



**All Saints Catholic College**

**Principal: Ms K Colligan**

Bradley Road, Huddersfield HD2 2JT

Tel: 01484 426466 Web: [www.aschc.com](http://www.aschc.com) Email: [office@aschc.com](mailto:office@aschc.com)



# Recruitment Information for Applicants



**Diocese of Leeds  
Office for Education and Schools**

*This school continues to be "Good" – Ofsted 2017 and judged "Outstanding" by Diocesan Inspection 2018.*

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## Recruitment Information for Applicants

### Contents

- Letter from the Principal
- Our College
- Our Mission, Motto and Virtues
- Our College by the students
- Working in Leeds Diocese
- Notes to Applicants



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## **Letter from the Principal**

Dear Applicant

Thank you for your interest in applying for the vacant position with the All Saints family.

This is a perfect time to join our College; we are a “Good” school as identified by Ofsted (June 2017) and “Outstanding” in terms of our recent S48 inspection by the Diocese of Leeds (June 2018).

We are a cohesive community, outward-facing and we are keen to continue to develop and deepen our relationship with our families, our partner primaries as well as, of course, our local parishes.

All Saints is a popular school and in 2020/21 will be full in Year groups 7-10. This over-subscription should continue in coming years until all year groups have met their PAN.

Our students come from diverse backgrounds from both Kirklees and Calderdale. We have very high expectations of all of them, both in terms of behaviour and academic performance. The school’s values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are looking to recruit ambitious individuals to work with the Senior Leadership Team and staff body to continue to raise standards and help our students fulfil their potential to the maximum. We seek someone with a high degree of visibility, commitment and energy who will serve the whole college community academically, pastorally and spiritually.

The successful applicant will have the support, guidance and counsel of the Principal, Governors and staff, who have demonstrated their strong commitment to the school over many years.

I would very much encourage you to visit the College and find out more about us. If you think you have the right qualities, experience and knowledge to help to lead All Saints to the next level of success, then please apply. I very much look forward to receiving your application.

Yours sincerely

Ms K Colligan  
**Principal**



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## Our College

All Saints Catholic College is a successful 11 – 16 voluntary aided comprehensive school with around 837 students. The College is located in the town of Huddersfield, close to the Pennines, midway between Leeds and Manchester. Students come from nine feeder Catholic primary schools and also from non-Catholic feeder schools across a wide geographical area. The College admission criteria are based on Catholic/Christian Faith and/or on students' attendance at feeder schools. A higher than average number of our students stay in education and training beyond age 16.

All Saints has a climate of high expectations where students make good progress in a diverse learning community and was judged to be a good school at the most recent inspection by Ofsted in June 2017.

Ofsted reported that the school continues to be "Good" as a result of the targeted action we have taken, our willingness to learn from other providers and our shared vision for the school community. It was also judged "Outstanding" in the Section 48 Inspection in May 2018. Since then, leaders and Governors have had a keen focus upon the key areas identified for development, and these have now been addressed. RE results have continued to improve and are above national average. Standards in English and Mathematics remain strong. Students know how to improve their skills and learn independently.

The College mission is to include all students and ensure that they progress with qualifications and aspirations to lead a successful life whilst developing talents to serve others. College improvement has consistently focussed on improving outcomes for disadvantaged students. This resulted in the achievement of a DfE Pupil Premium Regional Award in February 2015. Teachers and support staff raise aspirations and encourage students to continue their education and training post 16. The NEET figure is consistently below national average. Students benefit from being part of the Pennine School Sports Partnership and compete at regional level in basketball and athletics. There are opportunities to study academic subjects including the English Baccalaureate as well as GCSEs in creative arts, PE, ICT and technology.

The 2019 cohort entered school with a Key Stage 2 Average Point score of 27.9, 1.2 below National which is Sig-. Unusually, they achieved below the national range in KS4 outcomes with Progress 8 at -0.35. However, RE progress was above average, and a number of subjects achieved above FFT 50 estimates and some achieved above FFT 20 estimates (Drama, Textiles and Photography). Much strategic work has been done to ensure progress is accelerated and bespoke interventions are employed for subgroups and individuals. We are a very outward-facing school and are working with other schools and the Diocese to share best practice for optimum outcomes. New systems have been put in place to ensure predictions remain accurate through a robust system of regular assessment and standardisation. SISRA analytics is utilised as a managerial aid in the monitoring of progress.

