Professional Services

Facilities Assistant

CANDIDATE INFORMATION

This pack contains the following information:
Page 2    Message from the Principal
Page 3    Information about the University of Birmingham School
Page 5    Indicative Pay and Benefits
Page 7    Job Description
Page 9    Person Specification

For more information, please go to www.universityofbirminghamsschool.org.uk. To arrange an informal discussion, please call 0121 796 5008

CLOSING DATE AS PER ADVERT
Dear Candidate,

I am delighted to write, as the Principal of the University of Birmingham School, to thank you for your interest in working at University of Birmingham School.

We passionately believe that the purpose of education is to develop the character of our pupils and students so they actively pursue a good life. We want them to be confident, curious and ambitious learners; we want them to show compassion, empathy and patience in their relationships with others and we want everyone to find a place in their local and global communities where they can flourish and thrive. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils and students.

Our academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, drama, music, trips and visits into our extended school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our ‘parent body’.

We have been delighted with the interest that the school continues to receive - being referred to by the Prime minister recently when she said:

“I want to build on the success we have already experienced when some of our great universities have stepped in to help by sponsoring or supporting a local school. Recently we have seen the University of Birmingham open an impressive new School for secondary school pupils and Sixth Formers”.

As the first secondary ‘University Training School’ in the country, we aspire to play significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

The facilities assistant will work closely with the whole School community to ensure the School delivers against its vision as it grows from a start-up operation to full capacity in 2020.

If you are someone with relevant experience, passion, expertise and vision, we offer an opportunity to work in a ‘school for Birmingham’, one that is designed to develop the flourishing citizens of tomorrow. We are committed to ensuring the well-being of our staff, but, at the same time, we have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have and I look forward to receiving your application.

Colin Townsend
Principal
The University of Birmingham School – Information for Candidates

The University of Birmingham School opened in September 2015 in a new £23 million building located on the University’s Selly Oak campus. We admitted 150 students into the six Year 7 Forms and nearly 200 students into the Lower Sixth. In September 2016 the size of the school population doubled and will continue to grow for the next four years.

Our aim is quite simple: to help transform the lives of our students by helping to raise their aspirations and to maximise their potential by accessing the widest possible range of educational opportunities. We do this by offering, in an extended school day, a broad and balanced academic curriculum, by supporting the development of well-rounded people of strong character in a diverse and comprehensive student body, who have access to world-class facilities, resources and expertise through close links with the University community.

So why has the University of Birmingham developed this new School? It was part of the original civic mission of the University, established by Joseph Chamberlain, to ‘advance education in the city of Birmingham’. We know that Birmingham is one of the fastest growing and youngest cities in Western Europe which means that the Local Authority has predicted there will be unprecedented demand for school places. Therefore, by utilising the opportunity presented in the 2010 ‘Importance of Teaching’ white paper to establish new schools and, in particular, University Training Schools (to contribute to the initial and on-going education of teachers), the University took the bold decision to establish what we believe is an innovative and high quality addition to the provision of secondary education in the city of Birmingham.

About our Building

There has been a tremendous amount of care and effort put into the design of our building so that it allows us to fulfil the vision of the School. The rooms are all larger than normal typically at 50 metre square for a classroom and 90 metre square for laboratories.

As you would expect from a new construction, the building is designed to accommodate full access for pupils with physical disabilities and to cater for the learning needs of our comprehensive intake. Parents and the community are welcome in the School with space provided for individual and larger group meetings.

The wide corridors and lack of hiding spaces means that the design allows for full passive monitoring from teaching staff. Therefore students are able to stay inside at break and lunchtimes. There is no central staff room and, instead, staff have access to several workbases carefully distributed throughout the building – these also effectively act as department ‘homes’. These workbases have desks, lockers, tea/coffee making facilities, and meeting/interview facilities. There are also two open plan staff social areas overlooking the atrium and the grounds.

The School has a state of the art IT infrastructure, including a site-wide wireless network, as well as the provision of two computer suites and several class sets of laptop/tablet devices for use in classrooms.

