

Recruitment Pack

Premises Assistant – Part Time



Welcome from the Headteacher



Thank you for showing your interest in working at Epsom & Ewell High School, where I am immensely proud to be the Headteacher.

At Epsom & Ewell High School we recognise the importance of academic success whilst embracing our wider role in preparing students for their adult life beyond the formal examined curriculum.

With lower than average class sizes and specialist teachers in every area, the school provides a supportive yet vibrant environment through which we nurture confident, ambitious students who embrace community, tolerance and high aspiration.

Our students are challenged to think harder than they ever have before and we have created a student led learning identity to fully prepare them for the rigours of the new examination landscape. Students are encouraged to think for themselves and through their own hard work and expert support from our staff are progressing further than other students nationally.

We offer a broad and balanced curriculum and as a school encourage each student's particular abilities to ensure that no child slips through the net. The school's ethos is simple - our students are at the heart of everything we do and we truly believe that every child can achieve.

Epsom & Ewell High School is part of the Bourne Education Trust (BET). BET is a Surrey-based multi-academy Trust made up of 12 schools.

If you would like to visit the school we would be delighted to show you around. Please contact our HR department by emailing vacancies@eehs.surrey.sch.uk

James Newman
Headteacher

Why work with Bourne Education Trust?

The Bourne Education Trust is a Surrey-based multi-academy trust made up of twelve schools, including all key stages. The ethos of the Trust puts children at the heart of all that we do. The role of the Trust is to ensure that our students make the most of their opportunities by ensuring that our academies aspire to and reach the highest standards.

The principle of schools working with each other is core to the ethos and operation of the Trust. We are committed to raising standards in all our schools and look to deploy experts to support improvement wherever and whenever it is needed. Staff may be offered secondments, to ensure that the very best practitioners are deployed in the areas of greatest need, whilst enabling ambitious and talented staff to further their experience and gain rapid promotions.

There are many benefits of working with the Trust. These include:

- Coaching and mentoring programmes
- Leadership training and development
- Business management support and development
- CPD
- Sharing best practice and planning
- Professional partners for new post holders
- Initial teacher training support
- School direct and SCITT trainees

The Board of the BET is determined to see a high performing multi academy trust that delivers the very best educational experience for pupils at both primary and secondary level. The educational landscape continues to change at a fast pace with more schools converting to academies. The information on the website sets out how we will plan, guide, support and improve our academies (and schools that are yet to join), ensuring that there is a clear focus on improving leadership and governance, and teaching and learning, and on raising standards.

Welcome from the Bourne Education Trust CEO, Alex Russell



I am very proud to be the CEO of the Bourne Education Trust ('BET') and to work with like-minded and ambitious headteachers and board members.

The Board of BET is determined to see a high performing multi-academy trust that delivers the very best educational experience for pupils at both primary and secondary level. The educational landscape continues to change at a fast pace with more schools converting to academies.

The information on the website sets out how we will plan, guide, support and improve our academies (and schools that are yet to join), ensuring that there is a clear focus on improving leadership and governance, and teaching and learning, and on raising standards.

We have a cost effective organisation and a business model that delivers efficiency, effectiveness and growing economies of scale in order to free up more resources for the front line.

I am very glad to have a strong board of directors which provides the effective support and challenge required to ensure that the Trust is a good employer, and as a multi-academy trust, an effective home for our academies, with the leadership and track record to succeed.

It is often said that each child gets one chance of education. Our role is to ensure that our students make the most of their opportunities by ensuring that our academies aspire to and reach the highest standards.

I look forward to an exciting future for the Trust and all its stakeholders.

Alex Russell
Chief Executive Officer

Our Aim:

*Committed to
excellence in teaching
and learning*

Epsom and Ewell High School is committed to excellence in teaching and learning. We believe that there are four important building blocks to achieve this and that by excelling in all, we will achieve our core aim.



Teaching



Learning



Leadership



Wellbeing





“Pupils know that teachers have high expectations of them and those in the highest-ability sets in mathematics are taught exceptionally well. Teachers continually challenge pupils and effectively target support where it is needed. Consequently, pupils feel a sense of pride in their achievements.”

Ofsted May 2017



Teaching

The quality of teaching at Epsom and Ewell High School has consistently been graded as good or better in externally verified teaching and learning reviews.

The training that teachers receive is high quality and relevant with a sharp focus on improving the experience for students in the classroom.

We consistently have low staff turnover which means students have excellent teachers that know the students well and foster purposeful relationships.

