

Ashbrow School

Senior Caretaker Recruitment



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1. Key Facts and Statistics



Type of School	Local Authority Maintained Primary School Two form entry
Age Range	3-11 years
Number of Children	436
Children with SEN support	112 children (25%)
Children with an EHCP	8 children (2%)
Children with English as an additional language	167 children (38%)
Children eligible for FSM	183 children (42%)
Pupil Premium eligibility	190 children (44%)
Number of languages spoken across school	28
Pupil mobility 2019-2020 up to April	62 children (14%)
Staffing numbers	Teachers 21, classroom support staff 46, admin staff 5, learning mentor team 8, caretaking, cleaning and kitchen staff 14

Location

Ashmeadow Close
Sheepridge
Huddersfield
HD2 1EX

Email: office@ashbrowschool.org.uk

Telephone: 01484 452128



The School Site

The school site comprises of a number of buildings with a large outdoors area.

- The Key Stage 1 Building
- The Key Stage 2 Building
- The Nursery Building
- The Community House
- The Lodge and the Mini Lodge
- Various outbuildings and garages
- Key Stage 1 playground and field area
- Key Stage 2 playground and field area
- The 'World in our Pocket' garden/forest area
- The Apiary
- The Cycle Track

2. School Vision and Ethos



Children come to our school to be happy and successful. At Ashbrow we strive to develop positive young people who love to learn, to contribute and to achieve.

We offer pupils a dedicated team of staff who are committed to developing the knowledge, skills, attitudes and understanding which will enable children to enjoy learning, achieve success and to feel content and fulfilled. We ensure that our children learn about, and have confidence in, themselves as learners. We are ambitious for our pupils, setting goals and holding high aspirations for their future.

As an inclusive, caring school where every child matters, we recognise that all children have talents and abilities to celebrate, and a part of our role is to help them discover and develop these. We encourage a strong community spirit, where we show consideration and respect for each other; understand differences, and uphold kind, well-mannered behaviour.

The learning community of Ashbrow School has a shared vision that every child deserves to be the best that he/she can be. We challenge and develop our children to become curious, autonomous learners who are inspired and stimulated through a rich and varied curriculum; appropriate to individual needs. We develop children's learning skills and by setting high expectations and working relentlessly strive to instil high self-esteem and self-belief.

We aim to:

- become a unique school which meets the needs of the Twenty-First Century learner
- support and challenge children so that they become happy, engaged and independent learners
- ensure children are leaders of their own learning to satisfy their natural curiosity
- ensure children receive a, relevant yet innovative education
- be a truly inclusive school where children have the equal opportunities to excel in their learning
- be an effective team
- live our values in everything that we do
- inspire new learning and create awe and wonder
- provide a high quality, purposeful learning environment
- develop effective relationships with families and the wider school community
- be the best that we can be

Our Values

At Ashbrow every individual is valued for who they are and what they contribute to our school community.

Learning at Ashbrow is underpinned by our values of:

Respect, responsibility, hope, belonging, tolerance, determination, patience, compassion, kindness, honesty, excellence, cooperation, courage, inspiration and friendship.

At the heart of the Ashbrow School is **HOPE**. Hope for our community, our families and essentially our children. Hope that our children will always aspire to be 'the very best they can be' and achieve success in life. The ethos of the school is based on that belief. We need to support our children to gain specific skills to enable them to succeed in life. Some of these are academic skills whilst others are personal. Both are equally important. Having a good knowledge of the community we serve has helped us to identify specific 'drivers' for our school. These drivers are visible in the everyday life of the school, in all that we do, say and provide for our children. The drivers are apparent to all who walk through the school gates.

Our school drivers are:

Communication – sending, giving and exchanging information and ideas, which may be expressed both verbally and non-verbally

Ambition – an eager or strong desire to achieve

Respect – the willingness to show consideration or appreciation

Enterprise – a readiness to embark upon new ventures, with boldness and energy

British Values

At Ashbrow we have shared and reflected upon what British values mean to us. Tolerance and respect are also our school values which are reinforced regularly and in age appropriate ways. We want our school community to be proud of their nation and understand how they can contribute as effective citizens. We understand that this important process begins at a very early age and we seek to nurture this at Ashbrow School.