The School Hall can accommodate up to two year groups with an electronically operated seating system allowing us to quickly exploit this large space (which has a sprung floor) in a location adjacent to the well-equipped drama studio. We are able to use the Great Hall at the University for events such as an annual whole school Prize Giving.
On site we have a large Sports Hall (four badminton courts), a double height Activity Studio, a floodlit all-weather MUGA outdoor pitch, and hard/soft play areas. We also have access to University playing fields opposite the School site and to other specialist University pitches in the local area.

On the second floor of the School, we also have a peaceful Library with floor to ceiling windows that are a wonderful facility to promote reading and independent study.

Specialist subject provision includes:

- Eight fully equipped science laboratories together with a science studio and a science terrace where the emphasis will be on practical work. These are serviced by spacious and well-equipped prep rooms on each floor (two further laboratories will be available for September 2017).
- Three rooms for Design Technology equipped with CAD/CAM equipment which allow the department to deliver food, graphics, and product design courses. The suite of rooms includes a prep room.
- Two large Music classrooms, practice rooms, a recording studio and instrument store.
- Three large Art Rooms, with views across to the Edgbaston campus and Birmingham city centre.
- Separate Sixth Form facilities in a refurbished section of the Orchard Learning Resource Centre linked to the new School building.

**About our Education**

The curriculum in Years 7 to 9 includes Art, Biology, Chemistry, Computer Science, Dance, Design Technology (with facilities for Resistant Materials, Food, and Graphics), Drama, English, French (other languages will be added as the School grows to full capacity) Geography, History, Mathematics, Music, Physics, Physical Education and Religious Education.

The pupils will follow, in Key Stage 4, a two year academic GCSE curriculum. We are not planning to deliver vocational courses.

The Form Tutor and Pastoral Manager provide pastoral support and are the main conduit of communication between home and school on a day to day basis. Information about progress and attainment in terms of both their academic performance and enrichment involvement is provided, at least termly, together with an annual Parents’ Meeting.

The School has a College (House) System in order to foster healthy competition, widen participation in sports, music and drama for example. It plays a key role to encourage mixing between year groups as we expect the Sixth Form students to play a key role in the organisation and delivery of College Meetings and events. We want our students to be prepared to try lots of new things and to enjoy being part of teams and a community. But they must also learn to deal with disappointment and failure – not every team or College can win!

The University of Birmingham School aims to develop one of the largest School Sixth Forms in the City with up to 400 students. This means that, as the School grows in size, we will be able to provide a wide A Level programmes of subjects, dependent on demand. For 2016/17 we offered Art, Biology, Chemistry, Computer Science, Product Design, Geography, History, French, Mathematics and Further Mathematics, Music, Physics and Religious Studies.
The Sixth Form will have the opportunity to play a major role in the leadership and ensuring the smooth running of the School, for example by delivering College and School assemblies, to be academic and pastoral mentors to younger pupils, to play an active part in provision of the enrichment programme. We also expect them to be involved in community service (e.g. in our partner primary schools and the local and city community).

**How is the University of Birmingham School different?**

1. **Character Education**

A feature of many of the most successful and traditional schools in the country is that that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on both ‘taught and caught’ character education. We are being supported by the Jubilee Centre for Character and Virtues at the University, who have seconded a Teaching Fellow to develop a bespoke scheme of work and set of resources for the new School. Character Education is about the acquisition and strengthening of virtues – these are the traits that sustain a well-rounded life and a thriving society. We are as interested in the development of moral virtues such as compassion, empathy, honesty, humility loyalty and sensitivity as we are in performance virtues such as ambition, creativity, curiosity, determination and resilience. We want our pupils to become better people not just become better in exams and our graduates should have the confidence to go on and deal with the tests of life in an educational system that seems to emphasise an accountability driven ‘life of tests’.

The Character Education programme of study will be taught by Form Tutors in two 30 minute sessions per week.