Our teachers undertake weekly training sessions throughout the year to ensure that their practice remains relevant, dynamic and moves with the ever changing curriculum.

Teacher training takes place during twilight sessions, outside of school hours, which minimises the impact on pupils' contact time in school.

All of our teachers are specialists in their field. Their enthusiasm for their subjects permeates their lessons and many have gained experience in industry, prior to their teaching careers.

Our teachers benefit from the opportunity to visit other schools in the trust to share best practice and gain valuable experience that they are able to bring back to the school.

Leaders and teachers have high aspirations for pupils. Teachers consistently encourage and support pupils to do their best. Pupils are provided with many opportunities to discover options available to them after leaving school. Consequently, many more pupils are now applying for places at the top universities.



“Deep Learning requires harder thinking and you need to use more brain power. Teachers push you to achieve your best.”

Ellie Cooper, Student



Learning

The school has created its own learning identity called ‘deep learning.’ Students are encouraged to use higher order thinking to develop their skills of analysis, application, creativity and evaluation.

This will be essential when preparing our students for the rigours of the new more difficult GCSEs. The focus for the 2018/19 academic year will be to embed deep learning so that it becomes ‘the way’ students learn at Epsom and Ewell High School.

Students are challenged to apply their existing knowledge to examples, scenarios or exam questions prompting students to really think about what they know and apply this to different contexts.

Students compare, categorise and investigate and really delve inside topics in order to gain a deeper understanding. Rather than giving students definitions, they might be given a piece of text to generate their own answers.

Creativity and innovation are encouraged in all lessons; whether that is creating an original idea in art and computing or speculating and theorising in science, maths and history. Students are asked to extend their ideas and really think about how a plan can be implemented.

Justifying an answer or an opinion encourages students to support their views and challenge their way of thinking. Debates and supporting answers with reasoning is a higher order skill which is evident in every lesson at EEHS.



“You have appointed a team of committed and hardworking senior leaders in education who have a sharp focus on aspects of the school that need to improve. Leaders feel empowered to fulfil their responsibilities.”
Ofsted May 2017



Leadership

Epsom and Ewell High School has a strong tradition of growing its own leaders. This is possible due to successful in house leadership programmes and a commitment to accelerated career development at all levels.

For the 2018/19 academic year, we have increased our leadership team. This will enable us to drive forward the strategies that we have previously introduced and allow us to be more outward looking in terms of supporting the local community and promoting our achievements.

The new junior leadership team is led by the sixth form leaders and prefects. They work specifically in one of four areas: wellbeing, teaching, learning and community. These students from all year groups are actively engaged in the running of the school as well as the wider community.

We are proud to be a partner school of Teach Southeast, a School Centred Initial Teacher Training (SCITT) provider. Through the Partnership, a high quality, bespoke programme is delivered for aspiring secondary school teachers across the South East of England.

Being part of the Bourne Education Trust allows us to work with schools of all phases. This helps us to sustain the quality of teaching in our school and others, and teachers benefit from school to school support, paired observations, bespoke training and the use of outstanding practitioners.

A culture of leadership is embedded at all stages. All staff receive quality training on constantly bettering themselves as practitioners and leaders, and are supported in improving and moving to the next step in their careers.



Wellbeing

"The school genuinely seems to care about students' happiness as well as their academic progress."

John Midstone, Parent



Epsom and Ewell High School is the first school in the UK to achieve the Schools Mental Health Gold Award.

We were awarded the gold standard because of our fully comprehensive support and education programmes that have broken down the stigma surrounding mental health.

As a result, we have created a school environment where students and staff are confident to fulfil their potential both in and outside of the classroom.

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all of our pupils with 'growth mind-sets' has become a key priority for the school.

We want all of our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

By taking a holistic approach to staff and pupil wellbeing we are creating a community that understands the importance of maintaining a balance between working hard to achieve success, whilst looking after our physical and mental health.

We have dedicated sessions in lessons to address what kind of learners students want to be and how we can positively approach challenges inside and outside the classroom. The school is buzzing with talk of perseverance, challenge, risks and celebrating mistakes.

How to Apply

If you would like to find out more about this exciting opportunity, need any further information or you wish to have an informal discussion please contact: Hayley Berry, PA to the Headteacher/ HR Assistant on: 020 8974 0400 or email vacancies@eehs.surrey.sch.uk

Epsom and Ewell High School is committed to safeguarding and protecting the welfare and safety of its staff and pupils, and follows safeguarding interview procedures.

