

Oaklands School
Together Everybody **Achieves More**

Prospective Team Member Pack

MDMS 2021-22



Our school is committed to equality and take the safeguarding our children very seriously. Therefore all



references will be rigorously taken up, no open references will be accepted and several pre-employment checks.

THE OAKLANDS TEAM

Thank you for taking an interest in working at Oaklands. We are an exciting school to work with the associated challenges and rewards which come with a school working in a deprived area.

Our vision is simple:

Together Everybody Achieves More

We honestly believe in working in a team and we support and encourage each other. Working here, you will be part of many teams, year group, phase and curriculum, so you will be part of the wider school family. Planning is taken in Teams and phases so that you are able to share ideas and suggestions.

As part of our school, you need to understand our values. At Oaklands we have the following values which we demonstrate, model and teach to our children. As a staff member this means:



Aspire

We have high expectations and set ambitious challenges for our children in a broad & balanced curriculum.

Self-confidence

We praise children's efforts and achievements in a safe environment. We teach children to have faith themselves as learners.

Perseverance

Teaching children to keep trying and not give up. We track children's progress to make sure they are learning to the best of their abilities.

Independence

We insist upon high standards of behaviour to maintain a safe and orderly community. We help children to be independent in their learning.

Respect

We treat all people kindly. We look after everything and everyone.

Enquiry

We structure our learning around children's interests and questions. We constantly reflect to ensure we are giving a high standard of teaching for all children.

We expect all members of our community to uphold these values and to promote them whenever they are within our local community.

WELLBEING

Being part of a team means we look out for each other. We firmly believe in our own and others well being. We take time out of the term for wellbeing and extra time is set aside for certain tasks such as provision mapping and getting planned for the next term.

We value time and ensure that any meetings are productive and time is given out of the school day. The MDMS team meet each week to share what has gone well and support each other if things have not worked out.

SCHOOL GROUNDS

Our school is set in extensive grounds which incorporate woods, meadow land, an orchard and playing fields. We use these grounds whenever possible to extend and enrich the children's learning.

As well as this, we have our own swimming pool, training kitchen, a radio station, library, two IT suites which all allow a wide range of opportunities for our children's learning.

Playtimes can be fun and exciting. We want the children to learn how to play and the fun that they can get from making friends and having positive playtimes.

CURRICULUM

We aim for our curriculum to be fun and exciting for the teachers to teach so that the children enjoy it and learn. We review the curriculum each year to ensure that it is effective and current with the children's needs. It is based on experiential learning and follows a structure of:



Each term, the children will engage in an **Engage** event such as a special activity day; visit to a specific place or a guest visiting the school. All the learning builds to an **Innovate** challenge where the children share the outcomes of their studies with other people in an **Engage** event.

As well as year group topics, we enjoy school wide topics based on specific areas of learning or current events such as Arts Week, Book Week or our Healthy Living and Sports Day finale to the year.

TEACHING & LEARNING

At Oaklands, we are very focused on consistency for our children. We are not looking for clones or a certain way of teaching but we do have some non-negotiable elements which we all sign up to.

MDMS will be a critical part of the class. You will have a linked class and you will be in the class with the teacher and TA working with the children.

AMBITION

We are a learning school and one of our values is ambition. We are looking to support teachers in their careers. We actively help you move forward in that, whether it is to be more effective in the classroom, move into Higher Level Teaching Assistant or into teaching. We work with a range of partners, such as the CCCU and Schools Direct and it is a busy and thriving learning community for all.

SAFEGUARDING

Our school is committed to equality and take the safeguarding our children very seriously. We will conduct the following checks with applicants:

- | | |
|-----------------------|--|
| Pre interview | ✓ Two professional references
✓ Self-disclosed criminal record history |
| Interview | ✓ Discussion around your suitability for the role |
| Pre employment | ✓ ID and qualification checks
✓ Evidence to work in the UK
✓ DBS and Barred List check |

Safeguarding training will be provided before or when you join the team so you are aware of the school's policies, procedures and practices.

INDUCTION

If you are successful in joining the Oaklands team, you will have a thorough induction. Previous team members have said that they have never had such a supportive induction as we offer.

After appointment, you will visit the school to complete paperwork and safeguarding requirements.

You will have a named mentor who will meet with you before you start and on the very first day. They will keep in touch and make sure you have someone who you know to answer any questions and be someone to help settle you in.

BEHAVIOUR

Good behaviour for Learning is a key part of being part of the Oaklands team. The school serves a diverse community with a large part of this being from disadvantaged backgrounds. While this is rewarding, it can bring with it challenges which many other schools would not encounter!

We believe in positivity and this is our first and foremost technique for working with children and families. We have a positive pathway which we talk to the children:



Again, we believe that Together Everybody Achieves More and we work very closely with all families to develop effective working relationships. Working in partnership with parents ensures that they support and trust us.

RULES

Oaklands School only has two simple rules for all to follow. We follow a no excuses policy for these two rules. No matter the situation or context, we will not accept anyone breaking these.

Always follow adults' instructions.

Keep your hands, feet and unkind words to yourself.

JOB DESCRIPTION

This is the job description of a MDMS at Oaklands and the bare minimum of what we expect from all our staff:

Role Midday Meals Supervisor/ Play Leader

Responsible to Head teacher/Senior Leadership Team | Class Teacher

1. The role

- 1.1. To work as part of a team to ensure the safety, welfare and good conduct of pupils during the midday break, in accordance with the whole school positive behaviour policy.
- 1.2. To promote the lunch break as an opportunity to extend the curriculum and make it a positive play and learning experience.