2. **Enrichment Programme**

A second distinctive feature of the school is our extended school day in which a programme of enrichment opportunities is delivered at present over five hours each week by all teaching staff, supported by the wider University community (academic staff and physical resources).

To deliver this currently there is an extended lunchtime of two hours on Monday and Friday, in addition to Wednesday afternoons, during which time there is no teaching of the ‘normal’ curriculum. This ensures there is sufficient time to do something meaningful, reduces the risk of only volunteers participating in enrichment activities and capitalises on the availability of staff and facilities at the University.

This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and staff to provide an unparalleled programme of activities. It also allows us to host special events, e.g. for languages, visiting theatre groups, PSHE and SRE presentations by experts. As the students move up through the School an increasing amount of this time will be used to access the expertise of the University, through attending lectures and seminars, utilising specialist resources such as laboratories with state of the art equipment in science and engineering, mentoring from undergraduates and advice from admissions tutors. This time is also be available to undertake community service in local primary schools, care homes and hospices, and for a wide range of trips and visits.
3. **Links with the University of Birmingham**

Another distinctive feature of the School is the sheer scale and possibilities created through the extensive links with the University resources, staff, students, and alumni. This aspect is so crucial to our distinctive offer that it will be overseen by a dedicated University-School Liaison Committee. The full range of opportunities is still in development and will continue to grow as the School grows but includes:

- Access to the new £55 million sports centre, the new Bramall Music Building, the refurbished Lapworth Museum and the Barber Institute of Fine Arts.
- Staff from the School linking with academic departments as associate members of staff, with access to Library resources, e-journals, lectures, seminars, and other departmental events.
- Subject specific, pastoral and UCAS application support for School pupils from students and staff within different University Colleges and Departments.
- Access to the extensive variety of sports coaches and clubs for all and elite performance development.
- Support from student clubs and societies.
- Development of a sector-leading careers programme, with the support of the University of Birmingham’s Award Winning Careers Network.
- Guest lectures, seminars and workshops in School delivered by leading academics.
- Use of facilities and workshops on the University campus.

4. **University Training School**

The final significant difference is our status as the only secondary ‘University Training School’ in the UK. The School is ideally placed to respond to the Secretary of State for Education’s intention that there should be a significant move to school based teacher training. As a centre for teaching and on-going teacher education and research we hope to inform national policy and practice.

Staff will be expected to continue to develop their professional knowledge and skills and to have, or encouraged to work towards, a Masters Level qualification. Teaching staff also have close contact with their respective academic departments in the University and the University Library (including electronic resources).

As the School grows to full capacity over the next four years there will further career opportunities for staff and trainees. We aim to nurture and develop the next generation of school leaders who can go on to make a real impact on the lives of thousands of youngsters by ensuring their schools also provide a first class standard of teaching in learning through a broad and balanced academic and enriched curriculum.

**Why should you apply to work at the University of Birmingham School?**

We are committed to developing a school of the future, one focused to self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.
We are seeking to recruit committed and ambitious individuals determined to transform the lives of our youngsters. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/carers, and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University which is determined to ensure this school is a happy and successful community from day one.

As the School grows to full capacity, the department and pastoral teams will grow and dependent also on performance, this will be reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities (including having access to Master and Doctorate level courses through the School of Education) as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.

We aim to play a full part in the learning community of Birmingham and beyond by developing exciting and ground breaking relationships with businesses and collaborations with other primary and secondary schools.

Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a ‘high accountability but high autonomy’ approach. But from time to time, events happen that affect our personal and working lives. Under such circumstances we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best, to be an outstanding role model, to be committed to self-improvement, and, like the students, to fully utilise the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application to what is a new school for Birmingham, a school of tomorrow, the University of Birmingham School. We intend that our graduates will go on 'make a difference' to the lives of others – the real value of a high quality education. Come and help us achieve this ambitious goal.

