



ALL HALLOWS

PREPARATORY SCHOOL



FREEDOM *TO* LEARN

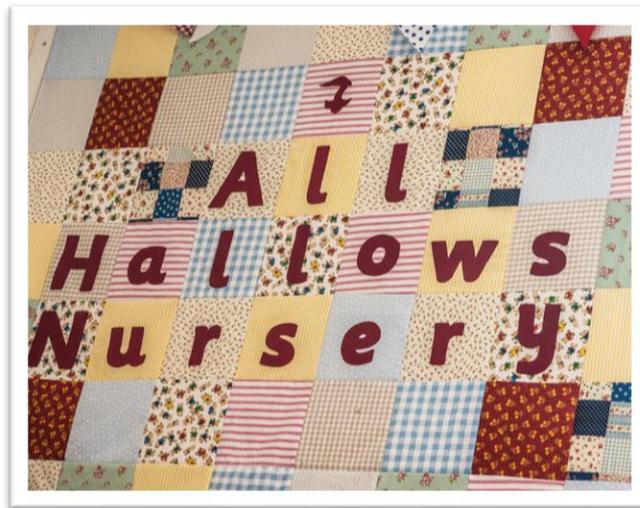
Application Pack

Chef

The region's leading co-ed independent Catholic prep school for pupils aged 3 to 13 years

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Address All Hallows School, Cranmore Hall, East Cranmore, Shepton Mallet, Somerset. BA4 4SF
Telephone 01749 881600
Email recruitment@allhallowsschool.co.uk
Website www.allhallowsschool.co.uk

At All Hallows School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

Welcome to All Hallows

Thank you for your interest in the position of Chef at All Hallows School.

We are looking to recruit an innovative and dynamic Chef to join our school. Working with a team of Chefs you will be responsible for preparing high quality food for staff, pupils and visitors, as well as for functions and other events. You will be qualified at least to City and Guild level 2 or equivalent in NVQ, have experience of working in a high-volume catering operation and a passion for cooking great food.



At All Hallows, everything we do is based around the wellbeing and fulfilment of the children; we believe each child should be allowed to develop at his or her own pace. As a Christian school our guiding stars are the two great commandments, to love God and to love our neighbour, and we warmly welcome children and staff from all faiths, or none. Your work in the Library would be fundamental of this ethos, providing a safe space for children to flourish, develop their skills and stretch themselves. We run Accelerated Reader with our children in Years 2-8, which has led to our children making significant progress in their reading, and you would be directly involved with running this system, engaging in the children's progress and liaising with class teachers.

If this is the sort of role and the sort of school that interests you, I really look forward to receiving your application.

Trevor Richards

Dr Trevor Richards (CPsychol)
Head

All Hallows' Mission

Every child has an inherent value, which is exceptional and exclusive to them. Our mission is to provide a secure, happy and inclusive community, based on the teachings of the Catholic faith, where children will develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world. Whilst we protect and nurture our children, we also challenge and extend them in order to build their ability to thrive as adults in the future.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity.

We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully and to embrace, with energy and enthusiasm, the great opportunities that lie ahead. It is our sincere desire that each will use their compassion, knowledge, passions and energies to make the world a better place – and believe they can do so.

All Hallows' Aims

Intellectual

Through the school's teaching and learning, we aim to promote each pupil's intellectual character, cultivating their capacity to combine thinking skills with knowledge, confidence and self-esteem, to believe in the legitimacy of their own thoughts, to speak their mind articulately (but change it when required), to contest poor thinking and prejudice assertively, and enjoy the challenge of mental sparring. We foster intellectual risk-taking and curiosity, independence, resilience and effective learning habits within an ambitious, supportive learning community where individual learning profiles are nurtured and celebrated, and where all children are encouraged to strive to achieve their very best.

Personal

We aim to instil an understanding, appreciation and love of healthy lifestyle choices by offering a wide range of personal development opportunities through sports, music, drama and an extensive array of activities to supplement and enhance classroom learning. Every aspect of school life is seen as a learning opportunity and a chance to promote the development of the whole child.

Creative

We encourage children to take a creative approach to all that they do. We aim to foster diversity, critical thinking, imaginative insights and fresh ideas through ensuring children are in touch with things that inspire and excite them. We encourage children to express themselves, to collaborate, to exchange ideas and build collective solutions to complex problems.

