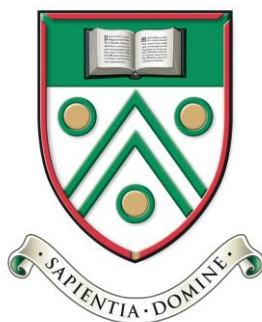


Langley Grammar School



Lunchtime Administrator

Required ASAP

Application information



**Langley Grammar School
Reddington Drive
Langley
Berkshire
SL3 7Q**

01753 598300

school@lgs.slough.sch.uk

www.lgs.slough.sch.uk

From the Headteacher

January 2022



Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Lunchtime Administrator.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is a very successful school. Our academic results demonstrate the commitment and ability of our students, and we believe that we provide a supportive and secure environment that allows them to flourish. We have a very committed and well-qualified body of staff who are innovative, enthusiastic and loyal to the school and its ethos; it is a special place in which to work.

Over the last few years we have combined our selective status with an increasing involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and designation as a National Teaching School and National Support School have given us the opportunity to develop these relationships further and to have a significant impact on the educational provision in the area.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

JD Constable

John Constable

Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1246 students on roll, of whom around 340 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from 60-70 different primary schools. Slough Local Authority supported the expansion of the school from 5 to 6 forms of entry from September 2017 as part of the strategy to deal with rising pupil numbers in the local area; this expansion has now reached Year 10. Most Year 11 students stay on to the Sixth Form, where we also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 200-seat lecture theatre. We are part of the Government's Priority Schools Building Programme through which our original '1956' school buildings are being replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme is on track for due for completion in summer 2021.

We have been a lead school in the Slough Teaching School Alliance since 2013, with a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, serving schools across Berkshire. A number of staff are designated as Lead Practitioners or Specialist Leaders of Education. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools network SSAT have designated several aspects of our practice as 'transforming' in their Framework for Exceptional Education.

The school was last inspected in March 2007, when it was judged to be outstanding in all categories, and as such has until recently been exempt from routine inspection.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process.

Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs. We have refocused our admissions criteria in recent years to give greater priority to local children.

Over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. A-level outcomes at Grades A*, A or B average around 70% or more with an overall ALPS score of 3. The proportion of GCSE entries awarded Grades 9-7 has been consistently above 60% with Progress 8 score 'well above average'.

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There is a comprehensive programme of professional development. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere.



Curriculum and student support

All students entering Year 7 study a wide range of subjects including: English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme of study is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics

The great majority of students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

We seek to develop young people who are...



Confident and well-rounded

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

Langley Grammar School was last inspected by Ofsted in 2007 and was judged to be 'Outstanding' in all categories. As such the school has been exempt from routine inspection.

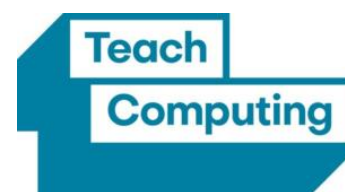
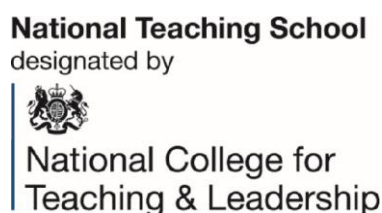
As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice.



We have been judged as having 'transforming practice' in six of the framework strands:



Our role as a centre of excellence for the professional development of teachers has been recognised through our system leadership roles:



From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.



Background to the vacancy

Details of vacancy – Lunchtime Administrator

The vacancy arises due to the career progression of the post holder.

The key aspects of the role are to:

- The successful candidate will have excellent organisational skills and the ability to work under pressure to ensure absence and cover is managed efficiently throughout the team of lunch time supervisors.
- Provide an efficient, professional and proactive administrative service.
- Ensure that the team of lunch time supervisors is working to the best of their abilities.

This is a term-time only role. It requires someone who pays attention to detail, has energy, enthusiasm, has a calm manner and the ability to prioritise. S/he will be approachable, have strong people skills and a 'can do' attitude. The successful candidate will have an experience of using software including Microsoft Office and be willing to be trained on other packages e.g. class charts and CPOM's.

The successful candidate will join a team of dedicated staff within a friendly and supportive school community. The job description included in this pack sets out the responsibilities of the role as it is currently proposed. Depending on the successful candidate's background, experience and interests there may be scope to further develop the role.