**Indicative Pay and Benefits**

**Commitment to Staff**

We recognise that our staff will be the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we will ensure that we provide enhanced pay and benefits by:

- paying staff a single salary for doing an excellent job;
- broadly reflecting but simplifying the Standard Teachers Pay and Conditions Document (STPCD) whilst offering competitive, enhanced pay and benefits to match our enhanced expectations;
- maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;
• promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
• putting care for staff, their wellbeing and professional development at the heart of the School;
• establishing a culture of robust performance development and appraisal to underpin this policy;
• developing and maintaining a harmonious working environment.

**Pension**
All professional service staff will be eligible to contribute to the Local Government Scheme.

**Benefits**
It is intended that staff at the University of Birmingham School have access to the following benefits offered by the University, including salary sacrifice schemes. Other employee wellbeing support will be developed over the coming months.

<table>
<thead>
<tr>
<th>Professional development</th>
<th>Access to University Library services and resources (SLT and subject leaders only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Links to relevant University academic departments</td>
</tr>
<tr>
<td></td>
<td>Discounted access to Masters programmes in the College of Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Access to University-led professional development courses</td>
</tr>
<tr>
<td>Travel</td>
<td>Cycle scheme</td>
</tr>
<tr>
<td></td>
<td>Car leasing scheme</td>
</tr>
<tr>
<td></td>
<td>Discounted travel passes</td>
</tr>
<tr>
<td>Family</td>
<td>Childcare vouchers</td>
</tr>
<tr>
<td></td>
<td>University nurseries</td>
</tr>
<tr>
<td>Health &amp; wellbeing</td>
<td>University staff rates at the new Sports Centre</td>
</tr>
<tr>
<td></td>
<td>Dental and medical insurance</td>
</tr>
<tr>
<td></td>
<td>Health cash plan</td>
</tr>
</tbody>
</table>
Facilities Assistant - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role, the qualifications, skills and experience a successful candidate should have.

<table>
<thead>
<tr>
<th>Salary</th>
<th>UoBS 1 - Starting at £16,650 per annum, with the potential to increase to £18,731 subject to performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting to</td>
<td>Facilities Manager</td>
</tr>
<tr>
<td>Hours</td>
<td>37.5 hours per week&lt;br&gt;Mid Shifts 08:00-16:30 hrs.&lt;br&gt;Late Shifts 09:00-17:30 hrs.</td>
</tr>
</tbody>
</table>

We are seeking to recruit a talented and appropriately qualified Facilities Assistant to undertake the following specific and general duties and responsibilities.

**Core Purpose**
The primary purpose of this post is to carry out a range of duties which contribute to the maintenance, repair and security of the school's facilities.

**Specific Responsibilities**
The list of tasks below is illustrative of the general nature and level of responsibility of this post. This is likely to change over time in response to the School’s needs and the experience and skills of the team as a whole.

- To assist the Facilities Manager to ensure that the school is secure, well maintained, adequately heated and that the environment is safe for pupils, staff and visitors;
- To unlock or lock the school premises as required, and at weekends as directed;
- To set security alarm systems, carrying out security checks on a shift basis and to respond to emergencies as necessary;
- To undertake decoration of areas according to the agreed rolling programme of upkeep of the fabric of the buildings as directed by the Facilities Manager;
- To assist with the day to day routine of premises management, including portering, furniture moving, cleaning of exterior paths and waste bins, removal of weeds, litter and graffiti;
- To check and ensure the provision of resources to the buildings ensuring there are adequate stores and provision of hand washing, drying and toilet requirements;
- To clean areas of the School which need additional attention outside of the main cleaning contracts including before, during and after external lettings;
- To set out and put away furniture and equipment as required for assemblies, exams or special events and to undertake general porterage;
- To carry out duties required in preparation for school functions under the direction of the Facilities Manager.
- The maintenance team requires a good mix of semi-skilled relevant experience or trades and we will especially welcome applicants with experience or training in the following areas:
  - Semi-skilled premises maintenance
  - General building
  - Carpenter or joiner
• Decorating/Plumbing Skills
• Basic electrical skills i.e. wiring a plug, identifying off circuits in fuse boards, etc.
• Outdoor Duties: Car Park duties at start and end of school day, Open Days and Events.