3. Job Advertisement

Senior Caretaker

Salary: Grade 8

Start date: As soon as possible

What we are looking for?

At Ashbrow we are proud of our exceptionally rich learning environment, within an extensive and impressive setting. We take pride in making a difference for the community we serve. We have high expectations for everyone and always strive for the best. We are looking for a senior caretaker who will support us in ensuring the environment is clean, safe and well maintained to provide the best possible learning environment for our children.

- Previous experience of working within an estate management role
- Good communication skills and a team player
- Good at developing strong working relationships with employees and maintenance support agencies.
- Previous experience of managing a team
- A clear understanding of health and safety processes.
- Driven to ensuring a clean, safe working environment for children, staff and visitors

What will the role involve?

As senior caretaker, you will on a daily basis:

- Ensure health and safety obligations are met and manage statutory compliance for the premises
- Look after all hard and soft services facilities management including planned and reactive maintenance
- Lead cleaning team to ensure the school remains clean, is tidy and always safe to be open
- Provide maintenance and repairs on site
- Manage the supply chain of cleaning products
- Supporting contractors on site
- Ensure that all contractual obligations are achieved on a monthly or annual basis
- Build relationships, working closely with the school business manager and head teacher to ensure the school's needs are met

Visits are warmly welcomed from prospective candidates. Please note that currently, visits to school will only be arranged outside of the school day and in line with social distancing guidelines.

To arrange a visit please contact Katrina Smith on 01484 452128.

Ashbrow School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) clearance is required for this post prior to commencement.

Closing Date: 4th March 2021

Shortlisting: 5th March 2021

Interviews: Week commencing 8th March 2021

Mission Statement

Their minds and their futures are entrusted in our hands for a few brief years of childhood. We must do all in our power to serve them well

Pugh, C. 1996 Contemporary Issues in the Early Years



4. Person Specification

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Previous experience of caretaking, or a role which includes similar duties.	Application Form/ Selection Process	A
		1.2	Experience of managing staff.	Application Form/ Selection Process	A
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Manual Handling training.	Application Form/ Selection Process/ Certificates	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of H.A.S.A.W. and C.O.S.H.H.	Application Form/ Selection Process	A
		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	B
		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	A
		3.5	Knowledge of health and safety working practices.	Selection Process	A
4.	SKILLS AND ABILITIES	4.1	Practical skills and ability to carry out basic repairs/maintenance.	Selection Process	A
		4.2	Ability to work effectively as both part of a team and as an individual.	Selection Process	A
		4.3	Literacy skills sufficient to be able to complete basic paperwork (eg wage sheets, order forms etc).	Selection Process	A
		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
		4.7	Ability to manage a team including allocation of work and performance management.	Application Form/ Selection Process	B
5.	ANY ADDITIONAL FACTORS	5.1	Ability to work occasional evenings.	Selection Process	B
		5.2	Ability to move heavy furniture, equipment etc.	Selection Process	B
		5.3	Ability to attend out of hours alarm call-outs.	Selection Process	A
		5.4	Commitment to undertake continued training and development.	Selection Process	A

		5.5	<p>Willingness to undertake an enhanced Disclosure and Barring Service check.</p> <p>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</p>	Application Form/ Selection Process	A
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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.

5. Job Description

SECTION: ALL SCHOOLS MODEL – CARETAKING

JOB TITLE: Senior Caretaker

GRADE: 8

PURPOSE OF JOB

To ensure that the site and its building are operated and cleaned on a day to day basis to the standards required by the Authority, the Headteacher/location manager and in compliance with all Health and Safety Legislation.

To line manage other caretaking staff.

