



*Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE*

## *Breakfast Club Assistant Recruitment Pack*

*(Fixed term until 31<sup>st</sup> August 2024)*

*Required as soon as possible*



**‘Learning, Achieving and Enjoying Together’**



## About The Learning Partnership Trust

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in 'learners today – leaders tomorrow'. Our primary objective is to ensure that all of the children within our schools get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development, preparing them for the next stage of education and life.

## Vision and Values

The **vision** for The Learning Partnership Trust is to build '**learners today – leaders tomorrow**'.

To achieve the vision our **mission** is to establish high-performing, respectful, inclusive learning environments that enable children to equip themselves with the skills, knowledge, attitudes, emotional intelligence, belief and confidence to be ready for the next stage in their education and life. The vision is as relatable to every employee and partner of our Trust as it is to our children.

We have the following values:

- **The children and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, caring and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** we value developing people's lives by striving to personally and professionally grow and support others to do the same.
- **The Learning Partnership Trust is relentlessly focussed on improvement;** it values and celebrates success and encourages collaboration to maximise success.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child-centred individuals. It is with and through them that we will make our vision a reality.

# Welcome to Takeley Primary School

Thank you for your interest in our school. We would like to give you a flavour of what we believe in as a school and of our school community.

We are proud of our history of providing education for children in the local area from 1869 when the school was first opened as a Penny School; the children of ordinary people were charged 1 penny a day whilst children of shopkeepers were charged 3 pennies. At this time the School was located at Brewers End (on the old A120) and the buildings can still be seen there. Since that time the school has grown and developed and in September 2012 the school relocated to a brand new school on its current site at Priors Green, Little Canfield.

We are a primary school with children from Reception to Year 6. The school is an integral part of the village of Takeley and Little Canfield working closely with all the other organisations in the area to promote a sense of community.

We firmly believe that all our children are very special with the capacity to achieve in a variety of areas. 'Learning, Achieving and Enjoying Together' is our Core Professional Purpose and our staff are committed to develop the skills and talents of all of the children in our care. Together we are all working towards our children being confident and independent learners who have the courage to seize all the opportunities available to them both now and in the future.



Our children are given a wide range of experiences that help to develop them both academically and to develop confidence and inquisitive minds. There are many opportunities for them to develop within the school, for example building on leadership skills through School Council and the Play Leaders Scheme. There are many extra-curricular activities including many clubs at the school: ranging from Multiple Sports, Computing, Gymnastics, Performing Arts and a School Choir that performs at the O2 and all designed to give every child the chance to engage in rich learning experiences, gain independence and enjoy their learning. There is a strong PFA, with a good track record of support for the school and fundraising.





## What the pupils say about their school

"I like coming to school because I love everything."

"The teachers are nice because they always have a smile on their face."

"I like Takeley Primary because we have lots of activities and fun after school clubs."

"The Art is amazing because you can do papier-mâché and painting and it doesn't matter if you get it on you."



"I like Stop Pro animation because it is so much fun and takes little steps and it's very hard – just like life for everyone."

"The trips are really brilliant, especially the school journey where you get to experience things that you might never get the chance to do elsewhere."

"I really like Takeley Primary because the teachers are all friendly and help me."

"I really enjoy making friends and the learning the teachers do with different strategies."



With thanks for expressing an interest in working with us.

**Mrs Clare James - Headteacher**

## Our Vision:

### **'Learning, Achieving and Enjoying Together'**

#### Our Purpose:

The primary purpose of our school is to ensure all our children **learn**. When children make progress in their learning a sense of **achievement** and a feeling of satisfaction in a job well done will follow. **Enjoyment** is a key factor that promotes learning as a lifelong skill that goes beyond just their school days, but supports them well throughout their working lives. Developing together both **teamwork** and **independence** is essential to enhance learning, personal and social skills, so that the children one day can play their part in future societies and help shape the world that we will live in.

#### Our Aims, values and expectations:

##### **'Learning and Achieving'** (Quality of Education)

- to provide a high level of learning by developing **enquiring minds** through **stimulating experiences** which make us all want to learn more each day.
- to provide a school curriculum which is **broad, balanced, coherent**, and **relevant**, that reflects the statutory requirements of the National Curriculum so that the children **progress** and **attain** well from their starting points, being well-prepared for the next stage of their education.
- to promote **imagination** and **creative expression** through a wide range of opportunities and projects that provide a clear purpose towards '**real-life**' learning.
- to establish effective links between the school, home and the wider community which **promote aspirations** and **high expectations** that support and enrich the children's opportunities for learning.

##### **'Enjoying'** (Behaviour and attitudes)

- to develop **independent, motivated** and **determined** children who are **confident, flexible, respectful** and able to **cooperate** and **collaborate** with others, while not being afraid to make mistakes but willing to take risks in their learning by challenging themselves.
- to foster a sense of **pride** in achievement and a desire to succeed.

##### **'Together'** (Personal development)

- to create and maintain a **caring community** by encouraging a supportive, safe, understanding and considerate environment that fosters **kindness, responsibility, trust** and **teamwork**, along with the fundamental **British values** of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.
- to promote **spiritual, moral, cultural, mental** and **physical development** to prepare children for the opportunities, responsibilities and experiences of later life.

