsible for the supervision of students/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. To support 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

Main Responsibilities – Lunchtime Supervisor

Supervision of Pupils on School Premises

- To supervise areas, both indoors and outdoors, where students/pupils congregate during lunchtime, maintaining Health & Safety practices.
- Taking account of relevant practices and procedures, to supervise and monitor activity areas, corridors, toilets, classrooms etc as required.
- To supervise students/pupils eating their meal on school premises, in specified areas set aside for dining purposes which includes issues such as dealing with spillages.
- To supervise queues waiting to enter specified dining areas.
- To undertake the personal care of students/pupils including toileting, dressing, sickness, as appropriate.
- Where required, to assist in the bringing food to, and feeding children unable to feed themselves.

Promoting Positive Behaviour

- To encourage positive behaviour through implementation of school's behaviour policies and practice and dealing with incidents as directed.
- To encourage students/pupils understanding and knowledge of the impact of their actions within the remit of Health and Safety.
- Assist within the parameters of school positive behaviour practices and procedures, assist as appropriate to promote the maintenance of Health and Safety.
- To provide information to the class teacher for the recording of incidents or occurrences.

Promoting Personal and Social Skills

- To encourage students/pupils to maintain hygiene standards (eg. washing hands after toileting)
- To encourage students/pupils to leave all areas in a tidy condition.
- To encourage good relations between students/pupils and adults through informal discussion and play situations.
- As appropriate to organise the distribution and collection of lunchtime equipment and supervise activities where necessary.
- To be actively involved and encourage lunchtime games.
- To encourage and develop social skills such as mutual respect and trust.
- To be aware of cultural and social factors which may have an effect on the supervision of the students/pupils.

Appropriate Communication

- To report accidents or other occurrences such as child protection issues immediately to the Designated Safeguarding leads
- As necessary, pass on verbal or written information to the Activity Support Officer or appropriate staff.
- To liaise with the kitchen staff as appropriate for issues related to lunchtime supervision.

General

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Participate in relevant and appropriate training and development as required.

- Carry out your duties with due regard to current and future school / Trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications.
- Promote and actively support the Trust's responsibilities towards safeguarding.

Person Specification - Lunchtime Supervisor

E Essential	A Application Form
D Desirable	T Test/Exercise
	I Interview
	R References

Qualifications & Experience

D	Experience of working with children/ young people.	AI
D	Experience of encouraging the development of relationships between children/young people.	AI
D	First Aid Qualification.	AI

Knowledge, skills and abilities

E	Basic Health and Safety Awareness.	AI
E	The ability to relate to children/young people from diverse ethnic/social backgrounds.	AI
E	Verbal communication skills in order to liaise with children/young people and other staff members.	AI
E	The ability to react in a positive manner to difficult situations which may arise amongst children/young people.	AI
E	Ability to keep problems in perspective and be patient.	AI
E	Able to read and understand simple verbal and written instructions.	AI
E	Ability to work with children/young people exhibiting behaviour difficulties.	AI
D	Ability to respond calmly to emergencies.	I
D	Knowledge of and commitment to the Trust's Equality Policy and how it relates to the duties of the job.	I

Personal Qualities

E	Commitment to undertake continued training and development	I
E	Willingness to undertake an enhanced Disclosure and Barring Service check.	I
E	An excellent record of attendance and punctuality	R
E	A commitment to inclusive education	I
E	Reliability, integrity and stamina	IR
E	A happy, positive disposition.	I

E	A calm and pleasant manner.	I
E	An ability to undertake all the physical aspects of the job	I

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

Application Details

Thank you for taking the time to read this pack.

Applying for the role of Lunchtime Supervisor

If you wish to apply for the post of Lunchtime Supervisor, please complete the application forms found on <https://www.themast.co.uk/job-vacancies>

Application is via the Trust's online application form only, separate submissions or supporting documentation will not be accepted; all information should be provided within the relevant sections of the application form. You have the option to save and edit your application prior to submission. As the application form is hosted on Microsoft Forms, you may wish to copy and paste any larger sections of text into the form.

The application form requires you to provide in addition to personal details, educational achievements, employment history clear and a brief description of how you meet the criteria.

If you require support to complete the application, please contact recruitment@themast.co.uk or telephone 01484 598898 to speak to the HR department.

The job code for this role is LTSSJIS0126

If you would like an informal discussion with regards to the role prior to applying please contact [Lisa Pugh, Headteacher on 01484 682190](mailto:lisa.pugh@themast.co.uk)

Shortlisting

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the school interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

Equality Opportunity Monitoring

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

The expected start date would be as soon as possible.

Please accept this as acknowledgement of the time and interest you have shown.