**Catering Manager**

**Application Pack**

Location: **SCHOOL DETAILS NEEDED**

**REAch2 Registered address:**

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

DE13 0UF

[www.reach2.org](http://www.reach2.org)

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**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

You are invited to submit an application form, which is available together with this document.

**Closing date for applications:** **DATE NEEDED**

**Interviews: DATE NEEDED**

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact: School Office.

**Completed application forms should be sent to:**

**INDIVIDUAL SCHOOL DETAILS**

**OR**

HR Recruitment

REAch2 Academy Trust

**Email: CONTACT EMAIL**

**Equal Opportunities Monitoring forms should be sent to:**

HR Recruitment

REAch2 Academy Trust

**E-mail: CONTACT EMAIL**

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our Regions**

* West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
* East Anglia covering – North East Essex and Suffolk
* South Central covering - Croydon, Bexley, Kent and Sussex
* North Central covering – Essex, Reading, Hertfordshire, London

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately

and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**Job Description**

**Post:**  **Kitchen/Catering Manager**

**Responsible to: Headteacher/School Business Manager (Delete as appropriate)**

**Salary/Grade: SALARY REQUIRED**

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

• Responsible for the operational efficiency of the catering service, planning, preparation and presentation of food and beverages to the required standard within the budget limitations as agreed with the school management.

• Maintenance of the highest standards of personnel management, hygiene and health and safety.

**Catering**

• To be responsible for the preparation and presentation of all food to the required statutory regulations and school standards.

• To ensure that methods of preparation and presentation comply with current recognised catering standard and food safety legislation.

• To order raw materials and supplies, check deliveries and ensure all raw and cooked food is stored correctly.

• To ensure all cooking staff carry out the preparation and cooking of all meals to the recipe specifications and nutritional guidelines.

• To ensure all staff adhere to the portion standard yields as stated within the recipe specification and required by the school.

• To be responsible for the monitoring of menu planning and ordering.

• To ensure the prompt service of all meals, breaks and functions provided, as required by the Headteacher.

• To implement local promotions/theme days, as required.

• To ensure that all catering activities are carried out in line with the pre-agreed school budget.

• To ensure any comments regarding the catering operation – positive or otherwise, are noted and acted upon appropriately.

• To plan, implement and review a cycle of nutritionally balanced menus to be revised at regular intervals as instructed by the Headteacher.

• To adjust the menu to eliminate unpopular or costly items.

• To purchase all supplies through agreed suppliers and advise the Headteacher of any unsolved difficulties with suppliers.

• To be responsible for stock control and rotation of stock.

To occasionally organise special functions, which may be outside of normal working hours

**Communication**

• To maintain regular contact with the Headteacher, other senior managers and the Administrative/Finance Manager.

• To actively monitor satisfaction with food provided on a weekly basis.

• To hold regular team meetings/briefings with all catering staff and liaise with senior school managers, as required.

• To be responsible for the immediate reporting of staff absences to the Administrative/Finance Officer.

**Team Leadership**

• To assist with the recruitment and induction of all new members of the catering staff.

• To assist with the monitoring of staff performance, providing training and development as necessary.

• To be involved in the discipline of staff in accordance with the School Procedure, as required.

**Health and Safety**

• To report all accidents and unfit foods.

• to ensure that all aspects of health and safety legislation are complied with so far as the catering service is concerned.

• To ensure that the cleaning schedule is complied with and carry out cleaning as required.

**Other**

• To take all necessary steps to ensure maximum security of kitchen supplies, equipment and monies.

• To undertake the appropriate promotion and marketing of the catering service.

• To identify and recommend improvements and cost savings to the benefit of the customer.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

**Person Specification**

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| **Knowledge, training and experience** |
| * Please describe all the forms of knowledge required to fulfil the job responsibilities satisfactorily, including theoretical and practical knowledge; professional, specialist or technical knowledge; and knowledge of the policies, practices and procedures associated with the job. * Some experience in catering is essential. Experience in school catering is preferred but is not essential as on the job training plus mentoring is often provided.      * Please describe the educational level normally expected as well as the equivalent level of knowledge gained without undertaking a formal course of study; and the practical experience required to fulfil the job responsibilities satisfactorily. * A reasonable educational level is required but is not considered to be as important as the ability to produce meals on time and to a good standard. The ability to carry out simple clerical duties is also required but many central controls are in place to help with this process. |
| **Skills** |
| **Planning, organising and controlling skills**   * Please describe the job requirements for planning, organising, controlling, developing and managing activities and operations, taking into account size, functional or organisational diversity and time scales. * There is a requirement to be able to plan and organise efficiently particularly in a school environment when lunchtimes can be very time limited. The provision of meals can vary considerably in terms of the school roll and the take up of meals.   **Communication and influencing skills**   * Please describe the nature and purpose of the communicating with others including the skills required to motivate, negotiate, persuade, empathise, influence, change peoples’ behaviour and the complexity and contentiousness of the information. * Good communication skills are required mainly in terms of customer service delivery and relationships with schools. |

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| **Initiative and Innovation skills**   * Please describe the supervisory control; policies, procedures and practices and professional, technical or occupational codes of practices within which the post operates. * Many of the activities required of this post are determined centrally in terms of ordering procedures and menu planning etc, however a degree of initiative is required in terms of being flexible particularly working in a school environment. * Describe the range of problems solved including the complexity of the problem and the extent to which the problem has been encountered before. * Much support is given centrally, however problems do occur for example when cooking equipment breaks down and meals still have to be produced in time. |