

<b>Job Title</b>	Midday Supervisor	<b>Job Category</b>	Support
<b>Grade &amp; Salary Range</b>	Grade B, £17,711 FTE (£9.18 Per Hour)	<b>Hours of Work</b>	2 Hours Per Week, Term Time Only
<b>Location</b>	George Pindar School	<b>Travel Required</b>	No
<b>Position Type</b>	Permanent	<b>Line Manager</b>	Assistant Principal
<b>Date Posted</b>	16th July 2020	<b>Posting Expires</b>	07th August 2020
<b>Interviews to be held</b>	To Be Confirmed	<b>Start Date</b>	01st September 2020

## Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

### ***Completed Applications are to be returned to***

<b>Name</b>	James Annetts
<b>Email Address</b>	james.annetts@northyorks.gov.uk
<b>Postal Address</b>	Resourcing Solutions, North Yorkshire County Council County Hall, North Allerton DL7 8AE

Hope Learning Trust York is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the HR Team via [hr@hlt.academy](mailto:hr@hlt.academy)

## Midday Supervisor, Grade B, 2 Hours Per Week, Term Time Only

£17,711 Full Time Equivalent Per Annum (£9.18 Per Hour)

George Pindar School is an 11-16 secondary situated in Scarborough and we are a community school where our colleagues are #proudtobepindar. We are a school with low staff turnover, high staff morale and we are looking positively to the future.

On the 1 March 2019 we officially joined the Hope Learning Trust family of schools along with our fellow coastal partner Graham School. This is a positive step in our school improvement journey which sees us working collaboratively sharing best practice, developing our staff, developing advancements on teaching and learning and ensuring strong outcomes for our students.

We are proud to be an inclusive school with a healthy intake in Year 7 and we have the highest aspiration for our students to achieve their very best and grow both as individuals and as members of their community. The development of the whole child forms an integral part of our vision; we want the best for every student at George Pindar irrespective of their background. We value honesty, high expectations and aspirations, resilience and we work together as Team George Pindar.

### **Overview and career development recruitment incentives:**

- An opportunity to join the Team at George Pindar School and work closely with your fellow colleagues at Graham School.
- Friendly and caring schools where all stakeholders work together for the benefit of the children
- A high level of support from staff and colleagues with the Hope Learning Trust
- Motivated, dedicated staff and a committed, active and supportive Senior Leadership Team
- Improving schools which support pupils to aspire to the very best, with a broad and balanced curriculum offer, collaborative learning and a wide range of extra-curricular activities
- A commitment to professional development and advancement opportunities within a growing MAT.

### **Job Details**

All posts at George Pindar School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

**Lesley Welsh**  
Principal



### Job Description

<b>Job Title</b>	Midday Supervisory Assistant
<b>Grade</b>	B
<b>Responsible To</b>	Senior MSA
<b>Staff Manage</b>	None
<b>Job Family</b>	Supervisory
<b>Job Purpose</b>	To work as part of a team monitoring pupil behaviour during the midday break to ensure a caring and safe environment.
<b>Job Context</b>	<p>Required to work indoors and outdoors when supervising the children and young people to ensure their safety.</p> <p>Enhanced DBS Clearance required</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>• Supervise the playground area, playing fields, cloakrooms and classrooms etc during the lunchtime break.</li> <li>• Assist with the removal of food and equipment once pupils have eaten their lunch.</li> <li>• Deal with minor first aid incidents; follow appropriate procedures for recording and reporting.</li> <li>• Assist in the implementation of appropriate behaviour management strategies as required</li> <li>• Observe a child or young person's behaviour, understand its context, and notice any unexpected changes and report any inappropriate behaviour to the correct member of staff.</li> <li>• Resolve minor disputes between pupils</li> <li>• Assist in the supervision of other activities during the midday break, including setting out and storing equipment</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Establish rapport and respectful, trusting relationships with children, young people and those caring for them.</li> <li>• Report any concerns about pupil welfare to the appropriate member of staff in a confidential manner.</li> <li>• Communicate effectively with all staff, pupils, families and carers.</li> <li>• Provide support and encouragement to children and young people</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.</li> <li>• Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security.</li> <li>• Be aware of own (and others') professional boundaries.</li> <li>• Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>• Participate in the school's performance management scheme.</li> <li>• Participate in training and other learning activities and performance development as required.</li> <li>• Attend staff meetings and training days by agreement with the Headteacher.</li> </ul>

<b>Data Protection</b>	<ul style="list-style-type: none"> <li>To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

### Person Specification

<b>Job Title</b>	Midday Supervisory Assistant	
<b>Grade</b>	B	
<b>Responsible To</b>	Senior MSA	
<b>Staff Manage</b>	None	
<b>Job Family</b>	Supervisory	
<b>Essential</b>		<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Awareness of health and hygiene issues</li> </ul>		<ul style="list-style-type: none"> <li>Behaviour management. (These criteria may be essential for secondary or larger primary schools)</li> <li>Good written and verbal communication skills.</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Experience appropriate to working with children.</li> </ul>		
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>Judgemental skills</li> <li>Demonstrable interpersonal skills.</li> <li>Ability to work successfully in a team.</li> <li>Confidentiality.</li> <li>Initiative</li> </ul>		
<b>Qualifications</b>		
		<ul style="list-style-type: none"> <li>Appropriate first aid training or willingness to undertake training (<i>Dependent on the schools needs</i>)</li> </ul>
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>Enhanced DBS Clearance</li> <li>To be committed to the school's policies and ethos.</li> <li>To be committed to Continual Professional Development.</li> <li>Motivation to work with children and young people.</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.</li> <li>To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery</li> <li>The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post</li> </ul>		

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

# Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At Hope we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

## As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

## As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

## As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

## As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

## As Professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

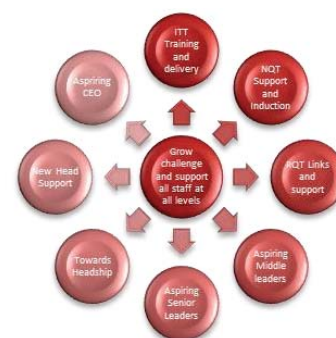


## Benefits of working at HOPE

### Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://www.nypf.org.uk)

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.

