



Green Park Village Primary Academy

Recruitment Information Pack
Operations Support Assistant-
Lunchtimes

Recruitment September 2021



Contents

Introduction and safer recruitment statement – page 3

About Green Park Village Primary Academy- pages 4-7

About REAch2- pages 8-10

The Green Park Village Primary Academy Team- pages 11

The role and applying: Learning Support Assistant (LSA)- pages 12-13

Link to online Equalities and Diversity Monitoring Form- page 13

Job Description and Person Specification- pages 14-17

Appendices:

REAch2 Application Form

Green Park Village Primary Academy

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www.greenparkvillageacademy.org

Introduction and Safer Recruitment

Green Park Village Primary Academy (GPVPA) is a brand new school, situated in the new Green Park Village development. It will be REAch2's 60th primary school.

Green Park Village Primary Academy is part of REAch2's Cluster 9 (Reading) and becomes the fourth school in the cluster, joining Civitas Academy (another new academy), The Palmer Academy and Ranikhet Academy.

We are looking to appoint an Operations Support Assistant to support our children during their lunchtimes.

The opening of Green Park Village Primary Academy was an exciting event for the community and the school team involved and we are looking to recruit an Operations Support Assistant, with values and attitudes, which align with the REAch2 Touchstones:



Green Park Village Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.

An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Satisfactory written references will be sought post shortlisting and ahead of a selection process.



Enabling Excellence for Exceptional Futures

Context

Green Park Village Primary Academy is a brand new school in Reading, a highly populated, expanding and culturally diverse town in Berkshire. The academy has been built to serve a brand new community within a new and expanding housing development situated within the business hub of Reading. The academy is also local to other housing developments, built without a school. Green Park will have its own railway station, linking to Reading and then into London via mainline and TfL train lines and this is within five minutes' walk of the school.

Green Park Village Primary Academy will grow to be a two-form entry primary school with a 26 (FTE) place Nursery attached. The school opened in September 2020 residing in its permanent stunning building from the start. We currently have a Reception and a Year one cohort of children and will grow year on year to a capacity of 420 learners with 26 (FTE) nursery places.

Our Literacies for Life:

Green Park Village Primary Academy will have an explicit focus on 'Literacies for Life'. All of the five Literacies relate explicitly to communication. Communication is central to learning and all interactions at Green Park Village Primary Academy. The Literacies will be golden threads woven throughout our curriculum and all learning and experiences in our school.

Our Literacies for Life are:

- 1/ Literacy- vocabulary, oracy, reading and writing;
- 2/ Emotional Literacy;
- 3/ Social Literacy;
- 4/ Digital Literacy;
- 5/ Cultural Literacy.

Vision and Aim

Our Vision and Aims

'Enabling Excellence for Exceptional Futures'

We aim for learners to be exceptional as people and learners, ready for the next stage of their futures:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

We will work together towards being an exceptional school:

- Where all children consistently achieve of their best- no limiting factors;
- Where all children develop high self esteem and self confidence, being able to make informed choices and to have high aspirations for their futures;
- That reaches out to further support the needs of our evolving community.

Values

Linking in to our vision, our school's values will lie around the theme of 'GRIT'- aiming to be exceptional through passion and perseverance to long-term goals. This is the aim of the school team working together for our children and will be our aims for our children- to be exceptional as people and in their lives.

At Green Park Village Primary Academy our GRIT core values, which will become the attitude of our school community are:

Giving and gratitude
Resilience and readiness
Integrity and inspiration
Trust and teamwork

Our Early Years

At Green Park Village Primary Academy, we follow the Early Years Foundation Stage framework which is a curriculum deeply rooted in the foundations of play to support our children to develop their social skills working harmoniously together, whilst gaining a strong foundation in English, Mathematics and Creative and Physical skills. It is made up of four themes which are

- **A Unique Child:** Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships.
- **Enabling environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development:** Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Children are continually assessed through observations and focus groups and the provision supplied is a result of this assessment.

Curriculum

At Green Park Village we will take every opportunity to ensure that our bespoke curriculum provides the basis and foundations to support all children to feel the confidence to take on new learning experiences, to link their prior knowledge and to become agents of their own learning, both in school and beyond as they grow into citizens of their community.

Our Early Years curriculum is carefully structured to provide opportunities for children to learn through planned, purposeful play in all areas of learning and development in the indoor and outdoor environment. Some learning is led by adults, and some learning is led by the children themselves.

Appropriate intervention by specialist practitioners supports children to engage in the learning process and extend their learning.

Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning:

The Prime Areas

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The Specific areas

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematical Development** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding of the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

The Learning Environment as a teacher

We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned.

We have beautiful and spacious grounds and stunning purpose build school building, with a range of resources and equipment for the children to access in their learning.