The Senior Leadership Team of All Saints is well-established and comprises seven senior leaders as well as the Business Manager. The roles of the team are well defined and linked into the School Improvement Plan (SIP). Senior leaders meet weekly on Wednesdays and the Principal's PA also attends those meetings.

In September 2017 the College moved into a new building and sports centre. It has purpose-built facilities for all faculties including technology suites, a dance studio, a sports hall and innovative information technology services.

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## Our Mission

Our mission is to put Christ at the centre of our community. In loving and serving God and one another, we encourage everyone to flourish through learning.

## Our Motto

**Love • Serve • Learn**

## Our Virtues

Virtues are qualities that we practise in order to help us become the best version of ourselves.

**In our community at All Saints, we are focusing on 5 main virtues.**

- **LOVE:** To do everything for God, for others and for self with kindness.
- **SERVICE:** To work together for the benefit of everyone.
- **FAITH:** To be guided by faith in all that we do, trusting in God.
- **COURAGE:** Doing the right thing even when it is difficult.
- **RESPECT:** To have respect for ourselves, each other, and our environment.



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## How our pupils feel:



“All teachers have encouraged me this year and I would like to thank all of them.”

“I think I have really been pushed to get the best grade I can.”



“Felt very well supported by all subjects - they did a lot of revision classes after school and before exams and I felt very supported.”



“Every time I would feel confused in lesson, I know that I would get the best help possible from my class teachers.”



“I have felt well supported by teachers all through school.”

“I have had a fantastic time here at All Saints.”



“Careers support was very good. I've been told a lot about colleges.”

“Everyone was supporting me as I applied to college.”

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## **Working in Leeds Diocese**

Dear Applicant

Thank you for taking the time to find out more about the role at All Saints Catholic College, Huddersfield, in the Diocese of Leeds.

All Saints is a lead school within the partnership of Catholic schools in Kirklees. In that respect, the Governors are looking for someone who has the vision to work with the school and support its partners through the opportunities and challenges over the next few years. The existing partnership is ambitious to see all schools achieve well, be judged good or better and become examples of best practice in serving the needs of their families and communities. The successful candidate is assured of a warm welcome from colleagues and will have every assistance in getting to know the local community of schools as well as the immediate school and parish community.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 80 primary schools, 13 high schools, a sixth-form college in Leeds and a residential non-maintained school for the deaf. Our smallest school is 20 students whilst the largest is 2,300 students serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. Also within the Diocesan educational provision is our Catholic University of Leeds Trinity that is also the higher education partner to the teaching school alliance. The primary Principals from across the Diocese meet regularly and organise retreats both local and to Rome. The Bradford partnership offers another opportunity for joint working with similar events bringing the leadership of the schools together.

The Diocese offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme. In future years it is hoped that the teaching schools in the Diocese will also take a role in delivering the programme.

I hope that you will take this opportunity to apply for this exciting vacancy at All Saints Catholic College.

Kind regards

**Angela Cox**

Principal Officer for Education

Diocese of Leeds

<https://www.dioceseofleeds.org.uk/education>

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## **CES MODEL APPLICATION FORMS AND SUPPLEMENTARY FORMS**

### **NOTES TO APPLICANTS**

These Notes accompany the relevant CES model Application Forms for each category of employee, and the model Recruitment Monitoring Form and the model Rehabilitation of Offenders Act 1974 – Disclosure Form, together referred to as the “supplementary forms”. Where there is a distinction between categories of employee to which these Notes apply, it will be clearly highlighted herein.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School/College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust/Company and/or its Governing Body/Board of Directors/Local Governing Body.

### **TECHNICAL INSTRUCTIONS**

1. Depending on the recruiting school/colleges own requirements applicants may complete the Application Form and supplementary forms in three ways:
  - 1.1 Completion and submission electronically;
  - 1.2 Completion electronically, printing and submitting hardcopy via post, or by scanning and emailing;
  - 1.3 Printing off and completing in handwritten format, then submitting by post or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.
3. Where applicants are completing the Application Form and supplementary forms electronically, applicants should press the TAB button to proceed to the next section of the Application Form and/or supplementary forms.
4. Where applicants run out of space to provide answers to any particular section of the Application Form, they must continue on the additional pages at the back of the Application Form clearly citing the section number (and sub-section number, where applicable) to which their answer refers. They should also complete their name, date of birth and the post applied for at the top of each of the additional pages used.

