

WAVERLEY ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

CARETAKER

CANDIDATE PACK

Welcome to
WAVERLEY ACADEMY
MAIN ENTRANCE



ADVANCE

Open Letter from our Principal

Dear Candidate

Thank you for your interest in this role and our academy.

At Waverley Academy, children are at the heart of everything. Pupils are taught academic knowledge and skills as well as developing the whole child, in order to prepare pupils for their next stage of education and to enable them to lead active and happy lives. Our core values of Tenacity, Scholarship, Curiosity, Empathy and Happiness run through all parts of school life and create a calm, happy and hardworking atmosphere with a strong commitment to all pupils achieving their full potential, regardless of their starting points.

Pupils start their learning journey in Foundation Stage where provision, both indoors and outdoors, allows them to develop their investigative skills, test their ideas and to learn the basics of number and language. The curriculum then develops these skills further as pupils grow through school. Knowledge and skills are taught through an enjoyable and engaging curriculum, ensuring pupils leave Waverley fully prepared for later life, with memories they will never forget!

The Academy is seeking to attract a talented, knowledgeable, and committed team member who can demonstrate high aspirations for all our children along with the enthusiasm and resilience to support all aspects of a child's education. The successful candidate will have the opportunity to join a supportive team and play a key part in helping ensure a brilliant education for all.

Thank you for your interest in joining our team.

We are looking forward to hearing from you.

Louise Stanton

Principal at Waverley Academy



We can offer you:

Enthusiastic and caring children who are keen to learn.

An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.

An opportunity to make a difference to the lives of the young people and families in Doncaster.

Commitment to your continuing professional learning and career development.

A hardworking team who are committed to promoting high achievement across the curriculum and school .

A good humoured, industrious, highly skilled and enthusiastic staff team.

Supportive and effective leadership.

Access to our Pension Scheme and Employee Assistant Programme.

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.



Job Description

JOB TITLE:
Caretaker

REPORTING TO:
Principal

SALARY RANGE:
£23,114 - £24,702 per annum

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Full time - 37 hours per week, 52 weeks per year

Working hours – split shift – Monday to Friday – 6am – 10am and 2.30pm – 6pm

Please note a straight shift – 7am – 3pm (half an hour unpaid lunch) - is also possible if preferred



Role Description

Purpose

To assist in ensuring that the school site is maintained and safe, clean and in a secure condition as required and assisting in such tasks as may be necessary for effective site management. This will include site maintenance, minor repairs and decoration, security, waste management, grounds services and cleaning.

Key Responsibilities

- Ensure the security of buildings, contents and grounds.
- To act as primary key holder, enable access to buildings and grounds to authorised persons.
- Assist in carrying out maintenance and repairs to the building, furniture and equipment, including glazing, plumbing, decorating, general repair and maintenance within the scope of a competent semi-skilled worker.
- Operation of the heating, lighting and security systems.
- Porterage duties as required, including the laying out of furniture and other equipment for timetabled activities.
- Miscellaneous duties of a practical nature as circumstances demand.
- Any cleaning as directed.
- To respond to the needs of the school which cannot be planned. This will include emergencies.
- Routine security arrangements to prevent unauthorised access to the site and buildings to prevent theft and vandalism.
- Report unauthorised users and to call out police where necessary.
- On Opening: disarm security system prior to unlocking gates and entrance door, checking the premises have not been disturbed.
- On Closing: Ensure all doors and windows are secure, lights switched off, security systems engaged and walk the outside of the building for a final check before leaving the site.
- To be on emergency call-out list and to provide such access to school as may be required outside of the normal hours of opening, to include access in times of flood, snow or other emergencies.
- To report repairs and maintenance work which needs to be undertaken.
- Direct contractors to the site of repair and maintenance work, monitoring their work within set procedures.
- Carry out maintenance and repairs to property, fixtures, fittings, equipment and furniture, minor improvement jobs and internal decorating within the competencies and capabilities of a semi-skilled worker.
- Replacement of bulbs, fluorescent tubes, fuses.
- Ensure that drains and gullies are free-flowing and clean, clearing blockages where appropriate.
- Maintenance and service checks to be carried out and logged through online portal.
- Opening the heating plant to ensure required temperatures are maintained and an adequate amount of hot water is available.
- Cleaning flues and filters.
- Prepare for school and after-school activities, clearing and (in specific circumstances) cleaning up after these activities.
- Laying out and stacking of chairs, desks and tables. Movement of these within the school.
- Legionella, Asbestos and COSHH management.
- Taking delivery of stores, materials and other goods and the delivery of such items throughout the school.
- Carrying out tasks in the event of fire, flood, breaking and entering, accident or major damage.
- To transport waste sacks to skips where needed.
- Emergency cleaning in the absence of cleaning staff e.g spillages
- Replenishment of soap, toilet rolls and towels.
- Dealing with instructions concerning the letting of the property, carrying out such duties as may be required.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

Person Specification

Experience

- Experience in premises work (which may include a trade)
- Experience in a school environment or working with young people is desirable but not essential
- Experience of managing contractors.

Education and Qualification

- NEBOSH health and safety (or equivalent)/or a willingness to undertake training in this area
- A good working knowledge of buildings and estates, and associated health and safety legislation
- A good standard of general education (GCSE pass grades in English and Maths or equivalent).

Skills

- Be a committed and reliable member of the Waverley team
- Be passionate and committed to providing a high quality level of service
- Adaptable with a flexible and proactive approach
- General maintenance skills
- Self-motivating
- Computer skills or willingness to undertake training
- Have a 'can do' attitude and be prepared to help out the rest of the team in a willing and positive manner
- High professional standards
- Problem solving and decision-making skills
- A willingness to learn and undertake training
- A good team player.

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