We aim to create an attractive, welcoming and stimulating learning environment, which will encourage children to explore, investigate and learn through first-hand experience.

We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Children will have the freedom to move between the indoor and outdoor learning environment throughout the school day.

We will aim for the children to be:

- Making choices about their learning and working both independently and collaboratively;
- Actively involved and engaged in their own learning journey;
- Investigators and explorers with their learning environments, developing new skills and building knowledge;
- Communicating what they have learned and communicating effectively with others;
- Thriving and making excellent progress from their starting points.

The role of adults:

Skilled adults will work as learning partner and learning provocateur with the children, moving children's learning forward by listening, recording, observing and eliciting. Each child will have their own Key Worker and all practice will be overseen by the Early Years Leader.

About REAch2

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

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 and Clusters

Green Park Village Primary Academy is REAch2's 60th school, which are placed in ten Clusters in two regions. Green Park Village Primary Academy is in the South region and is in Cluster 9.

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

The Green Park Village Primary Academy Team September 2021

Role	Status	More details
Head Teacher	Appointed	
School Business Manager	Appointed	
Administrator/Receptionist	Appointed	
Early Years Lead and Teacher	Appointed	
Teacher	Appointed	
Teacher	Appointed	
Learning Support Assistant	Appointed	
Learning Support Assistant	To be appointed October 2021	Fixed term contract Two roles- one morning and one afternoon role
Site Manager	Appointed	
Operations Support Assistant	Appointed	
Operations Support Assistant	Vacancy To be appointed October 2021	Hours: 11.30-13.30 daily 10 hours/ week

The Role

Post: Operations Support Assistant

School / Location: Green Park Village Primary Academy

Start Date: As soon as possible

Salary: NJC Grade 2 Actual annual salary: £4327 - £4414 (depending on spine point)

Closing Date: 9am Friday 1st October 2021

Interviews: TBC

Are you:

- An excellent classroom practitioner excited to work in a brand new, state of the art school?
- Passionate about creativity, fun and learning through play?
- Warm in character and fully committed to team work, recognising that more can be achieved together than is possible an individuals?
- Determined to succeed and be relentless in the pursuit of excellence for our children?
- Willing to support the personalisation of learning for all children?

If so, you'll love to be part of our team developing Green Park Village Primary Academy to be a school at the heart of its community.

At Green Park Village Primary Academy we are looking for excellent practitioners to join our EYFS team.

We are looking for team members who are genuinely up for a challenge and who want to get involved with all aspects of our academy life. This is the chance to be part of something exciting and fulfilling and we are looking for team members who share the dream and pro-actively demonstrate the values and attitudes to make Green Park Village Primary Academy a truly special experience for our children and families.

We can offer you:

- A firm commitment to you and your professional development;
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors;
- A growing learning community;
- Encouragement to develop new ideas and the opportunity to make a real difference;
- Coaching and mentoring from experienced leaders;
- Fantastic trust-wide CPD opportunities;
- Opportunities to further develop your career within our Multi Academy Trust, REAch2, the largest primary-only academy trust in the country;
- The unique opportunity to help develop and shape a brand-new school, including an innovative approach to curriculum provision;
- A stunning school environment, with state-of-the-art facilities.

There is no doubt about it, setting up the academy from new takes vision, dedication and hard work. Being part of that exciting and rare journey will be very rewarding in seeing the academy take shape over the next few years and being part of that vision and growth from the start.

An informal discussion with the Head Teacher, Gemma Jackson, is essential. This is an excellent opportunity to find out more about Green Park Village Primary Academy's vision, values and intended provision for our children and community.

Contact details are:

Email: office@greenparkvillageacademy.org

Phone: 0118 467 6222

How to apply:

Completed applications should be returned by email to:

office@greenparkvillageacademy.org

Closing Date: 9am Friday 1st October 2021

Application Pack:

- REAch2 application form - attached
- Job Description - follows
- Person Specification - follows
- Equal Opportunities Monitoring Form –see below

Please note that CVs will not be accepted

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment..

This post is subject to an enhanced DBS check and receipt of satisfactory references.