As a key member of Staff contribute to the School's management processes through interactions 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. Supervision
12. Lettings
13. 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 Acting as an ambassador for the School as a first contact on a wide range of building users.
- 1.4 Ensure that all enquiries and visitors to the premises are dealt with in a prompt, courteous and efficient manner as required under LA's standards, recognising the wide range of diverse needs and expectations.
- 1.5 Interacting with building users to understand their requirements and advises them on the best way to ensure that they are met.
- 1.6 Presents a positive image of themselves and the School by ensuring that Customers receive a courteous and professional service to meet their needs. This includes explaining when things are not possible giving reasons and suggesting alternatives.
- 1.7 Setting up efficient and effective booking systems to ensure that all staff can advise whether bookings are possible or whether there is the need to modify timings or to decline bookings.
- 1.8 New and potential customers are given access to and escorted round for viewing of premises.
- 1.9 Consideration is given to the building users requirements with measures put in place to ensure that wherever possible they are met. This includes responsibility for adjusting room layouts where it is practical to do so.

- 1.10 Responsible for the security of the site including ensuring unidentified or unexpected people in the building or on site are appropriately challenged to ensure that there are no potential child protection issues or security risks, reporting concerns and liaising with other agencies as necessary.
- 1.11 Responsible for ensuring that contractors on site work in an appropriate manner in compliance with LA's Policies and health and safety regulations to maintain the health and safety of pupils, building users and visitors.

2. Security & Building Operation

- 2.1 Opening and closing premises, facilities and grounds to meet the routine and non-routine requirements of the building's occupants.
- 2.2 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 LA officers accordingly.
- 2.3 Operating 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. sewage systems, sewage pumps, cesspits, air conditioning units, compressors etc.
- 2.5 Operating the water, electricity and heating systems to specified standards ensuring conservation measures are taken.
- 2.6 Carry out activities to ensure that reasonable access is possible in times of inclement weather.
- 2.7 To attend call out as required.
- 2.8 Grounds maintenance activities (as appropriate to training and equipment) for example litter picking and weed-killing.
- 2.9 Patrol the grounds and deal with building issues that may arise.

3. Defect Repair

- 3.1 Oversight of identifying and collating defects and repairs that require attention and initiating action for their rectification; following consultation with their manager and/or working within the agreed budgetary and operational procedures in the school.
- 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 Liaise with contractors on site and identify any problem areas.
- 4.2 On behalf of the Head teacher or location manager ensure the contractors work is undertaken in accordance with the contractual obligations and comply with health and safety requirements.
 - 4.2.1 Rendering reports to Client Services' and location managers regarding deviations from standards.
- 4.3 On behalf of the Headteacher or location manager act as a liaison point to monitor the progress of defect rectification work with contractors to ensure that defects are repaired promptly within agreed timescales.
- 4.4 Ensure that the contract cleaners are monitored and ensure that the daily routines are completed properly and in accordance with procedures and that the following standards of the performance contract specification are maintained.
 - 4.4.1. Immediately informing the cleaning contractor of the absence of a cleaner or of any problems with cleaning standards, staff, equipment, materials and methods.
 - 4.4.2 Redirecting cleaning staff in the event of absences, obtaining cleaning contractor approval if overtime is required.
 - 4.4.3 Advising the cleaning contractor 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).

- 5.2 Perform occasional non routine cleaning tasks as and when required eg, graffiti, 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 Responsible for stripping, sealing and polishing floor surfaces to meet the building requirements. Although the cleaning of wooden floors that require re-sealing are generally the caretaker's responsibility if the school is part of the LA cleaning contract, the stripping of floors is a contractors responsibility. In this instance 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).
- 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 Ensure that all litterbins are emptied 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 Responsibility for the collection and storage of yellow bagged clinical waste to a designated safe area and arrange for disposal through the authorised school representative.

