

DUCHESS'S

COMMUNITY HIGH SCHOOL

Recruitment Pack

Catering Assistant

12.5 Hours per week, Hours: 11.30 am - 2.00 pm

1 year fixed term post (this may be extended)

Required as soon as possible

Closing date: Tuesday 22nd June 2021@ 1pm



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WELCOME FROM THE CO-HEADS



We are thrilled that you are interested in joining the team here at DCHS. We took over as Co-Heads in January 2021 with an aim of DCHS being an educational centre of excellence based on the principle that effective relationships are the key to positive outcomes. We believe that first and foremost we as school staff are here to provide high quality teaching or support to students within our care, and in doing so we will create a place where students want to be.

We are looking for a team player who has a student centred approach. We have a considerate approach to staff workload and are committed to investing in staff to help them progress through their own career, and in doing so create a place where staff want to work.

We are passionate that the term 'community' within our title is significant and cannot be undersold or underplayed. We believe that every member of staff at DCHS should leave the community in a better position than the point they arrived here and ask that, if you are to join us, you share this belief. We believe that at DCHS, community works.

We have included everything we feel is important to share in this pack and we welcome requests from anyone interested in this position to contact us to visit in person, meet over a video call or chat on the phone about this opportunity.

Handwritten signatures of Alan Rogers and James Wilson, separated by an ampersand (&).

Alan Rogers

James Wilson



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CATERING ASSISTANT (BAND 1)

This role is to work as part of a team to provide catering services to the school.

JOB DESCRIPTION

Post Title: Catering Assistant		Director/Service/Sector: The Duchess's Community High School		Office Use	
Grade:		Workplace: The Duchess's Community High School		JD Ref: S272	
Responsible to: Catering Manager		Date:		Lead & Man Induction:	
Job Purpose: To contribute, either individually or as part of a team, to the provision of catering services in a range of County Council or other contracted establishments.					
Resources	Staff	None			
	Finance	None			
	Physical	Shared responsibility for the careful use of equipment			
	Clients	None			



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<p>Duties and key result areas:</p> <ol style="list-style-type: none"> 1. Basic preparation and service of food and beverages. 2. Simple cooking tasks such as the reconstitution of prepared food. 3. Packing meals for transport to other locations where appropriate. 4. Transporting meals between kitchen and servery or dining area as necessary. 5. Washing up, setting up and clearing away equipment and tables. 6. Cleaning the kitchen, its surrounds and equipment. 7. Assisting with stocktaking and daily standards monitoring tasks as directed. 8. Assisting with the receipt and safe storage of goods. 9. Assisting with the operation of vending services where necessary. 10. Assisting with special events as required. 11. Comply with Hygiene, Health and Safety legislation, financial regulations and County Council policy and procedures at all times. 12. Attending training events as and when required. 13. Other duties appropriate to the nature, level and grade of the post. <p>Undertake any other duties and responsibilities consistent with the nature, level and grade of the post.</p>	
<p>Work Arrangements</p>	
Physical requirements:	Regular need to lift and carry items of moderate weight.
Transport requirements:	None.
Working patterns:	Normally Monday to Friday with occasional need for evening and weekend work
Working Conditions	A commercial kitchen



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PERSON SPECIFICATION

All staff have a responsibility to work within the Safeguarding Policies & Procedures of this school so that all students remain safe. It is the member of staff's responsibility to keep up-to-date with all developments that link to Safeguarding.

Post Title: Essential	Director/Service/Sector: Desirable	Ref:	Assess by
Qualifications and Knowledge No particular qualifications are required	Basic Food Hygiene Certificate NVQ Level 1 or 2 – Food Preparation and Cooking or equivalent Some knowledge of the range of tasks together with the operation of associated tools and equipment.		
Experience No specific experience in the workplace is necessary.	Some experience in a catering environment.		
Skills and competencies Ability to follow straightforward oral and written instructions and to keep basic work records. Physical skills related to the work.			



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Physical, mental, emotional and environmental demands		
Ability to work in a commercial kitchen environment. Regular need to lift and carry items of moderate weight.		
Motivation		
A commitment to providing a quality service to customers. A commitment to undertake job related training.	A commitment to continuous personal development	
Other		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits



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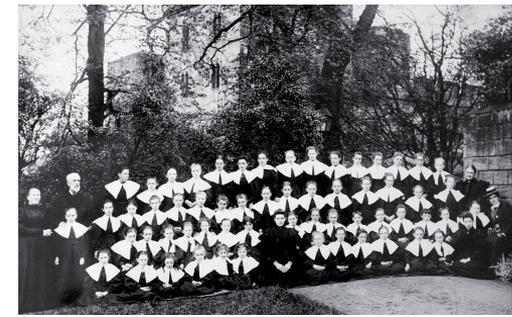


DCHS - UNIQUE SINCE 1808

Founded in 1808 by the Duchess of Northumberland, DCHS was established on the principle of providing quality education for the children of Alnwick. Whereas the original school provided for around 20 students, the current school has a capacity of 1500. However the principle remains the same: providing quality education for the surrounding area.

The catchment of the school has also changed somewhat from the original school with a catchment larger than Greater London, we serve students from the hills of the Cheviots to the shores of the North Sea. We are proud to serve a diverse and unique catchment.

It is not just the catchment that has changed; in 2017 we moved into a new building just off the A1, which provides our community with outstanding facilities as well as access to the city centre of Newcastle in 30 minutes. It really is closer than you think! We have staff that travel from as far north as Berwick, as far south as Durham, and as far west as Hexham.