Link to online Equalities and Diversity Monitoring Form

https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMIJXTkhNVIE0SIhKV0FWTEk2Wkw1TTUwRS4u

Job Description

Green Park Village Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Job title	Operations Support Assistant- Lunchtime
Salary Scale	NJC
Responsible to	School Business Manager/ Head Teacher
Purpose of Job	
<ul style="list-style-type: none"> An operations support assistant is a member of a team of practitioners responsible for the care of the children in the school. An operations support assistant works as part of a team assisting in supervising and ensuring the safety and welfare of children during the midday break operations support assistant supervises children in and about the premises and site(s) of the school and in the dining hall An operations support assistant encourages children to treat each other with respect and to follow the school's Behaviour Policy at all times An operations support assistant supports all operations at lunchtime, including preparing the lunch hall for lunch and cleaning it after lunch 	
Support for learners	
<ul style="list-style-type: none"> establish productive working relationships with learners, acting as a role model and setting high expectations promote the inclusion and acceptance of all learners encourage learners to interact with others and engage in activities supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality promptly report any safeguarding or welfare concerns in line with school policy and procedure 	
Supervision and control of learners in the dining hall including:	
<ul style="list-style-type: none"> Where appropriate, assist/supervise children with their general hygiene requirements (washing, toileting changing clothing in accordance with School Policy) prior to entering the dining room; Organising dinner queue and entrance of children into dining hall and from dining hall to playground; Ensuring good behaviour and calm atmosphere at all times; Dealing with any bullying/fighting/unruly behaviour that may occur by intervention or calling for assistance, reporting incidents to Head Teacher/EYs Lead according to severity of incident; Directing children to seats, deciding on seating arrangements, separating children, where necessary; Encouraging children to eat (including those with packed lunches) especially those with special needs or disabilities; Being aware of children on special or restricted diets for medical reasons from information provided at the school; 	

<ul style="list-style-type: none"> • Assisting children with cutting up food or pouring water, where necessary; • Encouraging social skills and good table manners, ensuring safety with knives and forks; • Ensuring children tidy/clear up in a satisfactory manner; • Cleaning up spillages when food is spilt or dropped where such spillages are hazardous to children/staff; • Dealing with any spillages in the dining hall in accordance with infection control procedures, ensure pupil goes to the medical room, if appropriate • Sharing responsibility with other Lunchtime Supervisors and/or teacher for the maintenance of order and discipline in the dining hall area.
Supervision and control of children in the playground and about other school premises, including: <ul style="list-style-type: none"> • Where appropriate, collecting children from classrooms if going straight into the playground, ensuring they are adequately dressed for the prevailing weather conditions where necessary; • Supervision and control of the school entrance during lunch break to ensure children do not leave the playground without permission/authorisation; • Check on any strangers who may enter school premises in accordance with school guidelines, be observant of any loiterers and report to Head Teacher/EY Lead; • Direction of children to the playground and supervision of their activities and behaviour, ensuring their safety and well-being, providing emotional support where necessary; • Preventing bullying, being aware of changes in friendships, encouraging socialising and play; • Occasionally participating in or leading games; • Discouraging any dangerous activities, including 'play fighting'; • Dealing with any unacceptable or challenging behaviour under the direction of guidelines in operation at the school; • Supervision and control of children inside school premises when they are not allowed outside in inclement weather, including occupying children in various games and activities; • Ensuring in accordance with instructions given that all children return to the care of teachers at the end of the lunch period.
Associated Ancillary Duties: <ul style="list-style-type: none"> • Checking toilet areas regularly for signs of pupil smoking/vandalism, blockage of toilets/wash basins and to ensure children are not loitering or playing in toilet areas. Reporting any damage or blockages to the Site Manager; • Ensuring that any children who suffer accident or injury are dealt with appropriately in accordance with the school's agreed procedures; • Being aware of cultural differences between children, dealing with any incidents of racism or sexism in accordance with agreed procedures; • Assist with cleaning the dining hall at the end of lunchtime.

Support for the school

- be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- contribute to the overall ethos/work/aims of the school
- be aware of and support difference and ensure that the school's equalities and diversity policies are followed
- participate in training, staff meetings, other learning activities and performance development when required
- establish positive/effective relationships with all stakeholders, including parents and governors
- undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- comply with Health and Safety regulations
- give clear, accurate and complete information to staff as needed for them to work effectively
- show a high level of professionalism at all times in accordance with school policies and procedures
- be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate
- take part in the wider life of the school
- undertake duties as directed by senior staff
- be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

ADDITIONAL REQUIREMENTS

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Head Teacher. 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

Method of Assessment:

A	Application Form	C	Certificate	I	Interview	T	Test or Exercise	P	Presentation
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Criteria	Assessed through
Education and Qualifications	
Basic literacy skills	A/C
Experience- Relevant work and other experience	
Experience working with children	A/I
Experience working in a team	A/I
Skills & Ability	
Be able to: Fulfil all spoken aspects of the role with confidence	A/I
Commit to the ethos and values of the school	A/I
Encourage children to keep to the school's behaviour code	A/I
Develop professionally positive and appropriate relationships with children and staff	A/I
Communicate positively and effectively to children and listen to them	A/I
Actively contribute to a happy safe and supportive play environment	A/I
Work within a team	A/I
Training	
Willing to undertake appropriate training	A/I
Traits	
Approachable, sympathetic, enthusiastic, patient, resourceful and able to stay calm.	A/I

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