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## **GENERAL INFORMATION**

5. Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school/college where the position applied for is based, or the contact person mentioned in the details of the post.
6. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School/Catholic Voluntary Academy (if applicable) where the Governing Body/Academy Trust is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.
7. Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon the results of checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people).
8. Before signing this form, applicants must ensure that every section has been completed. Failure to complete all relevant sections may result in an application being rejected
9. All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school/college where the position applied for is based, or as instructed in the details of the post. Applicants should not return any Application Form and/or supplementary forms and/or any relevant documentary evidence to the CES. Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

## **THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS**

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

### **Details of the Role Applied For**

Please delete whichever of "VA School" and "Voluntary Academy" does not apply.

### **10. Applicant's Personal Details**

#### **Section 1 all Application Forms**

Please ensure that any former names are provided where appropriate, for example, a maiden name or change of name by deed.

1.6 and 1.8 - Senior Leadership and Teacher Application Forms only – where you have obtained qualified teacher status from a jurisdiction other than England (1.6) or Wales (1.8) please insert your membership number for the relevant teaching profession regulator at 1.8 and provide details of the specific regulator on the additional pages at the back of the Application Form.

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1.9 and 1.10 – Senior Leadership and Teacher Application Forms and 1.4 and 1.5 – Support Staff and Lay Chaplain Application Forms – if you have undergone a Disclosure & Barring Service check in your current/previous employment, please provide your DBS number and date of last check.

## **11. Details of Applicant's Present Employment**

### **Section 2 all Application Forms**

2.1 – if the applicant is not currently employed, they should tick the box that says “no” and proceed to Section 3.

## **12. Applicant's Employment History and Professional Experience (for Support Staff and Lay Chaplain this section is entitled “Applicant's Employment History and Work Experience”)**

### **Section 3 all Application Forms**

Applicants should provide full and accurate details of relevant employment history and professional or work experience. They should not repeat the information provided at Section 2 (if applicable) relating to present employment. Where the applicant is a student seeking a first-time appointment, they should provide details of teaching practice to date (if applicable).

## **13. Other Employment/Work Experience**

### **Section 4 Senior Leadership and Teacher Application Forms and Section 3 Support Staff and Lay Chaplain Application Forms**

4.1 - Applicants should provide details of all other employment and paid or unpaid experience after the age of 16 (e.g. employment unrelated to the teaching profession, voluntary work etc).

4.2 – Applicants must ensure that there are no gaps in the chronology of their education and/ or employment history from the age of 16 to the present day. Section 4.2 should be used to account for any gaps, for example, for time spent raising a family or travelling etc. Failure to provide a full account may lead to an application being rejected. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.2).

4.3 – Applicants must declare whether they have ever been ordained and/or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.3).

## **14. Post-11 Education and Training**

### **Section 5 Senior Leadership and Teacher Application Forms and Section 4 Support Staff and Lay Chaplain Application Forms**

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Applicants should provide details of education received in this country and/or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and Certificate in Religious Education.

Teacher post Application Forms only - require the Applicant to state which subjects they are qualified to teach, other subjects for which they may have experience to teach and give details of any other specialisms and special areas of teaching interest.

Section 5.1 – Senior Leadership posts only - the CES recognises that NPQH is no longer a mandatory requirement in England but applicants should still provide details of NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Principal posts in Wales must provide details of NPQH as this remains a mandatory requirement for first Headship appointments.

## **15. Supporting Statement**

Applicants should provide a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the post advertised and how you meet the person specification applicable to the post. You should pay particular attention to the national standards for the position for which you are applying.

## **16. References**

### **Section 9 Senior Leadership and Teacher Application Forms and Section 7 Support Staff and Lay Chaplain Application Forms**

All applicants are required to provide details of at least two, and up to three, referees. Applicants are advised that schools/colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics.

**Senior Leadership posts** – Applicants are advised that the ‘Memorandum on Appointment in Teachers To Catholic Schools’ (amended September 2014), provides that ‘the posts of Principal or Principal, Vice Principal or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics’. The Memorandum may be viewed by visiting the CES’s website at: <http://www.catholiceducation.org.uk/employment-documents/recruitmentprocess/item/1000049memorandum-on-appointment-of-teachers-to-catholic-schools>

**Teacher posts** – Applicants are advised that schools/colleges are entitled to give priority to practising Catholic applicants.

**Support Staff posts** – Applicants are advised that schools/colleges (in England only) are entitled to give priority to practising Catholic applicants where it can be demonstrated that it is a proportionate means of achieving a legitimate aim (commonly known as a “genuine occupational requirement”). Schools/colleges may provide guidance to the applicant regarding the definition of a “practising Catholic” with the application pack and/or in the event that the applicant is shortlisted for interview.