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An educational centre of excellence based on the principle that **effective relationships are the key to positive outcomes**

3 Broad Aims



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Our 6 Strategic Priorities

Community

We recognise the unique nature of our catchment and surrounding communities and actively seek to forge effective relationships that allow for community growth

Priority students

Priority students are first in all that we do. This ensures that the gap is not widened and that over time it can be diminished completely

Impact

Students are 'better off' for having spent time at DCHS.. We ensure students are prepared holistically for this step as well as academically

Relationships

All stakeholders work to build strong relationships that encourage positive behaviour and attitudes throughout the organisation

Curriculum

We constantly review the curriculum in place to ensure that it is meeting the intent statement aims of creating cultural capital, healthy democracy and allowing students to access all in the world

Teaching

The DCHS teaching principles allow us to ensure quality first teaching. Teacher Education sessions provide opportunities for all staff to enhance their own skill set and lead to effective outcomes

SCHOOL PRIORITIES



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TIME MATTERS	CPD MATTERS	SCHOOL PRIORITIES MATTERS	CULTURE AND ETHOS MATTERS	SYSTEMS AND PROCESS MATTER
<p>Email embargo: No emails are sent from Friday 5 pm until a Monday morning, no emails in school holidays, and not past 6 pm on weekday evenings. The only exceptions are for serious safeguarding matters</p> <p>Whole School Emails policy: No longer to be used. The staff bulletin should contain all key messages</p> <p>A rational approach to data: We have three data drops per year. All of the data is analysed for staff, freeing staff time and thinking to consider key actions. No meetings will take place during a data drop window</p> <p>A rationalised approach to marking: Staff are expected to mark according to dept policy</p> <p>School Building: Closes at 6pm each night, we encourage staff to find a worklife balance.</p> <p>Directed time: Directed time is built with staff at the forefront of planning</p>	<p>Department Time: This has been calendered more frequently. Departments are allowed to dictate the agenda for faculty time. It is very much for the middle leader to dictate the agenda, with a view that the meeting should focus on sharing subject expertise and enhancing subject knowledge</p> <p>Sensible use of Twilgited Time: We operate a training model whereby we work to a set number of twilights and trade this time to gain days off in lieu. During the twilight training, there is normally a short presentation then the remainder of the time is given to training</p> <p>Continuation of Virtual CPD: During lockdown we found accessing material online easier and often more engaging. We will continue to provide online CPD links</p> <p>CPD for all: CPD is not just about 'teacher education' we target specific CPD for those that request it during PD conversations. CPD is relevant and never to tick a box</p>	<p>Clear SLT messages: These seek to prevent ill communication and repetitive emails</p> <p>Effective use of briefings: Briefings focus on training staff and sharing important key/important messages</p> <p>Working with unions: SLT meets regularly with Union representatives within the school</p> <p>Resisting fads: DCHS seeks to keep things simple and focussed. Everything should come back to the School Priorities and the DCHS teaching principles</p> <p>Being flexible: Where possible we aim to meet the needs of family life, ensuring emotional and well-being are supported</p> <p>Nothing for Ofsted: We do nothing for Ofsted. Any inspection will catch DCHS in its daily form. We are Ofsted ready, not Ofsted compliant</p>	<p>Lesson Objectives: We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on big questions. The big question is the objective and the focus of the lesson</p> <p>Pedagogical approach: We emphasise that there is no preferred learning style, but traditional teaching methods; retrieval practice; the use of workbooks; co-planning; magenta principles are to be embraced</p> <p>Rationalising Revision: We hold a belief that the Autumn term is for teaching not revision sessions after school</p> <p>Open and Honest approach: We believe that sharing the issues that face the school in an open and honest way is beneficial to the end goal</p> <p>Staff wellbeing: We offer variety of 'wellbeing' tools including: access to specialist support, staff events, pastry briefings and the workload charter itself</p> <p>Staff recognition: We seek out opportunities to praise in person and have a process for staff to highlight the contribution of others</p>	<p>Toolkits: We create 'toolkits' for all procedures in school in order to free staff from the planning of key operational matters.</p> <p>Cycles: We publish a full terms 'cycle' in advance so staff can plan their time and know when deadlines are approaching.</p> <p>Centralised detentions: All detentions are centralised</p> <p>Avoiding roll-over: The school does not roll over its timetable during the Summer term. Instead, this time is used on core priorities and providing staff with extra training time.</p> <p>Open door approach: All leaders in school have an open door approach whereby anyone can seek support and/or catch-up.</p>



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SCHOOL CULTURAL FIT

Working in a school where you are not aligned with the culture is a miserable experience. So...we both need to have alignment if you work here:

- We work in a school where team members feel safe
- We believe in mutual trust and respect
- We believe that risks can be taken
- Team members 'get things done'
- We have clear roles and clear expectations
- We all learn (everywhere, all of the time)
- We actively support staff in using goal setting and coaching in order to surpass expectations
- Team members are aligned with school ethos
- Work has personal meaning, with clear and regular job satisfaction
- Team members feel they make a difference
- We care personally and challenge directly
- We believe that you cannot just wish teachers and students to be better – you have to create the conditions for them to grow
- No role in school is 'beneath' anyone. A mindset of seeking simple ways to serve the team



These are the 14 books that have helped shape our strategy



WHAT NEXT...

Want to know more?

Please get in touch with [Karen Gregory](#) (PA to the Co-Heads) to arrange an appointment to speak to Alan or James. We welcome site visits and/or virtual video calls.

Know enough already?

Please complete an application form and email it to [Karen Gregory](#), there is no need for a separate letter of application as this is included in the application form.

[DCHS Vacancies Page](#)

We want to thank you for your interest in this position

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