

Godinton Primary School



Lunchtime Play Leader

Candidate Information Pack

Lunchtime Play Leader

Year Group – All year groups from reception through to year 6

Start Date – 2nd September 2026

Applications – To be made via Kent Teach

Closing Date – 6th July 2026 (12:00 noon)

Interviews – To be confirmed



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Headteacher Welcome – Thank you for your interest in our vacancy.

We know that moving to a new job can be a daunting prospect so we hope this information pack will give you a taste of what life is like at Godinton and an insight into the things that are important to us.

Our school has grown in size over the past 40 years and now serves as a two form entry primary school for the surrounding area. Our grounds are amazing, with plenty of field space for outdoor learning – we even have our own woodland which is perfect for Forest School. Although we are not a swanky new build with modern features to boast, we love our school and take great pride in ensuring it is well kept and maintained to provide an environment,

which allows all within it to thrive and grow. It is full of amazing children with an eagerness to learn and fabulous teachers and support staff who encourage them to do so and support them in all aspects of their development.

So, when you step inside our school, you will find an exciting environment of creativity and discovery, where children's natural curiosity is stimulated and their capacity to learn is nurtured. We are very proud of our ethos, which provides a supportive, family atmosphere with an emphasis on ensuring that our children are happy and confident individuals who love coming to school.

At Godinton Primary School, our team works hard to provide every child with a well-rounded education, enabling them to reach their full potential and succeed wherever their strengths and skills may lie. We strive for academic excellence in our pupils but believe that this should be delivered alongside an enriching, fun and creative curriculum.

All members of our team are very much valued at Godinton. Whatever their role, they have a vital part to play in our school and do so with lots of smiles and laughter.

I am very proud to be the headteacher of this truly special school. If you like our ethos and would like to be part of a brilliant and caring team, then please do apply to join the Godinton family. Jill Talbot, Headteacher.

Staff Wellbeing

Working in any school is tough, there are many pressures and demands placed upon staff and with growing pupil need and not always the funding to support this, the challenges are growing – we get it! That is why the Senior Management Team, along with a supportive Governing Body are so committed to the wellbeing of the team.

We care about our staff and aim to promote a happy, supportive and caring atmosphere.

Some of the ways we do this are:

⇒ We are committed to the DfE Well-Being Charter

⇒ We have a Wellbeing Policy which includes (and lots more):

A Wellbeing Day each year for all staff

Free Flu Vaccinations for all staff

Free Eye Tests (dependent on job role)

Two Wellbeing Weeks each year (no clubs, no meetings – just an early finish)

Support Line offering 7 face to face counselling sessions

Access to Kent Rewards

Free Lunch for staff involved in parents evenings or other events that have a later finish

⇒ We are fully aware of our obligations to support Flexible Working and already offer this in a number of ways, such as, though job share positions for some of our teaching staff, part of PPA days can be worked at home. Some support staff are able to work their contracted hours over 4 days to allow for a day off during the week.

- ⇒ A supportive induction process which will ensure you have all the necessary knowledge to begin your career with us.
- ⇒ Staff breakfast treats
- ⇒ Recognition of staff birthdays.
- ⇒ Surprise gifts will occasionally await you to celebrate the start of a new term or to reward your dedication and commitment at the end of a term.



Pupil Wellbeing

Positive pupil mental health and wellbeing is at the heart of everything we do.

Our supportive and caring school ethos and our clear set of values where kindness and respect are valued, helps children to feel emotionally safe.

We do this by:

- ⇒ Helping children to understand their emotions and feelings better
- ⇒ Helping children feel comfortable sharing any concerns or worries
- ⇒ Helping children socially to form and maintain relationships
- ⇒ Promoting a positive self-esteem and ensure that all our children know that they are important and feel proud of their achievements
- ⇒ Encouraging children to be confident and 'dare to be different'

We promote pupil voice and opportunities to participate in decision-making, we do this through our Mini Management Team, House Captains, Kindness Ambassadors, Sports Leaders and through discussions with the Headteacher at tea parties.

We have safe spaces in school dedicated to the promotion of positive wellbeing. Our 'Den' offers a wonderful space for time to be spent with our pastoral teaching assistant as does our Nurture room where children can visit the fish, and take part in a number of activities from cooking to gardening.

We also have trained staff in the following areas:

- ⇒ Rainbows Bereavement Co-ordinator
- ⇒ Emotional Learning Support Assistant (ELSA)

We support mental health and wellbeing in a vast number of ways, by raising awareness during assemblies and having open discussions during lessons. Classrooms are a safe space and interventions are used, such as worry boxes/worry monsters and circle time. We have the Godinton Superheroes where our staff will offer a regular light touch support approach to some of our vulnerable children.



Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS Disclosure, satisfactory references and 'pre-employment health screening'.

In accordance with Keeping Children Safe in Education (latest version) you will find the following links to our Child Protection (Safeguarding) Policy and Recruitment and Employment of Ex Offenders.

<https://www.godinton.kent.sch.uk/media/8424/child-protection-safeguarding-policy-2025.pdf>

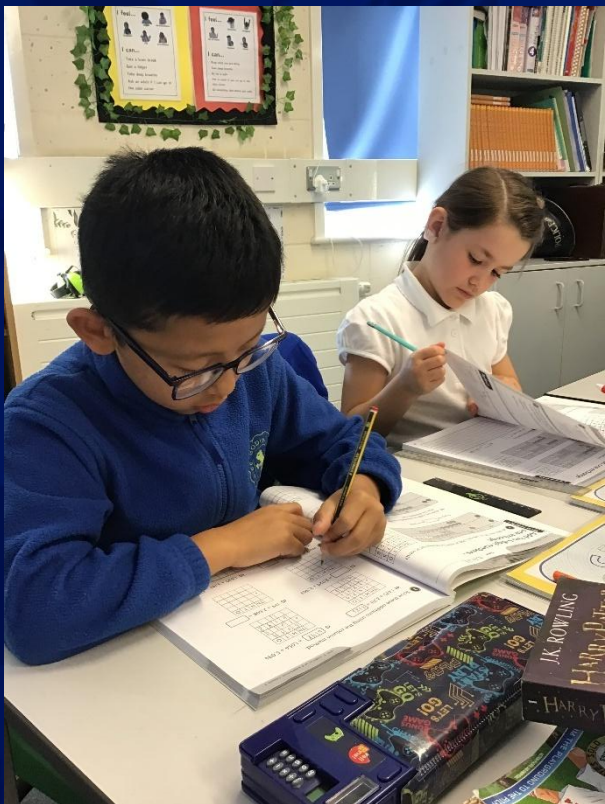
<https://www.godinton.kent.sch.uk/media/8368/recruitment-and-employment-of-ex-offenders-policy-2025.pdf>

All applicants shortlisted for interview are required to complete a self disclosure form and will be subject to an online search (this does not form part of the shortlisting process itself). All candidates will have the opportunity to address any issues of concern resulting from the search.

Our Lovely School



Our Lovely



School

Godinton Primary School

Job Description

POST Lunchtime Play Leader
RESPONSIBLE TO: Line Manager then Headteacher

JOB SUMMARY:

Under the general direction of the Play Coordinator, play team members are responsible for supervising during lunchtime play in order to maintain the health, safety, welfare, good conduct and safeguarding of children, having regard to all needs.

Play team members are responsible for providing a stimulating play environment for the children, in which they may devise or facilitate a range of meaningful and productive child-initiated play activities.

Statutory Requirements

The Play Coordinator has a responsibility to carry out their duties in line with all school policies but especially those which promote and safeguard the safety and welfare of children e.g. Health and Safety, Safeguarding, Play and behaviour policies.

Responsibilities:

1.Ensure the Wellbeing and Safety of Pupils

To show good regard to the principles of supporting play as outlined in the school's Play Policy.

- Ensure the safety, welfare and general conduct of the children through appropriate application of the school's policies and procedures. Actively encourage courteous, considerate, safe and appropriate behaviour, following the school's behaviour policy, by appropriate intervention or referral to the class teacher or a senior member of staff, as appropriate.

- Be proactively engaged in helping children to play in a range of different ways and to identify suitable equipment and resources to use in their play. Ensure equipment is used appropriately to maintain the safety and wellbeing of the children and that children have a good understanding of the dynamic risk assessments associated with certain equipment.
- To support children with **SEND** as required. Understand that children with additional educational needs may require additional support with their play or support which is different to that of their peers as outlined in their behavior support plans or inclusion passports
- Identify and report any unauthorised visitors on school premises.
- Complete any relevant documentation required by the school in relation to incidents occurring during the lunchtime break period.
- Participate in OPAL/team around the child (TAC)/medical meetings, as required.
- Ensure you are aware of children's medical conditions and the relevant precautions and treatments necessary.
- To undertake first aid responsibilities as a trained first aider. Take any immediate action to attend to sickness or accidents by carrying out first aid and summoning relevant assistance if required. Maintain an accident book, to deal with any accidents that occur safely and quickly.
- Report any major accidents or bumped heads to the class teacher and headteacher, record in the accident book or on the online reporting form if required.