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In summary, all practising Catholic applicants, regardless of the post for which they are applying, are advised to provide referee details for their Parish Priest so that the school/college may give priority in accordance with the remit of the law (where applicable). Those applicants applying for Senior Leadership posts referenced in the Memorandum must provide such details.

Notes (i) – Applicants must advise the school/college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school/college to contact their employer until such time that they have given notice to terminate their employment.

### **Section 9.2 Senior Leadership and Teacher Application Forms and Section 7.2. Support Staff and Lay Chaplain Application Forms**

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse/civil partner/partner with a member, or an employee, of the Governing Body of the school/college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

## **17. Immigration, Asylum and Nationality Act 2006**

### **Section 13 Senior Leadership and Teacher Application Forms and Section 11 Support Staff and Lay Chaplain Application Forms**

In accordance with the legal requirements of the Immigration, Asylum & Nationality Act 2006 (“the 2006 Act”) (as amended) the Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK. Generally speaking, the provision of one of the documents listed below will be sufficient proof but applicants are advised to consider the UK Visas and Immigration requirements for preventing illegal working in the UK for a full list of documents that may prove such entitlement which can be found on the Home Office’s website.

The most common proof of entitlement documents are:

- a) A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- b) A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- c) A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- d) A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
- e) A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
- f) A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- g) A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no limit on their stay in

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the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

The above list is non-exhaustive.

## **18. Declaration**

### **Section 14 Senior Leadership and Teacher Application Forms and Section 12 Support Staff and Lay Chaplain Application Forms**

The Governing Body has a duty to make a report where the applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

## **SUPPLEMENTARY FORMS**

### **19. Recruitment Monitoring Form**

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school/college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form, they should return it with their completed application but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

### **20. Rehabilitation of Offenders Act 1974 – Disclosure Form**

We require all applicants that fall outside of the exemptions contained in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) to provide details of their criminal record at an early stage in the application process by completing the Rehabilitation of Offenders Act 1974 – Disclosure Form. The Disclosure Form should be sent *with* their completed application but in a *separate* sealed envelope clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". The Disclosure Form will only be seen by those persons within the school/college and/or Governing Body who are required to see it as part of the recruitment process.

# KIRKLEES COUNCIL

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**SECTION: ALL SCHOOLS MODEL - CARETAKING**

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**JOB TITLE: ASSISTANT CARETAKER**

**GRADE: 5**

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## **PURPOSE OF JOB**

To assist the Senior Caretaker or Premises Manager in ensuring that the site and its buildings are operated on a day to day basis including opening, maintenance, security and cleaning. To report major defects and issues to the appropriate line manager.

Working in accordance with the ethos of the school by positively interacting with colleagues, parents and pupils.

## **KEY AREAS**

1. Customer Care
2. Security & Building Operation
3. Defect Repair
4. Contract Control
5. Cleaning Work
6. Waste/Pest Control
7. Handling Goods/Equipment
8. Administration
9. Health & Safety
10. Fire and Evacuation
11. Lettings
12. General

## **DUTIES AND RESPONSIBILITIES**

### **1. Customer Care**

- 1.1 Acting as a responsible adult role model for pupils and being a positive influence with regards to behaviour and attitude.
- 1.2 Being a positive member of the school staff maintaining good relationships with building users and other members of the school community.
- 1.3 As necessary to act as the first point of contact for building users acting as an ambassador for the School.

# KIRKLEES COUNCIL

- 1.4 Ensure that all enquiries and visitors to the premises are dealt with in a prompt, courteous and efficient manner.
- 1.5 Interacting with building users to understand their requirements and helping to meet them. This includes adjusting room layouts where it is practical to do so.
- 1.6 Operating booking systems and advising whether bookings are possible. Assisting building users in looking to modify timings or explaining why it is necessary to decline bookings if necessary.
- 1.7 Presents a positive image of themselves and the service by ensuring that building users receive a courteous and professional service to meet their needs. This includes explaining when things are not possible giving reasons and suggesting alternatives.
- 1.8 Politely challenge unidentified or unexpected people in the building to prevent potential child protection issues, reporting concerns as necessary.