7. Handling Goods/Equipment

- 7.1 To be responsible for ensuring 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 organise and 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 To check and process all relevant timesheets and forward them for payment.
- 8.2 Ensure own timesheets are filled in correctly and pass to authorised signatory to arrange payment.
- 8.3 To report the need for repairs and replacement of cleaning equipment to the cleaning contractor.
- 8.4 Report breakdowns of boiler plant to the appropriate authority.
- 8.5 To inform their manager of any repairs that are required, and discuss how the repair will be undertaken.
- 8.6 To maintain required stock records and carry out stock taking from time to time (at least annually) in accordance with instructions.
- 8.7 To have responsibility for 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
- 8.8 Setting up and maintaining routines to manage processes.

9. Health and Safety

- 9.1 To undertake the role of competent person and carry out risk assessments where required.
- 9.2 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.
- 9.3 Ensure equipment used by caretaking staff is validated and is in a safe and working condition and support the cleaning staff to undertake the same responsibility.
- 9.4 To provide access to the school's first aid facilities, equipment and telephone.
- 9.5 To ensure that employees of the contractor comply with HASAW/COSHH regulations.
- 9.6 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 the Authority's standards and report where necessary.
- 9.7 Undertake any relevant Health and Safety training and brief others as required.

10 Fire and Evacuation

- 10.1 To 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 log.
- 10.3 To comply with the building emergency procedures with respect to evacuation fire, bombs, etc.

11 Supervision

- 11.1 Responsible for the day to day management and supervision of the School's buildings, grounds and site staff.
- 11.2 Responsible for the maintenance of onsite and call out cover. Respond to call outs.
- 11.3 Ensure all caretaking staff are allocated appropriate work to ensure the smooth running of the site and buildings.
- 11.4 To have concern for all aspects of the cleaning contractor's staff welfare and to provide guidance and support. To seek guidance if necessary on matters unable to resolve.
- 11.5 Supervise and monitor the standards of work undertaken by cleaning staff and take appropriate action (including accessing suitable training), where necessary.
- 11.6 On a day to day basis organise cleaners to other areas of work resulting from: unacceptable standards, events/functions which require urgent cleaning and unforeseen occurrences i.e. flood, responding to requests from location manager etc.

12. Lettings

- 12.1 To undertake any lettings previously agreed with the Governing Body.
- 12.2 To act as entertainment licence holder or nominated licence holder if required to do so by their manager.

13. General

- 13.1 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.
- 13.2 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.

6. Application Process

Before completing the application form, please read the Job Description and the Person Specification for the post along with the accompanying information in the pack which explains the application/recruitment process.

The job description will provide you with details of the job responsibilities and its reporting relationships. The person specification demonstrates the experience, knowledge and skills that we require for the post. Please address these aspects of your professional career in your application specifically and complete the application form as fully as you can. If you do not meet the essential requirements of the post we will unfortunately not be able to shortlist you for interview.

Your references should include your present or most recent employer.

If you are disabled and need special arrangements to access the selection process please tell us on the application form what we can do to adapt our processes so that you are able to compete with others on an even footing.

We hope that once you have received the information about and researched our post, you feel inspired to come and look around our wonderful school. We warmly encourage visits and invite you to contact Katrina Smith in the school office to arrange a visit. Visits will currently take place outside of the working school day to allow for Covid-19 restrictions

Application forms are accepted by email: office@ashbrowschool.org.uk, by post (please be advised postage required will be a 1st or 2nd class large letter stamp) or delivery by hand to the main school reception. Please ensure your application reaches us by noon on Thursday 4th March 2021

7. Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

8. Key Dates Summary

Application closing date	4 th March 2021
Visits to school by prior arrangement	24 th February 2021 or 1 st March 2021 at 3.30
Shortlisting date	5 th March 2021
Assessment and interview dates	Week commencing 8 th March 2021
Start date	As soon as possible

In light of the current guidance for the Covid-19 pandemic, it is expected that the assessments and interviews will take place via a remote/virtual recruitment process.

Thank you again for your interest in the vacancy; we look forward to receiving your application and meeting you.