

Federation of Netley Abbey Infant & Junior Schools

Lunchtime Assistant (A Grade)
Application Pack

Excellence Everyday





Included in this brochure:

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Introduction from our Federation Headteacher



Welcome!

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools (Ofsted 2023). We are looking for an enthusiastic and creative Lunchtime Supervisory Assistant to join our staff team.

This could be an exciting opportunity for someone new to the role of Lunchtime Supervisory Assistant; our school has an excellent track record of supporting new members of staff. Equally, this role would suit a more experienced lunchtime supervisor who is looking to join a highly committed and friendly team.

We welcome candidates with experience of working with primary-aged children, although this is not essential, as full support and guidance will be provided. A positive attitude, good communication skills, and a willingness to support children's wellbeing are key qualities for this role.

Our children are happy, friendly and enjoy their time at school. We are proud of our excellent facilities and well-maintained outdoor spaces, which provide a safe and enjoyable environment for pupils during lunchtime. Visitors to the school regularly comment on the good behaviour of our children and the welcoming atmosphere across the school. We would be delighted for you to experience this for yourself.

Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.

Our vision & values ...



Our Vision:

Rooted in fairness and compassion, we strive for excellence and resilience, shaping a learning community where children grow as respectful, kind, safe and confident learners.

How we achieve this (our mission):

Through the explicit teaching and showcasing of our **pupil values**: Ready, Respectful, Safe and Kind.

Through our **staff values** of Kindness, Empathy, Excellence and Resilience - which inform every decision each of our staff make on a daily basis.

Resulting in:

Excellence Everyday!

Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant and Junior School share the same site within Hampshire with a variety of contrasting localities nearby including; the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.



Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.

Children learn in the Early Years Foundation Stage through child-led play as well as via teacher led inputs. Staff meet the individual needs, interests and stage of development of each child in their care. We know that children of this age learn in an unconscious way during informal interactions.



Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use staff who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.



Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!



What do our pupils want from our new HLTA?



kind

helpful

have empathy

supportive

humorous

fun

listens

What do Ofsted say about our Federation?



Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'

Job Description – Lunchtime Supervisory Assistant (A Grade)



Main purpose

Under the direction of the Senior Lunchtime Supervisory Assistant/Assistant Headteacher/Head of School, to work as part of a team to supervise pupils during the lunchtime period and ensure that any pupil's problems are resolved or referred to an appropriate level of management.

Supervision of eating activities

- Direction and monitoring of food intake.
- Assisting pupils with food consumption (i.e. cutting food for children).
- Aiding children opening cartons/pots of food.
- Cleaning spillage and surfaces.
- Supervising disposal of foodstuffs.

Pupil Supervision

- Supervision of pupils, including movement around the school premises, in the playground and in classroom during playtimes and intervening, where appropriate, in managing pupil behaviour in order to maintain good order, and to ensure pupils health, safety and welfare.
- Promotion of 'Positive Play' ensuring productive lunch time activities for pupils.
- Ensuring pupil hygiene – washing hands and toileting, cleaning pupils when dirty/soiled and arranging a change of clothes.
- Look after children who are upset or have had accidents
- Basic first aid (grazes etc.) and recording of accidents, maintaining appropriate records.
- Reporting any significant behavioural incidents over the lunch time period and referring significant behavioural issues to the Senior Supervisory Assistant/ or senior school leader
- Ensuring confidentiality of dealings in school (e.g. ensure child behaviour is not discussed with parents outside of the school).
- Supporting pupils, where necessary undertaking basic skills e.g. doing up coats, buttons, shoes etc.

Job Description cont. – Lunchtime Supervisory Assistant (A Grade)



Role and Responsibilities Cont.

Support for Individual Pupils

- To work with individuals or small groups of children, with all ability levels, to support their learning in all curriculum areas under the direction of the class teacher before/after lunch period.
- Establish positive but constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities with them
- Set challenging and demanding expectations and promote self-esteem and independence.
- Promote high standards of behaviour and deal with behavioural and special needs issues in conjunction with the teacher.
- Respect the confidentiality of all information relating to pupils and their families.