## **2. Security & Building Operation**

- 2.1 Carry out security procedures for buildings, facilities and grounds, i.e. security inspections (lock/unlock doors, activate/deactivate automated alarm equipment), identifying repairs, identifying suspicious occurrences and liaising with police and Authority officers accordingly.
- 2.2 Opening and closing premises, facilities and grounds to meet the routine and non-routine requirements of the building's occupants.
- 2.3 Operate the heating plant so that adequate temperatures are maintained in the premises (subject to the degree of control in the school) and that a supply of hot water is provided within the statutory temperature range.
- 2.4 Carry out routine specified operating procedures/ inspections on ancillary equipment or facilities e.g. swimming pools, sewage systems, sewage pumps, cesspits, air conditioning units, compressors etc.
- 2.5 Operate the water, electricity and heating systems to specified standards ensuring conservation measures are taken.
- 2.6 Patrol the grounds and deal with building issues that may arise.
- 2.7 Carry out activities to ensure that reasonable access is possible in times of inclement weather.
- 2.8 To attend call out as required.

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# KIRKLEES COUNCIL

2.9 Grounds maintenance activities (as appropriate to training and equipment) for example litter picking and weed-killing.

## 3. Defect Repair

- 3.1 Identify and collate defects and repairs that require attention and initiating action through the premises manager for their rectification.
- 3.2 Carry out “first aid” emergency repairs to ensure building security as the need arises.
- 3.3 Within his/ her competence carrying out an individually specified range of repairs.

## 4. Contract Control

- 4.1 Monitor that the contractors work is undertaken in accordance with the contractual obligations and comply with health and safety requirements.
- 4.2 Liaise with the Premises Manager/Senior Caretaker to monitor the progress of defect rectification work with contractors to ensure that defects are repaired promptly within agreed timescales.
- 4.3 Assist the Premises Manager/Senior Caretaker to monitor the contract cleaners and the standards of performance as follows:
  - 4.3.1. Immediately informing the Premises Manager/Senior Caretaker of the absence of a cleaner or of any problems with cleaning standards, staff, equipment, materials and methods.
  - 4.3.2 Redirecting cleaning staff in the event of absences, informing the Premises Manager/Senior Caretaker who will liaise with the cleaning contractor to obtain approval if overtime is required.
  - 4.3.3 Advising the Premises Manager/Senior Caretaker if it has not been possible to reorganise cleaning arrangements or to redirect staff to enable arrangements to be made to provide relief staff.

## 5. Cleaning Work

- 5.1 Organise and perform own cleaning duties to the LA’s required standard (ie cleaning specification).

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# KIRKLEES COUNCIL

- 5.2 Perform occasional non routine cleaning tasks as and when required eg, window blinds, shampoo carpets, internal windows of outer walls, internal and external surfaces of outer doors and partitions in entrance areas.
- 5.3 Organise any cleaning that could not be foreseen and planned on a routine basis by using cleaning contractors' personnel within the terms of the contract (where doubt exists the Authority's cleaning supervising officer should be contacted to provide the ruling).
- 5.4 Assisting with stripping, sealing and polishing floor surfaces to meet the building requirements. (The cleaning of wooden floors that require re-sealing are generally the Premises Manager/Senior Caretaker's responsibility. If the school is part of the LA cleaning contract, the stripping of floors is a contractors responsibility. In this instance Premises Managers/Senior Caretakers are, therefore, only responsible for re-sealing the wooden floors.
- 5.5 Ensure that all footpaths are free from weeds (with or without the use of chemicals if appropriate training and equipment has been given).
- 5.6 Ensure ground drain gullies, toilets and sink outlets remain free flowing and clean.
- 5.7 In the event of snow, frost or minor flooding or similar emergency situations ensure access to at least one entrance to the school and entrance to the kitchen is provided.

## 6. Waste/Pest Control

- 6.1 Dispose of rubbish and ensure unimpeded access for refuse collectors to enable bins and containers to be emptied without hazard or hindrance.
- 6.2 Ensure that overnight, the building is clear of all collected rubbish.
- 6.3 Report all evidence of vermin/pests immediately to the nominated environmental officer.
- 6.4 Empty litterbins as and when required.
- 6.5 Ensure the site is litter free, as far as is reasonable practicable, using appropriate machinery subject to relevant training.
- 6.6 Collection and storage of yellow bagged clinical waste to a designated safe area and arrange for disposal through the authorised school representative.

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## 7. Handling Goods/Equipment

- 7.1 Ensure that adequate supplies of fuel and cleaning materials are available. To order, receive and where relevant, store fuel supplies, cleaning materials and cleaning equipment.
- 7.2 To assist in the movement of furniture and fittings in support of cleaning and in relocating furniture and fittings to enable individually specified activities to take place during normal building hours as specified by the location manager and as required during periodic clean-downs.

