



NESTON
HIGH SCHOOL



Kitchen Assistant

Neston High School
Raby Park Road
Neston
Cheshire
CH64 9NH

0151 336 3902

www.nestonhigh.com

Headteacher: Mr K Simpson





NESTON
HIGH SCHOOL

KITCHEN ASSISTANT

10 hours per week plus additional casual hours as required by the school

Pay: £9.43 per hour

Kitchen Assistant required as soon as possible to support the successful in-house catering provision at Neston High School.

The Catering Department provide meals for approximately 900 students per day and cater for school events on a regular basis. The role of kitchen assistant is physically demanding and can be time pressured due to the time constraints of the school day.

The successful candidate should have experience of working in the food industry and have excellent communication skills and a sense of humour.

Closing date for applications – Friday 20th August 2021

Application form and further information available from the school website. Application to be sent to Helen Leadbetter, PA to the Headteacher, via email leadbetterh@nestonhigh.com

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

The holder of these posts will be required to work with children under the age of 18 in a position of trust, and is, therefore exempt from the Rehabilitation of Offenders Act 1974. The successful candidates will be subject to an enhanced Disclosure and Barring Service check.



JOB TITLE	Kitchen Assistant	JOB REF NO	AKCT2032(RO)
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BASIC JOB PURPOSE

To undertake, normally under supervision, the preparation, simple cooking, serving and clearing away of food and general cleaning

	MAIN RESPONSIBILITIES
1	Basic preparation of food and beverages including simple cooking.
2	Transporting and serving of meals.
3	General kitchen and dining room duties e.g washing up, setting up and clearing away of equipment/tables.
4	General cleaning of kitchen, dining area and equipment.
5	Operating cashless catering till.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

OCCASIONAL TASKS

Additional cleaning days required during the main school closure periods.

The jobholder works as a member of a kitchen team with other kitchen assistants and under the supervision of a Catering Supervisor. All responsibilities are shared with other kitchen assistants but may not necessarily be exercised daily as a rota system of tasks is in operation in most kitchens.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Not Applicable.

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)
Operating an electronic cashless catering till ensuring students are charged for the correct food.	

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Range of kitchen equipment including sharp knives, crockery, utensils, cutlery, cookers, steamers, fryers, mixers (Value varies depending on size of kitchen)	Careful daily use of equipment and ensuring kept in clean and hygienic condition (under the supervision of Catering Supervisor)	Daily
School dining room and kitchen	Ensure that food is prepared hygienically and at the correct temperature, the floor and environment is maintained in clean and hygienic state (under the supervision of Catering Supervisor)	Daily
Tables and chairs used in the dining hall.	Ensuring that the dining furniture cleaned to standards required.	Daily
Ambient, chilled and frozen food and other consumables have to be stored in particular conditions as directed by the Supervisor.	Receiving deliveries and putting into stock.	Daily

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Preparation and serving of food and beverages	School pupils and staff and external visitors consuming school meals.	Safe, wholesome food prepared and cooked in hygienic conditions
Cleaning tables and chairs and cleaning the dining room and kitchen area.	Customers of the school meals service	Clean and hygienic environment in which meals are eaten
Preparation of food for pupils with special dietary needs (under the supervision of the Catering Supervisor)	Pupils with special dietary needs such as diabetics, vegetarian, coeliacs, nut allergies; Special school pupils may be disabled and require blended/liquidized food.	Safe food which meets their dietary needs

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Literacy and Numeracy	Reading and writing skills Arithmetical skills	To write sandwich labels and notices, read recipes and instructions weigh up required ingredients and divide food into correct portions. Cash counting and handling as necessary	General education
Use of equipment	Working knowledge of use of range of kitchen equipment such as mixers, ovens, steamers, sterilizers, waste disposal, fryers.	Fundamental to job role	On the job training, instruction books and training courses.
Systems and procedures	Safe Working Practices	To ensure that food is prepared hygienically and within a safe environment	Manual and on the job training
	Control of Substances Hazardous to Health (COSHH)		Compulsory 2 hrs training
	Health and Hygiene		Compulsory one day course to obtain Basic Health and Hygiene Cert.
	Manual Handling		Compulsory ½ day training
Specialist	Basic knowledge of food preparation and cooking techniques including a little knowledge of preparation to meet special dietary needs	To carry out preparation of food	On the job instruction from Catering Supervisor

The jobholder should be competent after one week's induction to use the equipment under supervision.

6 MENTAL SKILLS

- a) **What sort of problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

Example Special events such as theme days and special days may increase the number of meals required or involve a change to the service method or venue. The jobholder has to be adaptable and as a member of the team ensure that the changes are catered for and the meals are served on time, in sufficient quantity.

Example The failure of kitchen equipment or an electricity power cut may necessitate the preparation of alternative food to the planned menu. The jobholder, under the direction of the Catering Supervisor, must be adaptable and able to use other methods of food preparation and cooking.

- b) **Give an example of the most difficult or demanding problem the jobholder has to solve.**

Example: The jobholder serves food at the servery to pupils and staff and tries to meet the demands and expectations of all the customers whilst being observant and aware of the customers who are still waiting to be served.

