



Catering Assistant: Essential and Desirable Criteria

General heading	Detail	Essential	Desirable	Where assessed
Qualifications & Experience	Specific qualifications & experience	<ul style="list-style-type: none"> • Experience of the preparation and cooking of simple food & beverages • Experience of Serving customers at the counter/hatch or from a trolley or kiosk as required • Experience of all aspects of cleaning equipment (light and heavy), walls (up to 6ft.) floors, fixtures and fittings, cooking utensils, cutlery, glassware etc. • Basic level of education 	<ul style="list-style-type: none"> • Higher Level Qualifications • Previous experience of working in a school kitchen 	<ul style="list-style-type: none"> • Application
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> • Ability to maintain a high standard of personal and general cleanliness and hygiene to comply with statutory and school regulations 	<ul style="list-style-type: none"> • General understanding of the operation of a school 	<ul style="list-style-type: none"> • Supporting Statement
	Literacy	<ul style="list-style-type: none"> • Basic reading and writing skills 	<ul style="list-style-type: none"> • Higher Level Qualification in Literacy 	<ul style="list-style-type: none"> • Application • Supporting • Interview activities
	Numeracy	<ul style="list-style-type: none"> • Basic numeracy skills 	<ul style="list-style-type: none"> • Higher Level Qualification in Numeracy 	

	Technology	<ul style="list-style-type: none"> • Ability to use kitchen and cleaning equipment 		<ul style="list-style-type: none"> • Application • Supporting Statement
Communication	Written	<ul style="list-style-type: none"> • Ability to complete basic forms 		<ul style="list-style-type: none"> • Application • Supporting Statement
	Verbal	<ul style="list-style-type: none"> • Listening Skills • Ability to exchange verbal information clearly with children and adults • Use initiative to overcome communication barriers with children and adults 		<ul style="list-style-type: none"> • Application • Supporting Statement
	Negotiating	<ul style="list-style-type: none"> • Ability to negotiate effectively with adults and children 		<ul style="list-style-type: none"> • Interview
Working with children	Behaviour Management	<ul style="list-style-type: none"> • Ability to demonstrate effective implementation of the school's behaviour management policy 		<ul style="list-style-type: none"> • Application • Supporting Statement
	SEN	<ul style="list-style-type: none"> • Understand and support the differences in children and adults and respond appropriately 		<ul style="list-style-type: none"> • Application • Supporting Statement
	Curriculum	<ul style="list-style-type: none"> • Understanding of the learning experience provided by the school 		<ul style="list-style-type: none"> • Application • Supporting Statement • Interview
	Child Development	<ul style="list-style-type: none"> • Basic understanding of the way in which children develop 		<ul style="list-style-type: none"> • Application • Supporting Statement • Interview
	Health & Well being	<ul style="list-style-type: none"> • Understand and support the importance of physical and emotional wellbeing 		<ul style="list-style-type: none"> • Application • Supporting Statement • Interview
Working with others	Working with partners	<ul style="list-style-type: none"> • Understand the role of others working in the school 		<ul style="list-style-type: none"> • Supporting Statement • Interview

	Relationships	<ul style="list-style-type: none"> • Ability to build open and honest relationships 		<ul style="list-style-type: none"> • Interview
	Team work	<ul style="list-style-type: none"> • Work effectively as part of a team • Ability to work independently • Know when and how to seek support • Knowledge of own position within a team environment and the boundaries which apply 		<ul style="list-style-type: none"> • Supporting Statement • Interview
	Information	<ul style="list-style-type: none"> • Ability to provide timely and accurate information 		<ul style="list-style-type: none"> • Interview
Responsibilities	Organisational skills	<ul style="list-style-type: none"> • Good organisational skills • Ability to remain calm under pressure • To be flexible • Follow instructions accurately • Ability to use own initiative 		<ul style="list-style-type: none"> • Interview
	Line Management	<ul style="list-style-type: none"> • N/a 		<ul style="list-style-type: none"> • N/a
	Time Management	<ul style="list-style-type: none"> • Ability to manage own time effectively • Ability to adapt quickly and effectively to changing circumstances, situations 		<ul style="list-style-type: none"> • Interview
	Creativity	<ul style="list-style-type: none"> • Ability to follow instructions 	<ul style="list-style-type: none"> • Ability to resolve problems independently 	<ul style="list-style-type: none"> • Interview
General	Equalities	<ul style="list-style-type: none"> • Awareness of and promotion of equality 		<ul style="list-style-type: none"> • Supporting Statement
	Health & Safety	<ul style="list-style-type: none"> • Good understanding of Health & Safety 		<ul style="list-style-type: none"> • Supporting Statement
	Child Protection	<ul style="list-style-type: none"> • Understand and implement child protection procedures 		<ul style="list-style-type: none"> • Interview
	Confidentiality/Data Protection	<ul style="list-style-type: none"> • Understand procedures and legislation relating to confidentiality 		<ul style="list-style-type: none"> • Interview
	CPD	<ul style="list-style-type: none"> • Demonstrate a clear commitment to develop and learn in the role 		<ul style="list-style-type: none"> • Supporting Statement • Interview