School Support

- Support the role of other professionals such as SENDCOs, Speech and language therapists, play therapists etc.
- Participating in appropriate school-based meetings and training activities.
- To ensure the health and safety of the children at all times and report concerns or details of accidents/incidents as necessary to the Headteacher.
- Undertake any other tasks as directed by the Headteacher, appropriate to the role of Lunchtime Assistant.
- Maintain confidentiality and adhere to school policies, routines and codes of conduct.
- Attend staff training (where appropriate) and other activities outside of the working week, but not beyond total working week.
- Communicate effectively with other staff members, pupils and parents and carers
- Develop effective professional relationships with colleagues

Job Description cont. – Lunchtime Supervisory Assistant (A Grade)



Role and Responsibilities Cont.

Professional development

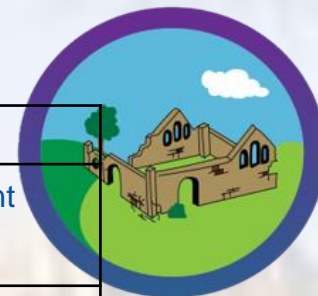
- Keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development opportunities to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Person Specification – Lunchtime Supervisory Assistant (A Grade)



	Essential	Desirable
Qualifications & training	<p>The Lunchtime Supervisory Assistant will have:</p> <ul style="list-style-type: none"> • O Level / GCSE Maths and English or equivalent 	<ul style="list-style-type: none"> • Trained to NVQ 2 standard or equivalent knowledge, experience or skills.
Experience	<p>The Lunchtime Supervisory Assistant should have experience of:</p> <ul style="list-style-type: none"> • an understanding and awareness of child behaviour, as evidenced by skills, qualification, life skills or previous experience. • An awareness of the importance of confidentiality in dealings with pupils • Working successfully and co-operating as a member of a team 	<ul style="list-style-type: none"> • Paediatric first aid • Experience of a previous child care role
A commitment to education and teaching	<p>The Lunchtime Supervisory Assistant will have the ability to communicate and co-operate by:</p> <ul style="list-style-type: none"> • establishing and maintaining good professional relationships with pupils, parents and colleagues • setting high expectations of all pupils and the significant impact in the afternoon session in school where pupil behaviour at lunchtime is not managed appropriately • adopting a flexible approach 	
Knowledge and understanding	<p>The Lunchtime Supervisory Assistant will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • behaviour and ethos • communications • equal opportunities • confidentiality in the school/work place. • Awareness of issues affecting pupils (family problems etc) 	<p>In addition, the LSA might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • awareness of best practice according to the Safeguarding and Child Protection Policy • have an understanding of special educational needs as defined in the SEN Code of Practice

Person Specification cont. – Lunchtime Supervisory Assistant (A Grade)



<p>Skills</p>	<p>The Lunchtime Supervisory Assistant will be able to:</p> <ul style="list-style-type: none"> · have the ability to motivate reluctant eaters, distract them and interact positively. • providing feedback to the teacher about lunchtime, knowing this period of time will affect their afternoon in school. · have the ability to assist in the management of pupil behaviour. · utilise their interpersonal skills · have empathy with pupils and sympathetic to their needs · work effectively in a team · relate well to both children and adults · be professionally discrete and able to respect confidentiality on particular issues · have the ability to clarify and explain instructions clearly • where necessary, produce detailed, written reports on incidents that occur during lunchtime 	<p>In addition, the Lunchtime assistant might also be able to:</p> <ul style="list-style-type: none"> · Input to the professional development of other staff members ·
<p>Personal characteristics</p>	<p>The Lunchtime Supervisory Assistant should be:</p> <ul style="list-style-type: none"> · knowledgeable and highly competent · good organisational ability · approachable and empathetic · creative and enthusiastic · organised and resourceful · intelligent and reflective · committed · flexible and adaptable · evidence of fostering independence and self-esteem · take responsibility for own professional development, including setting and working towards annual performance objectives 	<p>In addition, the Lunchtime assistant might also have:</p> <ul style="list-style-type: none"> · a sense of humour
<p>Special requirements</p>	<p>The Lunchtime Supervisory Assistant should:</p> <ul style="list-style-type: none"> • have or be willing to undergo an Enhanced DBS check 	

Application Process



Candidates should complete the application form and return it via email so that it is received no later than noon on Friday 19th June 2026.

E-mail address: hr@netleyabbeyschools.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure: The shortlist will be drawn up and further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring: All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

Safer Recruitment: The Federation of Netley Abbey Infant and Junior Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

Privacy notice: The Federation collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

Education in Hampshire



Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion. Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff. To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.