Emotional

Happiness, confidence and self-esteem are key to living a fulfilled life and underpin great learning. We strive to develop children's emotional intelligence, encouraging resilience, effective communication skills, empathy, forgiveness and respect for others. We want our children to develop their global awareness and social responsibility, to embrace energetically and contribute to the communities and environments in which they live.

Spiritual

We aim to awaken the children spiritually through the integration of Catholic Christian principles into the school's everyday life, the provision of warm relationships, prayer, worship and opportunities for reflection and contemplation.

Alongside the fulfilment of these interconnected themes, with a close collaboration between home and school, we seek to achieve the successful transfer to the most appropriate senior school for each of our children, taking into account their interests, strengths and character.

Intellectual Characteristics - What does a good learner look like?

If we were to visualise a picture of a good learner, we would think about a person who has the following intellectual characteristics:

Cognitive (Thinking Skills)

- **Curiosity** – an eagerness to ask questions, to discover, to learn and understand new things.
- **Originality** – the inclination to be creative, to think laterally to generate innovative ideas and solve tricky problems.
- **Good judgement** – a desire to think critically, to assess options carefully and think about the value of ideas and information before making decisions.
- **Flexibility of mind** – a readiness to be open-minded, to recognise alternative perspectives, welcome alternative viewpoints and change one's mind in light of new evidence.

Emotional

- **Ambition** – a desire to aim high and set clear goals. A willingness to put in lots of effort and to try and be the very best one can be, knowing that hard work makes a difference.
- **Initiative** – a willingness to be independently minded, think ahead, be organised and work things out for oneself.
- **Focus** – the willingness to be careful, accurate and thorough; to pay attention to detail and avoid silly mistakes. A proficient learner can concentrate well, as well as become absorbed in what one is doing.
- **Risk-taking** – the courage to take a chance rather than to choose the easy option; to be open to fresh challenges and push oneself to develop new skills, even when success may not be guaranteed.
- **Resilient** – a willingness to seek alternative ways of doing things when one comes up against an obstacle and persists when it might be easier to give up. It is also important to have a sense of humour and recognise that everyone stumbles, but what matters is learning to deal positively with any feedback.
- **Reflectiveness** – an inclination to review and consider methods and approaches that have been tried. Good learners think about both successes and failures with a view to making the most of their potential. They appreciate that much of their success is due to their own efforts, rather than just their innate ability.

Social

- **Collaboration** – the capacity to work productively with other people and to build collective solutions. They know when to seek help from and when to support other people, along with when to speak up and when to compromise.
- **Self-assurance** – the belief in one's own capabilities and the confidence to deal positively with difficult or unexpected challenges, knowing that learning can be a struggle at times. In fact, effective learners understand that we learn best when we have to think hard about something.

Job Description

Job Title Chef

Responsible to

- Catering Manager

Overall Purpose of the Job:

Assist in the preparation and service provision of all School meals, including internal and external hospitality, take responsibility for the day-to-day running of the kitchen ensuring compliance with relevant Health & Safety and Food Hygiene requirements.

Main Responsibilities:

- Prepare and cook meals and snacks following pre-set menus in accordance with Food Hygiene and Food Safety Regulations to ensure meals are nutritious, appetising and meets all dietary needs.
- Carry out regular checks of kitchen equipment e.g. mixers, fryer, utensils, work surfaces in accordance with specified procedures to ensure all equipment is hygienic and in safe working order and complies with relevant regulations.
- To carry out simple stock control and checks, reporting goods to be ordered to the relevant senior staff to ensure adequate supplies are maintained.
- To carry out the cleaning of the kitchen and surrounding areas and the equipment to ensure the kitchen is maintained to a high level.
- Ensure the security of the kitchen and storerooms is maintained at all times to provide a safe working environment.
- To ensure customer service expectations are consistently met

Other Duties and Responsibilities:

- Ensuring the cleanliness and tidiness of the areas allocated for cleaning, such as Preparation and food storage areas.
- Reporting to supervisor any incident or accident.
- Reporting to supervisor or maintenance of the area concerned any maintenance requirements such as light bulb replacements, leaking washbasins etc.
- The post holder has a responsibility for ensuring safety in the workplace and in this respect ensuring compliance with all instructions relating to the use and storage of materials/equipment necessary for the performance of his/her tasks.

General Conditions:

- The post holder may be required to work shift rotas on a temporary or permanent basis after consultation.