General Duties
In addition to the Job Description there will be the following general duties. They may be modified as the school grows and develops by the Director of Operations, after consultation with you, to reflect or anticipate changes in your role commensurate with the salary and job title.

General Responsibilities:
To play a role, under the overall direction of the Principal, in:
• Managing staff and resources.
• Supporting the School’s responsibility to provide opportunities for personal and professional growth of all staff.
• Creating a School environment with an outstanding care and guidance of, and for, each other.
• Supporting outstanding teaching and learning, achievement and behavior across the School.
• Carrying operational responsibility for the day-to-day management of the School.
• Undertaking any other professional duties reasonably delegated by the Principal, Head of School or Director of Operations.

Main Functions:
• To be an active member of the School community who is passionate about ensuring an excellent standard of teaching and learning.
• Provide a flexible service that adapts to the changing needs of the School Community and responds to day to day situations as they arise.
• To ensure that a proactive customer service approach is adopted in all tasks undertaken.
• To be an excellent communicator with the whole School community.
• Ensuring that the School community has the right information at the right time to enable an excellent service.
• To contribute to the ethos of the School by participating and leading on enrichment activities.
• To be an active and supportive part of the wider professional services team.
• Take on relevant responsibilities that are both essential or add value to the School community. For example becoming a First Aider and / or Fire Warden.
• Be aware and alert to the care of each child in the School, monitoring as appropriate and raising concerns when they appear.
• Consistently produce a high standard of written work.
• To be a professional role model with a clear understanding of tolerance and the importance of diversity.

School Improvement:
• Demonstrate the School’s vision and values in everyday work and practice.
• Continually look to improve practice and keep up to date with latest developments related to your role.
• Be knowledgeable in your role and provide advice and guidance to the School community.

Developing Self and Working with Others:
• Develop positive and collaborative working relationships with, and between staff to provide them with appropriate support and guidance in achieving the school’s priorities and targets.
• Regularly review own practice, set personal objectives and take responsibility for own development.
• Manage own workload and that of others to allow an appropriate work/home life balance.
• Consistently enhance knowledge in relation to your role utilising self-directed learning.

Leading and Managing the School:
• Support the Director of Operations in the safer recruitment, deployment and development of staff to make most effective use of their skills, expertise and experience.
• Work with the Principal, Director of Operations, Senior Leadership Team and Governors to establish and maintain priorities for expenditure and monitor the effective use of resources to achieve value for money.

Securing Accountability:
• Support the Principal in developing a school ethos which enables everyone to work collaboratively, to share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Community Development:
• Develop effective links, collaboration and the sharing of best practice with local schools and the wider community.
• Promote/preserve outstanding community cohesion across the School and beyond.
• Attend out of school hours events, as directed by the Director of Operations.

Other Requirements:
• To be aware of all Safeguarding/Child Protection issues.
• To assist with registration as required.
• To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
• To carry out your duties in line with the School’s Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
• The University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
• Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.
Facilities Assistant - Person Specification

Qualifications
- Relevant qualification to post and relevant recent training (desirable);

Personal Qualities and Relationships
- To be able to establish and develop good relationships with all involved in the School;
- To have a positive and motivated approach to work;
- To be flexible and approachable;
- To be able to understand how to prioritise tasks;
- To be resilient under pressure.

Interpersonal and Communication Skills
- To have the ability to communicate effectively;
- To be able to work under your own initiative;
- To have the ability to deal sensitively with people and resolve conflicts.

Operational Experience
- To have professional experience of working as part of a premises or facilities team;
- To have successfully worked in a position with varied tasks;
- To have experience of demonstrating practical work;
- To have experience of working with children;

Other
- An understanding and willingness to be involved in school enrichment activities;
- Awareness of working in a school environment.
Complaints
If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by ________________________________
(Signature of the Principal)

Copy received by ________________________________ Date: _________
(Signature of Employee)