- c) **Approximately how often would the example in (b) occur?**

daily

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Adaptability	To use new equipment when it is introduced to kitchen
People handling skills	When serving food at lunch time.
Flexibility	To rotate around a number of basic tasks within the kitchen
Judgement	To decide which fillings to use in sandwiches that will sell most successfully
Creativity	To suggest new and better ways of doing things to Supervisor

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Written	To label sandwiches	Customers
Oral communication	To determine customers requirements	School staff and pupils
Teamwork/Co-operation	To ensure food is prepared, cooked and served on time	Kitchen staff team
Negotiation skills	To ensure customers get what they want such as smaller portions	School pupils and staff

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand/eye co-ordination	Use of knives for food preparation such as vegetables, salads, fruit, sandwiches	Accuracy and degree of speed essential
Operation of kitchen equipment such as mixers, weighing scales, sterilizing sinks, electronic temperature probes.	To prepare food	Accuracy essential
Dexterity	Lifting pans of food from cooker to worktops and straining over sink	Accuracy essential
Keyboard skills	Operate keypad or electronic till as required	Accuracy and speed essential

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

By the Catering Supervisor: The 20 day menu plans determine the preparation tasks for each day within the cycle. Weekly rota systems operate for cleaning and other daily tasks

b) What is a typical cycle for allocating work to the jobholder *eg hourly, daily, weekly?*

Daily for preparation and service: cleaning and washing up is allocated on a weekly rota.

Scope for initiative

c) How much freedom/discretion does the jobholder have to change the way work is done and to allocate their time to duties?

The jobholder works to pre-planned menus and within laid down guidelines, procedures and policies. The jobholder knows the tasks that have to be completed and the timescale available and is free to organize their own time/priorities within those constraints.

d) What is the level of guidance/instructions available?

The Catering Supervisor and Operations Manager: references available are CBS guidelines, Health & Safety manual, Health & Hygiene Guidelines, CBS Recipe Books, COSHH manuals.

e) What sort of direction, management or supervision is given to the jobholder?

Type of Direction	From Whom	How Often
Informal on the job	Catering Supervisor	As required/ad hoc
Appraisal	Catering Supervisor	Annual + 6 month review
Induction training	Catering Supervisor	Upon commencement of job

f) Give two examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Typical Frequency

Example: The jobholder would decide the variety of sandwiches within a pre-determined overall quantity e.g. 50 sandwiches required, the jobholder would determine fillings and numbers

Daily

Example: If crockery is damaged or broken or food burnt or otherwise unsaleable, the jobholder would dispose of the crockery or food but would note the details for the catering supervisor to enable replacement and accountability.

Daily

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Example: If the jobholder experiences a breakdown of machinery or other equipment or problems with food supplies, this would be referred to the Catering supervisor. **1 per week**

Example: Customer complaints such as "hair in food" or "not enough vegetarian food" would be referred to the CS. **1 per week**

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Standing whilst preparing food, serving food, washing up and cleaning	For whole of shift	Daily	
Physical effort <ul style="list-style-type: none"> • Repetitive action of chopping and spreading during food preparation. • Rubbing and scouring cooker tops, tables and work surfaces • mopping, sweeping, emptying bins • Pushing and pulling hot trolley, chair trolleys and tables 	½ hour to 1 ¼ hour stints few mins up to ½ hr stints up to 15 mins 15 min stints	Daily daily Daily daily	
Lifting and carrying <ul style="list-style-type: none"> • racks of pots from sterilizer, full saucepans and mixing bowls, full bin bags, piles of plates, tables and chairs in dining room • taking food out of oven and hot cupboards 	Short bursts of from 1 minute up to 1 ¼ hrs when washing up	daily	Manual lifting up to 25 lbs, heavier items using trolley or with help
Work in awkward positions <ul style="list-style-type: none"> • Bending over sink whilst washing up, cleaning • Climbing stepladder (3 steps) to clean walls, get stock from stores 	1 minute to 1¼ hours Up to 5 mins	daily varies	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Chopping food and spreading sandwiches	Repetitive, concentration required for safety and accuracy reasons	Up to 1 hour	daily
To be aware of progress of food during preparation and cooking to meet deadlines and ensure thorough but not overcooking.	Awareness of what is happening within the kitchen	Ongoing	daily
Counting out food, weighing up ingredients, serving correct size portions	Concentration and attention to detail	Few minutes	Daily
Enter till transactions, receive cash and give change as necessary	Concentration and attention to detail	Up to one hour	Daily, weekly or subject to rota
Tasting, smelling, watching, touching food during preparation; using some kitchen equipment and sharp utensils. Watching small children while serving hot meals. Ensure health & safety and food hygiene standards are maintained	Sensory attention Awareness of kitchen environment & any potential hazards	Mainly short bursts but sometimes a little longer	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands

Nature of pressures / interruptions	Source	For how long?	How often?
Deadlines	Getting food ready for service and dining room set out for start of lunch break	Ongoing	daily
	Serving food efficiently within allotted timescale whilst maintaining customer service standards.		
	Clearing dining room to ensure room available for other use at end of lunch		
Changes to normal routine and way of doing things Various food preparation, serving and cleaning tasks	<ul style="list-style-type: none"> Sports days, packed lunches, theme days and on occasions when short staffed. Adaptability and ability to switch from one task to another 	Whole day	Several times per term
		Ongoing	Daily

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Serving food and beverages	Children of all ages by their nature can be difficult and it falls to the jobholder to cope with this.	Daily
Serving of food to pupils with varying degrees of disability	Mainstream and special schools have disabled pupils requiring special attention, and where the medical condition is distressing for all school staff.	Daily

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

Location of work	Proportion of time
Kitchen, servery and dining room	100%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

c)

Not applicable.

- d) What unpleasant environmental working conditions or behaviour from other

Extremes of temperature; exposure to hazardous chemicals such as dishwasher detergent and cleaning substances; contact with very hot water in sterilizer and steamers, hot fat in fryers, hot ovens and electrical/gas hazards; wet floors

- e) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Training; written guidelines; protective clothing e.g. overalls, gauntlets, goggles, rubber gloves

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Abrasive behaviour from school pupils	Short bursts	From time to time