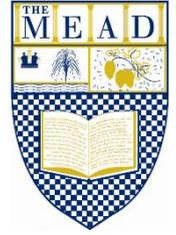


THE MEAD SCHOOL

Catering Assistant



Candidate Pack



THE MEAD SCHOOL

School Ethos: The Mindset of a Meadite: Compassion, Ambition & Curiosity. (See attached).

The Mead School is a co-educational prep school for around 240 pupils, situated in the heart of Tunbridge Wells, approximately 400 metres from the historic Pantiles.

The school is a true community; sited in a large Victorian villa which has undergone vast physical changes and additions to accommodate the numbers and the requirements needed to provide a first class education for the twenty first century. It is run as a large family living under one roof. A child who is happy and secure in school is one who is going to learn, thrive and aspire. School must be an exciting, fulfilling and safe place where every day, whether you are aged three or eleven, is a new adventure and positively anticipated.

The school enjoys a reputation of high academic standards within a caring, happy environment. Children are prepared for the highly selective Tunbridge Wells and Tonbridge Grammar Schools as well as a wide range of Independent and maintained secondary schools. Care and consideration is given to ensure each child enters the secondary school best suited to their needs.

The Mead strongly believes that every child should feel success, realise potential and become life-long learners. To this end the development of the 'whole child' is at the heart of all it does. For a child to achieve their academic potential they must be given the opportunity to explore and develop physically, culturally, morally, socially and spiritually. A wide range of extra-curricular activities and educational visits are offered to suit and attract each individual and thus provide the self-confidence and motivation to enable pupils to explore and develop their personal strengths and interests. Each child is taught to have courtesy and consideration for others, whilst individual goals and talents are encouraged, stimulated and nurtured to develop the whole personality.

WISHFORD SCHOOLS

In May 2016, The Mead School joined the Wishford Schools group. Founded in 2011, the group currently comprises nine independent schools in Wiltshire, Gloucestershire, Berkshire and Kent. The group aims to provide an excellent education to all pupils, giving every child the opportunity to shine. Standards and expectations are high and staff and pupils are challenged and supported to give their best.

Schools work closely with the group's senior leaders to define the school's strategy and then enjoy the autonomy to run their schools, while benefiting from the support that membership of the group brings. In addition to strategic input and the sharing of best practice, the group provides expertise in property, legal, HR, finance, compliance and marketing matters leaving heads with time to focus on the children within their care.

For more information on the Wishford Schools group, please visit: www.wishford.co.uk

THE OPPORTUNITY

We are looking to appoint a Catering Assistant to work within our catering team of four, to help in the preparation of approximately 250 meals per day. The successful candidate must be able to communicate effectively with both children and staff and demonstrate a commitment to promoting the benefit of school meals to our pupils.

The role will require the assistant to help with simple food preparation, serve children and school staff, set up counter for serving and clear away and wash up during service. Full training will be provided to the right candidate.

The successful candidate must be able to work on their own initiative as well as within the team, remain calm under pressure and have a good sense of humour!

The hours of work will be 20 per week, term time only, normally 10am to 2:00pm

Full job descriptions and person specification can be found in this pack.

REMUNERATION

An attractive salary and benefits package will be provided.

APPLICATION PROCESS & IMPORTANT DATES

Applicants should complete the school's application form and submit by email to Ceri Stammers, School Business Manager manager@themeadschool.co.uk. The application form may be accompanied by a covering letter of no more than one page.

The closing date for applications is 12 noon on Friday 24th January 2020.

Interviews will be held on Wednesday 29th January 2020.

This role will commence February 2020

CONTACT DETAILS

If you have any queries or would like further information, please do not hesitate to contact Mrs Ceri Stammers, manager@thameadschool.co.uk, 01892 525 837.

The Mead School are committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, reference and medical checks and the Disclosure and Barring Service.

Job Description – Catering Assistant

Post: Catering Assistant

Salary: £7200

Responsible to: Catering Manager/ School Business Manager / Headteacher

Job Purpose

Summary:

To assist as directed, with all aspects of the preparation of food and beverages to the standards required by the school.

Main duties and responsibilities

- The preparation and simple cooking of food & beverages.
- Serving customers at the counter/hatch or from a trolley or kiosk as required.
- To undertake all aspects of cleaning equipment (light and heavy), walls (up to 6ft.) floors, fixtures and fittings, cooking utensils, cutlery, glassware etc. as directed.
- During service times, to ensure that tables and counters are as clean as reasonably practicable and adequately stocked.
- To maintain a high standard of personal and general cleanliness and hygiene to comply with statutory and school regulations.
- To attend training activities and/or meetings as required.
- Occasionally, to assist with special functions at the school which may be outside of normal working hours.
- To report any customer comments or complaints and take any necessary remedial action if appropriate.
- Report immediately any accidents, fire, theft, loss, damage, unfit food or other irregularities and take such action as may be appropriate or possible.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the School Business Manager to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

	Essential	Desirable
Qualifications & experience	Experience of the preparation and cooking of simple food Experience of serving customers at the counter. Experience of all aspects of cleaning equipment (light and heavy), walls (up to 6ft.) floors, fixtures and fittings, cooking utensils, cutlery, glassware etc	
	Ability to maintain a high standard of personal and general cleanliness and hygiene to comply with	

	statutory and school regulations	
	Basic reading and writing skills Basic numeracy skills	
	Ability to use kitchen and cleaning equipment	
Communication		Ability to complete basic forms
		Ability to exchange routine verbal information clearly with children and adults
		Seek support to overcome communication barriers with children and adults
Working with children	Understand and implement the school's behaviour management policy	
	Understand and support the differences in children and adults and respond appropriately	
	Basic understanding of the learning experience provided by the school	
	Understand the importance of physical and emotional wellbeing	
Working with others		Understand the role of others working in the school
	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	
	Ability to work effectively with other adults in the school	

The Mead's Mission Statement

School Aims – why does the school exist?