2. Ensure a Diverse Range of Playable Resources are Provided for, and are Accessible to all Children

- Help to ensure there are sufficient resources to promote each of the ‘play types’ as listed in the school’s Play Policy.
- Facilitate the repair or removal of any resources that are not of a suitable condition or that may present a hazard and report any wider concerns regarding equipment to the Play Coordinator.
- Comply with completed risk assessments to ensure the safe use of equipment.

Additional Duties

1. Any other relevant duties required by the class teacher, senior member of staff, line manager or Headteacher.
2. Be familiar with, and comply with all school policies and procedures, especially those relating to safeguarding, health and safety, play and confidentiality, reporting all concerns to the relevant member of staff.
3. Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school where relevant. Also participate in staff meetings and training days/events as requested.
4. To work within and encourage the school’s Equality, Diversity and Inclusion Policy and to follow the policies in place to deter discriminatory behaviour.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with the post.

Signed:_____

POSTHOLDER

Date:

Signed:_____

POSTHOLDER

Date:

Godinton Primary School

Person Specification – Lunchtime Play Leader

| | Essential | Desirable | Evidenced through |
|----------------|--|---|-------------------|
| Qualifications | GCSE Grade C+ or equivalent in English and Maths | Evidence of additional training in supporting children in an educational setting First Aid qualification | Certificates |

| | Essential | Desirable | Evidenced through |
|---------------------|---|-------------------------|----------------------------------|
| Skills & Experience | <p>Experience in a school environment</p> <p>Experience of working with pupils with Special Educational Needs</p> | Experience of OPAL Play | Understanding of the play scheme |

| | Essential | Desirable | Evidenced through |
|---------------|---|-----------|-------------------|
| Communication | <p>Ability to use clear language to communicate information and instructions</p> <p>Ability to listen effectively</p> <p>Overcome communication barriers with children and adults</p> <p>Ability to negotiate effectively with children</p> | | |

| | Essential | Desirable | Evidenced through |
|-----------------------|---|-----------|-------------------|
| Working with Children | <p>Understand and implement the school's behaviour policy</p> <p>Ability to understand and support children with developmental difficulty or disability</p> <p>Can show understanding to the needs of the pupils</p> <p>Understand and support physical and emotional wellbeing</p> | | |

| | Essential | Desirable | Evidenced through |
|---------------------|--|-----------|-------------------|
| Working with Others | <p>Ability to make a proactive contribution to the school team</p> <p>Work effectively with a range of adults</p> <p>Understand and value the role of parents and carers in supporting children</p> <p>Ability to establish rapport and respectful and trusting relationships with children and other adults</p> <p>Know when, how and with whom to share information</p> <p>Ability to follow instructions accurately</p> | | |

| | Essential | Desirable | Evidenced through |
|---------------------|---|-----------|-------------------|
| Personal attributes | <p>Good communication skills</p> <p>Ability to work as part of a team</p> <p>Understand and implement child protection (Safeguarding) procedures</p> <p>Ability to use own initiative</p> <p>Ability to remain calm under pressure</p> <p>Ability to manage own time effectively</p> <p>Awareness of and commitment to equality</p> <p>Reliable</p> <p>Flexible</p> <p>Empathetic</p> | | |

What our colleagues say about working at Godinton Primary School, past and present

- ◇ I joined the Godinton team in 2012. I was only supposed to be here for a year! The advert detailed the wonderful family feel of the school – I thought it's too big to feel like a family. How wrong I was, I felt warmth and support from the moment I walked through the door, from everybody. Hence I'm still here!
- ◇ I would definitely recommend Godinton as a place to work, staff are well supported and kept up to date on all areas of school life.
- ◇ I love that staff are listened to, I understand that not every request can be granted or that there is a fix for every problem. The open door policy however, allows you to share concerns and if changes can be made, they are. I have never felt that I can't speak up.
- ◇ My colleagues are brilliant, they are supportive and always happy to help.
- ◇ The children really are at the heart of everything the school does and the whole team strive to ensure that their primary school years are some of the very best of their lives.
- ◇ The team are amazing! We all work hard together, we laugh together, we've shed a tear together. I've not experienced such a great bunch of colleagues in any other school.



Thank you for your interest in our school and vacancy, if you have any questions, do please contact Claire Williams
our School Business Manager