- The post holder will be required on occasions to attend training courses as specified by the School's Domestic Bursar.
- The post holder will be required to wear protective clothing provided by the School.
- The post holder will only use the equipment and materials provided by the School.
- Such other duties and responsibilities as may be reasonably required within the level of the post.

Staff & Others Supervised by the Job Holder:

- Kitchen Assistants & Dining Room Assistants. (To provide direction in service provision as required)
- The post holder is to attend training courses as required and assist in the training of other catering staff as directed.

Key Work Skills**Technical Skills and Qualification:**

- Use of a range of basic tools and machinery, e.g., kitchen equipment, cleaning equipment, etc.
- Follows work routines/instructions
- May require a driving license
- To hold a relevant NVQ Level 2/3 General Food Cookery, Knowledge that is usually acquired based on "on the job training", but often requiring some attendance of formal courses e.g. certificate in First Aid, safe operation of equipment, COSHH, HACCP etc.

Operational Knowledge:

- Knowledge across a number of jobs, services and/or processes within the area/site.
- Knowledge of how own job fits into the activity and role of the area/site.
- Knowledge of a range of other jobs in the area/site.

Planning and Organising:

- Knows how to organise own workload.
- Knows how to priorities work and deliver on time.
- Contributes to day-to-day smooth running of the unit or process.
- Able to maintain accurate and timely records as required.
- Identifies and knows how to solve everyday job-based problems in liaison with supervisor.

Working with People:

- Able to establish a rapport with service users as necessary e.g. Staff, Children, Parents and other Visitors/members of the public etc.
- Understands how to encourage and influence people to get the best from them.
- Understands the needs of others and able to respond accordingly.

Communication:

- Able to understand information, advise and liaise with others accordingly.
- Able to be receptive to information being communicated (which can be non-verbal), contribute to its interpretation and pass on to others as appropriate.

- Has written and numeric skills in order to complete more detailed records and reports.
- Able to listen, observe and contribute to discussions as required for the job e.g. Staff/Teacher, Parents and childcare, work plans etc.
- Able to communicate using information technology as required for the job.

Health and Safety:

Understands and able to apply Health and Safety procedures relevant to the job such as:

- Manual handling;
- Safe use of machinery and/or equipment;

Food Safety and Food Hygiene:

Understands and able to apply Food Safety procedures relevant to the job such as

- HACCP
- Correct Receipt and storage of all Foods
- Rotation of all Stocks
- Personal Hygiene
- Temperature Controls
- Correct Cooking Procedures using establishment recipes
- COSHH
- First Aid and Hygiene Practice
- lone working procedures and responsibilities

Able to recognise and to deal with emergency situations

Physical Effort:

At certain points in the day the post holder will be expected to undertake bending, lifting and stretching in the course of their duties, e.g. mopping and hovering of floors, emptying bins,

Manual handling of Catering Equipment, Furniture, Food and Non-Food stores and laundered catering linen goods forms a regular part of this role.

Confidentiality

During the course of employment, you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation. In addition, he/she must process the data and personal information in accordance with the terms and conditions of the General Data Protection Regulation 2018 and properly applied to pupil, staff and school business/information.

Person Specification

Qualifications and Experience required

- City and Guild level 2 or equivalent in NVQ
- Experience working in a high-volume catering operation
- A passion to cook great food.
- A knowledge of school kitchen environment would be an advantage, but not essential

Other skills required

- Excellent time management
- Strong communication
- Good team management and interpersonal skills

Personal qualities

- Positive and forward thinking
- Ability to work both as a team and independently
- Sense of humour
- Flexible

Working Hours

- 40 weeks per annum
- 40 hours per week
- 5 days out of 7 on a rota basis
- Shifts will fall between the hours of 7am and 7pm and can be flexible to the individual.
- Weekends are also on a rota basis during term-time.



How to Apply

The post is for September 2019

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.

Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.

- All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.
- All candidates invited to interview must also bring with them:
- a current driving licence including a photograph or a passport or a full birth certificate
- a utility bill or financial statement showing the candidate's current name and address
- where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

- Any offer to a successful candidate will be conditional upon:
- receipt of at least 2 satisfactory references
- verification of identity and qualifications
- a check at Department for Education List 99
- a satisfactory DBS Enhanced Disclosure
- you will be asked to complete a "Disqualification by Association" declaration
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period.

Please note:

Where a candidate is:

- found to be on Department for Education List 99, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children the facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.

Equal opportunities for all.

Positive about disability.