This Vision will be achieved through the partnership of children, parents, staff, helpers and Governors all working together.

# The Vacancy

Breakfast Club Assistant

1 hour per week (Wednesday)  
*Fixed term until 31<sup>st</sup> August 2024*

Scale 2, Points 3-4 (£22,737 - £23,114 pa, pro-rata)

38 weeks per year (term time only)

Start date as soon as possible

We are looking to appoint an enthusiastic, positive, organised and reliable individual to join our Breakfast Club team, supporting children who attend the club.

Duties include:

- To assist children in selecting their breakfast.
- To assist children with eating their breakfast if applicable.
- To clear tables when breakfasts are finished and clear up any associated spillages.
- To enforce the necessary sanctions for maintaining good order.
- To administer basic first aid as required.
- To keep daily records of first aid administered, behaviour and sanctions employed, together with any other relevant records that may be needed.
- To provide pastoral care, guidance and routine advice to pupils as appropriate.
- Where necessary and appropriate to lead games and activities with the children.

Please apply via the Essex School Jobs website.

Closing date: Wednesday 22<sup>nd</sup> November 2023

Interview date: Wednesday 29<sup>th</sup> November 2023

## Job Description

<b>Job Title</b>	Breakfast Club Assistant
<b>Grade</b>	Scale 2
<b>Reports to</b>	Breakfast Club Co-ordinator
<b>Responsible for</b>	Not Applicable
<b>Liaison with</b>	Pupils Breakfast Club Co-ordinator Headteacher Catering And Caretaking Staff
<b>Job Purpose</b>	Acting as part of a team, to take care and control of all the children on the school premises during the breakfast club period
<b>Principal Accountabilities</b>	<ul style="list-style-type: none"> <li>To maintain the safety, welfare and good conduct of the pupils during the breakfast club period</li> </ul>
<b>Duties</b>	<ul style="list-style-type: none"> <li>To assist children in selecting their meal and sitting in an appropriate place in the dining hall, sandwich room.</li> <li>To assist children with eating their meal if applicable.</li> <li>To clear tables when meals are finished and clear up any associated spillages.</li> <li>To enforce the necessary sanctions for maintaining good order.</li> <li>To administer basic first aid as required.</li> <li>To keep daily records of first aid administered, behaviour and sanctions employed, together with any other relevant records that may be needed.</li> <li>To provide pastoral care, guidance and routine advice to pupils as appropriate.</li> <li>Where necessary and appropriate to lead games and activities with the children.</li> <li>To alert Breakfast Club Co-ordinator and/or the Headteacher of any concerns regarding an individual child or group of children</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>To attend relevant training and meetings as required.</li> <li>To respect confidentiality at all times.</li> <li>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>To understand and apply school policies in relation to health, safety, welfare and behaviour of pupils.</li> <li>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>The Governing Body is committed to safeguarding and promoting the welfare of children and young people and</li> </ul>



	<p>expects all staff and volunteers to share in this commitment.</p> <ul style="list-style-type: none"> <li>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</li> </ul>
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General heading	Detail	Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Working with or caring for children
	Knowledge of relevant policies and procedures	Knowledge of First Aid
	Literacy	Basic reading and writing skills
	Numeracy	Ability to count and undertake basic calculations
	Technology	Ability to use basic equipment e.g. photocopier, video
<b>Communication</b>	Written	Ability to complete basic forms
	Verbal	Ability to exchange routine verbal information clearly with children and adults
	Languages	Seek support to overcome communication barriers with children and adults
	Negotiating	Consult with children and other adults
<b>Working with children</b>	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Understand and support the differences in children and adults and respond appropriately
	Curriculum	Understanding of games and activities which support learning
	Child Development	Understanding of the way in which games and activities can help children develop
	Health & Well being	Understand the importance of physical and emotional wellbeing
<b>Working with others</b>	Working with partners	Understand the role of others working in the school
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with other adults in the school
	Information	Ability to provide timely and accurate information
<b>Responsibilities</b>	Organisational skills	Good organisational skills
	Line Management	N/A
	Time Management	Ability to manage own time effectively
	Creativity	Ability to follow instructions

<b>General</b>	Equalities	Demonstrate a commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role

## Recruitment and Selection Policy Statement

1. The Trust Board is committed to:  
safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;  
  
promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;  
  
promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;  
  
and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:  
receipt of satisfactory references  
  
verification of identity  
  
a satisfactory DBS disclosure if undertaking Regulated Activity  
  
verification that you not barred from working with Children

verification that you are not prohibited from teaching

verification of medical fitness for the particular role

verification of qualifications and of professional status where required e.g. QTS status

the production of evidence of the right to work in the UK

verification of successful completion of/exemption from statutory induction period

verification that you are not subject to a section 128 direction preventing you from holding a management position within a school

a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

**NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.**

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

The seriousness/level of the disclosed information e.g. was it a caution or a conviction.

How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.

The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.

The country where the offence/caution occurred.

Whether the individual shows or has shown genuine remorse.

If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance “Keeping Children Safe in Education”, the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant’s suitability to work with children;
- to verify employment history

Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust’s retention schedule.

A copy of our Recruitment Procedure is available upon request.

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