## 8. Administration

- 8.1 Ensure own timesheets are filled in correctly and pass to authorised signatory to arrange payment.
- 8.2 To report the need for repairs and replacement of cleaning equipment to the cleaning contractor.
- 8.3 Report breakdowns of boiler plant to the appropriate authority.
- 8.4 To inform the Premises Manager/Senior Caretaker of any repairs that are required.
- 8.5 To maintain required stock records and carry out stock taking from time to time (at least annually) in accordance with instructions.
- 8.6 To assist with the completion of records with respect to:
  - Cleaning contract records
  - Accident reporting
  - COSHH information sheets
  - Defect register
  - Machinery maintenance and operating logs.
  - Energy conservation logs
  - Fire equipment logs
  - Risk assessments
  - Other records as specifically directed by his / her line manager or the location manager

## 9. Health & Safety

- 9.1 Take reasonable care of the health and safety of self, other persons and resources whilst at work. Co-operate with management as far as is necessary to enable the responsibilities placed upon the School under the health and Safety at Work Act to be performed, eg, operate safe working practices.

# KIRKLEES COUNCIL

- 9.2 Ensure equipment used is validated and is in a safe and working condition and support the cleaning staff to undertake the same responsibility.
- 9.3 To provide access to the school's first aid facilities, equipment and telephone.
- 9.4 To ensure that employees of the contractor comply with HASAW/COSHH regulations.
- 9.5 To monitor all relevant Health and Safety Standards aspects within the building as may apply under Health and Safety Legislation.
- 9.6 To identify during the course of normal duties departures from Council standards and report where necessary.
- 9.7 May be required to respond to call outs.

## 10 **Fire and Evacuation**

- 10.1 Ensure that the buildings fixed fire appliances are fitted, accessible and have not been damaged and that safety measures/fittings are not being misused: liaising with the Authority's fire officers to rectify any deficiencies.
- 10.2 Test fire alarms in accordance with the school's procedures.
- 10.3 To comply with the building emergency procedures with respect to evacuation fire, bombs, etc.

## 11. **Lettings**

- 11.1 To undertake any lettings previously agreed with the Governing Body.
- 11.2 To act as entertainment licence holder or nominated licence holder if required to do so by the Headteacher.

## 12. **General**

- 12.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Please click [here](#) to read our safeguarding policy.

Alternatively go to:

<https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

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# KIRKLEES COUNCIL

12.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

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**RESPONSIBLE TO:            PREMISES MANAGER / SENIOR CARETAKER**

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**RESPONSIBLE FOR:        NONE**

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<b>JD Reference No</b>	<b>SS/C05</b>
<b>JD Prepared / Amended</b>	<b>OCT 2009</b>
<b>Refers to Estab(s)</b>	

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Kirklees Council

**EMPLOYEE SPECIFICATION**

**DIRECTORATE:** Children & Young People

**SECTION:** All Schools Model

**JOB TITLE:** Assistant Caretaker (5)

**GRADE:** 5

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Previous experience of caretaking, or a role which includes similar duties.	Application Form/ Selection Process	A
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Manual Handling training.	Application Form/ Selection Process/ Certificates	B
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	Understanding of H.A.S.A.W. and C.O.S.H.H.	Application Form/ Selection Process	B
		3.2	Knowledge of effective caretaking and cleaning practices and procedures.	Application Form/ Selection Process	A
		3.3	Familiarity with heating boiler operation and safety.	Selection Process	
		3.4	Knowledge of and commitment to the Local Authority's Equality and Diversity Policy and how it relates to the duties of the job.	Selection Process	
		3.5	Knowledge of health and safety working practices.	Selection Process	

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
4.	<b>SKILLS AND ABILITIES</b>	4.1	Practical skills and ability to carry out basic repairs/maintenance.	Selection Process	
		4.2	Ability to work effectively as both part of a team and as an individual.	Selection Process	
		4.3	Literacy skills sufficient to be able to complete basic paperwork (e.g. wage sheets, order forms etc).	Selection Process	
		4.5	Ability to communicate effectively with staff and members of the public.	Application Form/ Selection Process	A
		4.6	Ability to prioritise work.	Application Form/ Selection Process	A
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Ability to move heavy furniture, equipment etc.	Selection Process	
		5.2	Commitment to undertake continued training and development.	Selection Process	
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b>	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Reference No	CA05
ES Prepared/Amended	JAN 2015
Refers to Estab(s)	