



Washington  
Academy  
*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Lunchtime Supervisor



Consilium  
Academies  
*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Lunchtime Supervisor at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

At Washington, we aim to work collectively with our local community to provide the highest-quality education in an environment which is welcoming and inclusive. We believe only in this setting can learning and personal development flourish successfully.

Our aim is clear, to develop the whole person in a dynamic and progressive learning environment that expects exemplary standards of behaviour and respect and demands a thirst for continuous learning.

Every member of our Academy is clear on what we want to deliver to current and future students through equal opportunities for every pupil to succeed. We are committed to:

- Providing students with an exciting, engaging, and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our Academy and our community to the full

We are seeking to appoint a qualified, creative, and enthusiastic Lunchtime Supervisor to join our motivated team in an Academy that is committed to offering a welcoming, safe, and inclusive environment for all our students to flourish.

I can't think of a better time to join our growing academy as we go through this exciting period of change.

I look forward to receiving your application.

Derek Austwick  
Head Teacher



## About the Academy

Washington Academy offers excellent learning experiences to all its students through a very diverse curriculum which caters for the needs of all. The academy opened new state of the art buildings in 2009 and endeavours to ensure all our young people enjoy their lessons in an inspiring learning environment.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Washington Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Our very strong links with partner primary schools ensures smooth transition from primary to secondary school, allowing a strategic approach to raising aspirations and generating further success.

Washington Academy is a place where all members of its community feel welcome, safe and experience a sense of belonging. We believe that only where this exists can learning and personal development progress successfully. Washington Academy is seeking to develop the whole person.

# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



# About the Role

**Job Title:** Lunchtime Supervisor

**Start date:** As soon as possible

**Hours:** 10 hours per week, term time plus 2 days

**Contract:** Permanent

**Salary:** Grade 2 (scale points 3 – 4), actual salary £4,620 – £4,713

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Washington Academy are looking to appoint a Lunchtime Supervisor to supervise pupils during lunchtime and to ensure the wellbeing and safety of pupils, in line with the school's policies and procedures.

The role represents a great opportunity within a friendly, positive and professional environment. The successful candidate should promote good order and high standards of behaviour.

At Washington Academy we want every single student to achieve their potential. We will work together to provide the best learning experience possible for all students and ensure that it takes place in an environment that is safe and supportive.

The post holder must be aware of child protection issues and the need for confidentiality.

As part of Consilium Academies, Washington Academy aims to provide an inclusive partnership within our Trust and with our communities where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kim Weller at [kim.weller@consilium-at.com](mailto:kim.weller@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is 9.00 am on 6<sup>th</sup> May 2022**

**Interviews will take place on a date to be confirmed w/c 9<sup>th</sup> May 2022**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*

## Job Description

Job Title: Lunchtime Supervisor

Reports to: Business Support Officer

Based at: Washington Academy

### Main purpose of the Role

To supervise pupils during lunchtime as part of a professional team and to ensure the wellbeing and safety of pupils, in line with the school's policies and procedures.

### Core Responsibilities & Tasks

#### Specific Duties

1. Work closely with the Catering Manager to ensure smooth operation of the dining area
2. Direct supervision of all students
3. Helping to ensure that the school, staff and students remain COVID compliant and safe – i.e. wiping down areas (general cleaning)
4. Reporting any issues, including behaviour, to the Business Support Officer.

#### Principal Responsibilities

1. Offering care and support throughout lunchtime.
2. Working as a team member under the direction of the Business Support Officer.
3. Taking responsibility for a group of pupils or an area as designated by the Business Support Officer.
4. Being responsible for the wellbeing and social interaction of the pupils during lunchtime.
5. Promoting good order and high standards of behaviour.
6. Ensure lunchtime rota duties are followed
7. Demonstrating flexibility in relation to covering different areas within the school.
8. Supervising other activities during lunchtime including setting out and storing of relevant equipment.
9. Reporting and documenting any accidents and incidents that occur during lunchtime in line with school policies and procedures.
10. Being watchful of any potentially hazardous situations e.g. slippery floors etc. and reporting concerns to the Business Support Officer.

#### General requirements

1. Attending and participating in training and development courses as required.
2. Attending meetings, liaising and communicating with colleagues in the school.
3. Being an effective role model for the standards of behaviour expected of pupils.
4. Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies.

### Additional Notes

1. The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
2. An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.

### Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of



responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.



## Person Specification

Qualifications and CPD	Essential	Desirable
Basic literacy, numeracy, written and oral communication skills	X	
Experience, Knowledge and Skills	Essential	Desirable
Experience of working within an educational setting		X
Able to demonstrate excellent customer service skills	X	
Personal Attributes	Essential	Desirable
Must be able to communicate effectively with customers and colleagues and demonstrate the ability to understand simple written instructions	X	
Must be able to demonstrate an awareness of a high standard of hygiene both operational and personal	X	
Must be able to demonstrate an awareness of safe working practices within the working environment	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X