



Applicant Brief

Catering Assistant

Secondary Phase



ASTREA ACADEMY
SHEFFIELD

SAPIENTIA DUCET AD ASTRA



Ofsted
Good
Provider

Letter from our Principal

Dear Candidate,

Thank you for taking the time to consider a career within the Secondary Phase at Astrea Academy Sheffield. This is the first year we have opened our Sixth Form to our inaugural class.

Last academic year we received our first Ofsted Inspection report, with outcomes of 'Good' across all areas. An achievement we are very proud of.

We believe in a culture of high expectations for all so that our scholars can achieve and climb the mountain to university or an aspirational alternative. We have created a strong and well-defined culture, which is clearly articulated, understood, and frequently rewarded. This culture has established social norms through routines and systems, all in the service of learning that is both joyful and rigorous. It is designed to be inclusive and aimed at building a positive, predictable, and safe school environment in which learning can flourish without disruption.

Here at Astrea Academy Sheffield, we are an inclusive academy that is incredibly diverse, comprising of scholars with 52 ethnicities and 51 first languages. We are proud of our academy and the area that it serves; we work with our local community by hosting regular events including coffee mornings, Community Advisory Group and our Holiday Activities and Food (HAF) programme.

Our curriculum, like everything at Astrea Academy Sheffield, builds upon our vision: to provide an exceptional, knowledge-rich educational experience, which ensures all scholars succeed. We believe in developing the whole child and as such provide extensive experiences, which are an integral part of our curriculum offer. We know that every Astrea scholar is capable of achieving something wonderful; by providing a rigorous, carefully sequenced, academic curriculum that is full of powerful knowledge, we are enabling scholars to understand and challenge the world around them. Maintaining consistently high expectations of all scholars ensures that they are all entitled to learn the powerful knowledge taught, regardless of starting place. We do not narrow the curriculum for any scholar. Instead, we ensure that all scholars receive their entitlement to a broad and balanced curriculum. Our curriculum are based on three key principles that underpin everything we do:

1. Rich in powerful knowledge.
2. High expectations for all.
3. Reading, reading and a little bit more reading

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and scholars can focus on learning, underpins everything.

We are values-driven and our vision is to provide an inclusive, aspirational and academic education for all our scholars, so that all of them will learn, thrive and lead successful lives. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our scholars have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special education need. In fact, the opposite is true. It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.

We value our staff highly and treat workload very seriously. Our staff are integral to our ability to achieve our vision in ensuring that all scholars succeed. All staff in the academy have high expectations of themselves because we know that we have a moral imperative to do deliver excellence for our community; we are proud that every adult in our team shares that commitment.

Our systems are high leverage, ensuring you can really focus on your core purpose – teaching, in a sustainable way, unhindered by bureaucracy or poor behaviour.

What we offer:

- Huge support and progression opportunities
- A knowledge rich curriculum, built on 'powerful knowledge' and a traditional Teaching & Learning approaches built around Rosenshine and TLAC
- Collaborative planning with centralised, shared units of work and resources
- Excellent support from the Astrea Trust Central team
- A feedback policy focused on whole class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders
- Centralised detentions, including homework detentions (you do not need to organise/run/chase them at all)
- No formal graded lesson observations – just ongoing 'no-stakes' instructional coaching, helping you to continuously develop
- Excellent ongoing CPD, career development and promotion opportunities across the Astrea South Yorkshire region
- Opportunity to complete NPQs

If this is something you are interested in, looking for a new challenge, have a passion for education or maybe all of the above, take a look at the rest of this Applicant Brief to find out more about the role and how to apply.

With very best wishes

David Boyd | **Principal**



About Astrea Academy Trust

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 scholar
- 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 scholars

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all scholars 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 scholars 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.

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.



About the Academy

Astrea Academy Sheffield is an All Through 2-18 Academy located just outside Sheffield City Centre, serving the diverse community of Burngreave.

The school currently has scholars in Nursery to Year 5 in the Primary Phase and Years 7 to 12 in the Secondary Phase.

The school is just over 5 years old and is proud of its place within the local community.

We are a truly inclusive academy.



astreasheffield.org



twitter.com/AstreaAcadSheff



facebook.com/AstreaAcadSheff



instagram.com/astreaacademysheffield

Our Values

Scholarship
Respect
Responsibility
Curiosity
Tenacity

“
Leaders are passionate about ensuring that pupils receive an ambitious curriculum.

That vision is realised.

Pupils across the school benefit from a good quality of education.

They are supported by kind teachers who help them to do well.”

Ofsted - Dec 2022

“
Central to leaders' vision is that pupils are kept safe, and that the learning environment is free from distraction and disruption.

This means that every pupil can benefit from the ambitious curriculum in place.”

Ofsted - Dec 2022

“
My child receives a high standard of education, has fantastic and experienced teachers and has amazing friends.”

Parent - Nov 2022

Staff - Oct 2022

“
Moving to AAS has been the best thing for my career.

The constant level of CPD on offer for all staff members, including associate staff, is inspiring.

I feel that AAS is encouraging me to strive to be better everyday and consistently learn and improve.”



Job Description

JOB TITLE - Catering Assistant

SALARY RANGE - SCP 3 - 4

ACTUAL SALARY - £7,954 - £8,086

CONTRACT TYPE - Permanent – 15 hours, 39 weeks

START DATE - September 2024

Purpose

A Catering Assistant helps the Catering Manager to prepare food and keep the kitchen clean. Their duties include serving dinners preparing ingredients, setting dining tables and ensuring that children and staff have a quality dining experience.



Job Description

Key Responsibilities

- Catering Assistants help with all activities related to catering. Their key duties and responsibilities can include:
- Assisting with basic food preparation activities, including washing, peeling and cutting vegetables.
- Assisting with all cleaning requirements, including deep cleans, and daily clean downs.
- Cleaning and sanitizing all tableware and service equipment before and after service.
- Setting up dining areas by arranging tables, service counters, service fridges, beakers and water jugs according to the Catering Manager's instructions.
- Ensuring there is no shortage of supplies by informing the catering manager if any stock or produce is running low.
- Answering questions and serving the children with a friendly can-do attitude.
- Completing tasks to the best of their abilities which have been set to them by the Catering Manager.
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- Completing all closing down procedures as per catering manager/cooks instructions.

Person Specification

Desirable Education & Qualifications

- GCSE English & Maths grade C or above or equivalent
- Level 3 or equivalent qualification

Experience

- Experience preparing fresh food
- Experience working in a similar role

Knowledge, skills and abilities

- Excellent organisational skills including the ability to multitask and organise workload
- Great communication skills. Communicating effectively with different internal and external stakeholders
- Has the ability to work to tight deadlines whilst paying excellent attention to detail
- Excellent team working skills including communication and prioritisation
- Helpful and positive approach to dealing with all stakeholders
- Proactive approach to planning work and achieving deadlines
- Able to work independently and as part of a team
- Welcomes challenges and is flexible and adaptable to the needs of the trust
- Knowledge of safeguarding policies, practices and procedures
- Be friendly and have a flexible approach to work
- Be able to work on own initiative and be self-motivated
- Be enthusiastic
- Have a calm and confident manner
- Demonstrate personal and professional integrity, including modelling Astrea values and vision
- Commitment to promote and support the aims and value partners of Astrea Academy Sheffield
- Understanding of and commitment to Equal Opportunities and anti-discriminatory practice

Person Specification

This list 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.

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



HOW TO APPLY

Please apply via MyNewTerm

Deadline for Applications is
Sunday 11th August 2024

Interview Date will be Wednesday 14th August

Please note all shortlisted candidates must be able to attend the interview in person.