Job Description – Lunchtime Administrator

Job title	Lunchtime Administrator
Salary	Point 6 on the National Joint Council (NJC) Scale. FTE Salary: £20,650 p/a, Pro Rata Salary: £4,070 p/a
Line management	The postholder is responsible to the School Business Manager who directs his/her day-to-day work, and through him to the Senior Leadership Team.
Hours of work	Working hours will be 12.45 to 14:30 Monday to Friday
Purpose of the role	
<ul style="list-style-type: none"> Managing the administration and arranging daily cover for absentee staff Supervision of the lunch time team. Assisting and securing the safety and welfare of pupils during lunchtimes. Undertaking the supervision and control of pupils in the playground and other school areas. Other associated support duties 	
Operational responsibilities	
<p>Operational</p> <ul style="list-style-type: none"> Arranging daily cover for absent staff and compiling daily rotas for the lunch time team. Dealing with any bullying/challenging behaviour that may occur by intervention or calling for assistance from other staff on duty, reporting incidents to appropriate members of staff according to severity of the incident. Follow up these incidents with Phase leaders and logging on Class charts if appropriate. Reporting safeguarding issues via our CPOM's system. Keeping up to date with the school diary and timetable and managing the impact to rotas as necessary. Reporting absences to the Business Manager. Where appropriate, assisting/supervising pupils with their general hygiene requirements (washing, toileting, changing clothing) before entering the dining hall in accordance with school policy. Organising lunch queues and entry of pupils into and from the dining hall to playground and/or other areas of the school; ensuring good behaviour and a calm atmosphere. Dealing with any bullying/challenging behaviour that may occur by intervention or calling for assistance from other staff on duty, reporting incidents to appropriate members of staff according to severity of the incident. Directing pupils to seats, deciding on seating arrangements, separating disruptive pupils where necessary. Encouraging pupils, in particular those with special needs or disabilities, to eat their meals, (including those with packed lunches). Being aware of pupils on special or restricted diets for medical reasons through information provided to the school. 	

- Encouraging social skills and good table manners, ensuring safety with knives and forks.
- Ensuring pupils tidy/clear up after meals in a satisfactory manner.
- Cleaning up spillages as necessary when food or drink is spilt or dropped.

S/he shall supervise and control pupils in the playground and about other school premises, including:

- Where appropriate, collecting pupils 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 breaks and lunchtimes to ensure pupils do not leave the playground without permission/authorisation.
- Checking on any strangers who may enter school premises in accordance with school guidelines, and remaining observant of any loiterers reporting them to the appropriate member of staff.
- Directing pupils to the playground and supervising their activities and behaviour, ensuring their safety and wellbeing, providing emotional support where necessary, in accordance with school guidelines.
- Preventing bullying and remaining aware of changes in friendships, encouraging socialising and play. Occasionally participating in games where appropriate.
- Discouraging any dangerous activities, and dealing with and reporting any unacceptable or challenging behaviour in accordance with school policies and guidelines.
- Supervising and controlling pupils inside the school premises when they are not permitted outside due to poor weather.
- Ensuring that all pupils return to the care of teachers/appropriate members of staff at the end of lunchtime breaks.

Associated support duties, including:

- Checking toilet areas regularly for signs of pupils who may be smoking/vandalising, checking for damage to and/or blockage of toilets/wash basins, and ensuring pupils are not loitering or playing in toilet areas.
- Reporting any damage or blockages to caretaking staff.
- Ensuring that any pupils who suffer an accident or injury are dealt with appropriately in accordance with agreed procedures.
- Being aware of cultural differences between pupils, dealing with any incidents of bullying in accordance with agreed procedures.
- Where required, assisting with the collection of lunch money and/or the completion of records/registers of pupils using the dining facilities.

General

- S/he shall establish and maintain good relationships with all staff, pupils and visitors.
- S/he shall write and submit reports in relation to incidents witnessed and/or dealt with while carrying out her/his duties.
- S/he shall attend relevant meetings and training sessions.

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Experience of working in a school or similar environment, an understanding of school roles and responsibilities		✓
Ability to lead and work constructively as part of a team	✓	
Able to line manage a small team in a calm and professional manner.	✓	
First Aid qualification or willingness to gain one		✓
Able to relate well with students	✓	
Strong interpersonal skills, able to deal calmly with people and difficult situations	✓	
Understanding and respecting the principle of confidentiality	✓	
Ability to lead and work constructively as part of a team	✓	
Desire to enhance and develop skills and knowledge	✓	
Excellent attendance and punctuality	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for Health and Safety	✓	
Commitment to the school's ethos	✓	

Safeguarding

Langley Grammar School is 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. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.

References

Please note that in line with safer recruitment practice for schools we will take up references **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Application process

How to apply

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.**

Completed applications should be addressed to:-

Mrs Dionne Cheyne, PA to the Headteacher
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Applications should be returned by email to vacancies@lgs.slough.sch.uk

Deadlines for application: **Friday 4th February 2022**