

# EDENTHORPE HALL ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**Lunchtime Supervisor**

**CANDIDATE PACK**



# Open Letter from our Principal

Dear Candidate,

Thank you for your interest in Edenthorpe Hall Academy, we look forward to receiving your application for our new role.

Through a wide and varied curriculum and focused intervention, we have many layers of support to nurture all to achieve their very best. We offer a bespoke approach to meet the needs of all our learners, pulling on the expertise of our staff and with outside organisations and partnerships to ensure we provide the best education and support.

We are committed to a fully inclusive Primary experience, where educating the whole child extends beyond the norm.

Our three curriculum drivers include Academic Excellence, Character Curriculum and Aspirations and we are committed to providing experiences that inspire beyond measure for our learners and families. Opportunity, Positivity and a can-do attitude is what we are all about!

Looking forward to meeting you.

**Michelle Cockayne**

**Principal at Edenthorpe Hall Academy**

Please visit our website for further details on our vibrant and diverse [school](#)



## We can offer you:

*Enthusiastic and caring children who are keen to learn.*

*An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.*

*An opportunity to make a difference to the lives of the young people and families in Doncaster.*

*Commitment to your continuing professional learning and career development.*

*A hardworking team who are committed to promoting high achievement across the curriculum and school .*

*A good humoured, industrious, highly skilled and enthusiastic staff team.*

*Supportive and effective leadership.*

*Access to the Local Government Pension Scheme and our Employee Assistant Programme.*

*Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.*



# Job Description

## JOB TITLE:

Lunchtime Supervisor

## REPORTING TO:

Business Manager

## SALARY RANGE:

£22,548 per annum full time equivalent salary

## ACTUAL SALARY IF PRO RATA:

£2,641 per annum

## CONTRACT TYPE:

Permanent

## WORKING PATTERN:

5 hours per week – Monday to Friday  
Term-time only – 39 weeks per year



# Role Description

## Purpose

To provide supervision of pupils during the lunchtime break to ensure the maintenance of good order, good behaviour, discipline, organising activities and the safety and welfare of all pupils.

## Main Duties and Responsibilities

- Support the welfare, health and safety of pupils at designated times.
- Work under the direction of the line manager for Lunchtime Supervisors and assist them by carrying out a range of duties under their direction.
- Supervise pupils both inside the building and outside in the school grounds during the midday break, organising games and activities.
- Encourage pupils to take part in games and activities appropriate to their age and ability.
- If poor weather prevents pupils going outdoors during the break, settle and supervise them as directed.
- Supervise pupils in designated dining areas during the mid-day break while they are eating their lunch.
- Promote and foster good relationships between pupils through play and games activities.
- Challenge inappropriate behaviour and to provide pupils with boundaries of acceptable behaviour in line with school policy.
- Report any incidents or concerns about the behaviour or safety of pupils to Pastoral Care.
- Arrange for first aid to be administered in line with school policy and practice.
- Clean tables, chairs and floor of spillages and debris between sittings, prior to the tables being reused. Clean up spillages as they occur.
- Attend meetings and undertake relevant training
- Ensure safeguarding procedures are followed and that the school's policy on confidentiality is maintained at all times.
- Follow school policy and practice.
- Any other duties commensurate with the grade and falling within the scope of the post, as requested by line manager.

# Person Specification

## Experience

- Experience of working with / supervising children (including parenting) – essential
- Engaging in children's activities in a formal setting – desirable
- Working with children with special educational needs – desirable

## Education and Qualification

- Willingness to participate in relevant training – essential
- First Aid Certificate – desirable.

## Skills and Knowledge

- Able to work well as part of a team
- Ability to act upon instructions
- Ability to work with and relate to children, adults and young people
- Ability to deal appropriately with a variety of situations and behaviours
- Ability to communicate effectively
- Enthusiasm and determination, with a flexible and patient approach
- Commitment to the safeguarding and promotion of the welfare of children and young people
- Knowledge of Child Protection procedures.

**This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy



# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+people, and men.

*Leaders and trustees have created a strong culture of improvement. Parents, carers, pupils and staff recognise the advancement since the school became an academy. They wholeheartedly support leaders' vision and ambition for the school and its pupil. OFSTED July 2019 [OFSTED report](#)*