- Baseline: Enabling every child to feel success.
- Ambition: ECOP: Every Child: Outstanding Progress

Our Baseline represents our minimum standard. Our Ambition is a relentless summit we are continuously heading towards. Anything which detracts or distracts from our Ambition should be minimised or muted. We aim for every child to make outstanding personal progress in all areas. Our Pastoral, Artistic, Sporting and Academic strands have equal weighting because a child's character, creativity and academic ability are all equally important for future success and happiness, in senior school and adult life.

The level of progress a child makes is dependent on their environment (school and home) and the mindset this fosters. We therefore aim to create an environment which tangibly promotes 'The Mindset of a Meadite'. If we can grow these qualities and habits of mind then we are raising children who will be highly independent and motivated in their learning and therefore are more likely to make outstanding personal progress in all areas.

The Mindset of a Meadite

- Compassion

We treat others as we would wish to be treated; namely with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof, winning and losing together, with humility, patience and respect. As our global perspective grows, so does our understanding, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.

- Ambition

We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders. We aim to be the best version of ourselves and a better version each day.

- Curiosity

We are creative and adventurous risk takers, free from the fear of failure and inspired to seek individuality through passions, interests and a deeper knowledge and understanding. We are discerning truth seekers, determined to investigate accuracy and marvel at the wonder of the world, refusing to fall into the inertia caused by having 'all' information at our fingertips. We are brave future leaders, willing to challenge convention and stereotype.

Other environmental factors

As well as tangibly promoting The Mindset of a Meadite, there are four other environmental factors which need to be in place to maximise the amount of children who make outstanding progress across the curriculum.

1. Increasingly expert teaching - creating a culture of CPD and pupil outcomes driven appraisal which in turn leads to a relentless culture of improvement. Maximising the children's exposure to expert teaching through intelligent timetabling and recruitment. Maintaining maximum staff focus on ECOP, delivered via an adherence to the school's key academic policies and by promoting The Mindset of a Meadite.
2. Distributed Leadership – establishing a culture of PIII (Professional Integrity, Initiative and Inspiration) where staff take responsibility for their contribution to ECOP via outstanding integrity and initiative. Creating a leadership structure which empowers staff to be innovative and inspiring.
3. Positive parental partnerships – clear communication which allows parents to offer maximum support for their child's progress by embracing the school's mission statement.
4. Structural support – to create an inspiring and broad curriculum and an intelligent timetable, assessment/reporting structure and learning environments which maximise learning and minimise logistical constraints/ineffectual or irrelevant procedures.

In conclusion, The Mead's Mission is to ensure we achieve our minimum standard, namely for all Meadites to feel success whilst also working relentlessly towards our Ambition which is for all Meadites to make outstanding personal progress in all areas. To achieve this, we need a strategic plan that focuses on initiatives which promote the Mindset of a Meadite and increasingly expert teaching whilst continuously refining administrative processes to allow teaching staff the time and clarity (distributed leadership) to deliver outstanding educational outcomes which are easily evidenced. Moreover, all of the above needs to be clearly communicated with the entire school community to foster positive parental support. All of the above will lead to a full and stable roll allowing for effective short and long term budgetary planning.

The Mead School Learning Policy

The following aspects of learning should be evidenced in planning, delivery and outcomes and will be at the core of any scrutiny/appraisal process. Moreover, these aspects of learning will fulfil the school's mission statement by maximising progress for all and helping to grow the Mindset of a Meadite.

- **Inspirational Learning**

Lessons should be varied, engaging and thought provoking and should foster the level of curiosity outlined in the Mindset of a Meadite. Planning/content should allow for both broad and deep learning and contextual understanding with time given to discuss, elaborate and follow tangents. This requires high level, open ended, question inducing tasks rather than a regurgitation of information. The children's school experience should inspire them to be the best possible versions of themselves, full of compassion and perspective, with a drive to be knowledgeable. Children should want to talk about their lessons when they get home. They should also have the chance to regularly express themselves, be creative and complete tasks where there is no 'wrong' answer.

- **Individualised learning**

Every child should be working towards both the Baseline and Ambition set out in the school's Mission Statement. Learning therefore needs to be individualised and set at a child's challenge level in order for them to feel success and make outstanding progress. As a consequence, each child develops a growth mind-set and becomes optimistically

ambitious, losing their fear of failure. Clear learning outcomes should be evidenced and work should have a clear purpose, context and continuity for every child.

- **Independent Learning**

The aim for every lesson is to make children really think (not to get something into their books) and so we aim not to steal their struggle and to avoid didactic, passive, prescriptive learning whenever possible. Children should develop their collaboration/communication skills and work together to investigate and solve problems/find answers for themselves. They should also develop their individual study skills such as mnemonics/rote learning, analysis, evaluation, inference, hypothesizing, craftsmanship, resilience, perseverance and adaptability. Children should learn increasingly high levels of self/peer reflection and target setting skills.