2. Duties

- 2.1. *Duties will be allocated by the head teacher or senior member of staff*
- 2.2. The lead play and games with children at lunchtime.
- 2.3. To supervise activities to ensure safety and the values and rules of the school are upheld.
- 2.4. To notify the school office if any MDMS/ Play Leader is absent at the beginning of a shift.
- 2.5. To know the staff duty list and the name of the member of staff on duty at the end of each shift.
- 2.6. To be responsible for the supervision of children in the following areas:
 1. Dining hall and outdoor lunch area
 2. Cloakrooms
 3. Playground and playing field
 4. Classrooms during wet lunchtime

3. Specific tasks

- 3.1. On the playground and playing field –
 - To be a positive role model for the children by following the expected code of behaviour. To remind children of, and implement, the rewards and sanctions adopted by the whole school.
 - To interact with children building a positive and caring relationship with the children.
 - To engage children in developmental play.
 - To ensure the children's safety by taking care of injured or unwell children, by passing them to a qualified first aider and notifying a responsible adult when going off duty.
- 3.2. Hall -
 - Constant support and supervision of children
 - Supervise the clearing away of used cutlery, plates etc promoting children taking responsibility for clearing away their own cutlery and plates sensibly
 - Attend to spills and breakages
 - Promote good manners and the whole school ethos.
 - Classrooms during wet lunchtimes -
 - To work as a team to ensure the safety of all children
 - To be responsible for a designated landing and group of up to 4 classrooms
 - To get to know the children in your care by name
 - To engage children in purposeful activities and conversations

- When appropriate bell rings line children up and escort to the collection point to be met by the SSA to be taken to the hall for lunch
- Reinforce the behaviour policy.

4. MMS/PLAY LEADER PLAYGROUND QUICK GUIDE

- 4.1. Keep **moving** around the playground
- 4.2. **Talk** to children about what they are doing and how they are playing
- 4.3. Keep **scanning** the playground for 'hot spots'
- 4.4. Each lunch time - start a **game or activity** with a group of children
- 4.5. **Act before it escalates!**

PERSON SPECIFICATION

Working as a team, it is important we get the right sort of person to join us. This is the sort of person we are looking for:

Attributes	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> ▪ Has experience of working with children, even if it is just your own. ▪ Demonstrates understanding of the principles of Primary Education 	<ul style="list-style-type: none"> ▪ Experience of working in a school or child care areas. 	<ul style="list-style-type: none"> ✓ Application ✓ Letter ✓ Interview ✓ Reference
Qualifications	<ul style="list-style-type: none"> ▪ GCSE in Maths and English. 	<ul style="list-style-type: none"> ▪ GCSE in Maths and English to C Grade or equivalent 	<ul style="list-style-type: none"> ✓ Application ✓ Letter
Training & Special Knowledge	<ul style="list-style-type: none"> ▪ Has a commitment to their continued professional development ▪ Has clear strategies for positive Behaviour Management and Discipline ▪ Has a calm, organised approach to working with children and establishing a secure learning environment for children ▪ Has knowledge and understanding of how to develop strategies appropriate to the needs and abilities of the pupils, especially those with special educational needs. 	<ul style="list-style-type: none"> ▪ Trained and experienced in specific positive behaviour management skills. ▪ Knowledge of developing children's emotional well being ▪ Worked in a team and effectively shares ideas and good practice with other members of staff. 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task
Practical, intellectual & interpersonal skills	<ul style="list-style-type: none"> ▪ Possesses excellent interpersonal skills ▪ Demonstrates commitment to partnership with others. ▪ Has a flexible approach ▪ Is able to cope with change and working with different age ranges 	<ul style="list-style-type: none"> ▪ Ability to energise others. ▪ Previous experience of working in a team. ▪ Good administrative skills such as reading and writing. 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task

Physical	<ul style="list-style-type: none">▪ Good health▪ Has a good record of attendance and punctuality.		✓ Letter
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WHAT THE CHILDREN WANT

Our children are very perceptive and they know what makes a good teacher. This is the kind of person the children have asked us to find:

We would like a MDMS who is...

- *Good at communicating with people*
- *Calm and good under pressure and can think quick on their feet*

When we are at lunch, they should...

- *helps us with our lunches if we need it.*
- *maintains good behaviour*
- *explains things really well.*
- *makes playtimes fun and lead games, even joining in from time to time.*

We want a person who everyday has...

- *a good attitude and is respectful*
- *patience and is willing to listen to us*
- *good listening skills and lets us know you're there for us.*
- *a good sense of humour and know when we are joking!*
- *friendly, happy and always smiling (or pretends to be at least!)*

THE SELECTION PROCESS

To find the right person, we will use the information you give us in your application to choose a short list of the people we think most meet our criteria.

These people will be invited to a selection day and **references will be requested, including one from your present headteacher if applicable.**

The day is not a test and we know that they are very nerve-wracking days. We have a range of activities so that we can see all the different sides of you. On the day, you will be invited to stay for lunch so you can meet the whole team.

The process will usually consist of:

- A short activity with a group of children so we can get a flavour of you leading a game.
- An interview with the panel who will ask you some questions to find out more about your experience and skills.

All these activities will be explained to you in advance or on the day and you are always given time to prepare.

THE DECISION

The whole process is scored by the panel and the person with the highest score on the day will be offered the role. **Any offer will be conditional upon all safeguarding checks being successful.**

We know that it is hard in any process if you have not been successful. We always phone every single applicant to explain the decision and share feedback on the process. We always follow our own procedure of '*three stars and a wish*' when giving feedback. If you are not successful, it is not because you are not good enough, but we need to find the person who will fit our team the best.

Once again, thank you for taking the time to show an interest in joining the Oaklands team.