We expect all candidates to meet the highest standard of safeguarding and successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check.



To apply, you will need to submit an application form which can be downloaded from our school website www.epsomandewellhighschool.com, along with this recruitment pack and relevant information

Closing date for applications: 12pm, Friday 19th July 2019

Panel interview: Wednesday 24th July 2019

EPSOM AND EWELL HIGH SCHOOL
PREMISES ASSISTANT – PART TIME

£21,169 – £23,367 (pro rata) salary will depend on experience

5 hours per week (Grade PS5)/ Saturdays only (8.00 – 1.00pm) with the flexibility to cover the premises team as & when required/ 39 weeks per year

We are looking for an energetic and enthusiastic Premises Assistant. The ideal applicant will have previous experience of working in a similar role with an ability to assist the Premises Manager in the efficient maintenance of the school site. It is essential that the postholder's time keeping is meticulous and they should possess good communication skills. If you enjoy working in a team and have the ability to offer excellent practical support, we would love to hear from you.

Interested candidates should complete an application form, which can be downloaded below. Application forms should be emailed to vacancies@eehs.surrey.sch.uk

A full pack of details is available to download from the school website www.epsomandewellhighschool.com

The closing date for applications is 12.00 noon on Friday, 19th July 2019.

Shortlisting on Monday 22nd July 2019.

Interviews will be held on Wednesday 24th July 2019.

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Job Description

Post: Premises Assistant

Responsible to: Premises Manager

Purpose of job: To assist the Premises Manager in the efficient maintenance of the school site, fabric, fixtures, furniture and fittings, and to deputise for the Premises Manager during his absence and during his annual leave. It is essential the postholder's time keeping is meticulous and possesses good communication skills with adults and young people.

Main Duties:

1. **Repairs and Maintenance:** To report to the Premises Manager on the efficiency and working state of the school's maintenance plant and to repair and maintain such plant as and when it is required by the Premises Manager. To undertake daily and routine repairs and maintenance of the fabric, fixtures, furniture and fittings, of the school as required by the Premises Manager. Undertake improvement, alterations and building work within his/her ability.
2. **Energy:** To assist in and promote energy savings throughout the school.
3. **Cleaning:** To take a part in the general cleaning programme of the school, internally and externally, as required by the Premises Manager, including work such as toilet unblocking, sickness clearance, clearing of drains and gulleys, etc.
4. **Environment:** To control the regular clearing and cleaning of litter bins throughout the site, both internal and external, and to control litter both inside and outside the school buildings. Maintain litter bins in good hygienic order and appearance.
5. **Porterage:** To lift and move heavy articles and heavy items of furniture and set out and put away chairs, examination desks and other items whenever required, under the direction of the Premises Manager.
6. **Services:** To receive, check and sign for deliveries when necessary, under the direction of the Premises Manager. To receive, advise, control and monitor contractors when they are working on the school site; including the grounds maintenance contractor.
7. **Lettings:** To cover, when required, any out of school hours activity or letting in the evening or weekend. This will include security and key holder duties.
8. **Security:** To be a member of the "on-call" team for security alerts as appropriate during times when the school is closed.
9. **Miscellaneous:** The maintenance assistant may be required to undertake such other duties as may be necessary from time to time under the direction of the Premises Manager and members of the senior leadership team.

Security Responsibilities:

1. The post is offered on condition that the holder accepts an agreed role as a key holder on call from our alarm centre during times when the school is closed. The site consists of the school buildings and grounds in their entirety.
2. The Premises Assistant is expected to live within reasonable distance of the school so that in the event of an emergency he/she is able to respond rapidly to secure site security.
3. Certain other members of the senior staff are also on security call and will come to the assistance of the Premises Assistant according to a priority agreement plan.

Person Specification

Post: Premises Assistant

| <u>Essential</u> | <u>Desirable</u> |
|--|--|
| <ul style="list-style-type: none">• Good standard of education• Full driving licence• Good interpersonal skills• Flexible approach to work• Ability to follow procedures• Ability to relate effectively to colleagues• Ability to work effectively with outside agencies and contractors• Enjoy working within a team• Have the ability to work independently• Be proactive within the whole school environment• Have good health and stamina• Have a good sense of humour• Be smart and well presented• Have a commitment to equal opportunities | <ul style="list-style-type: none">• Experience working in a relevant discipline• Handyperson or DIY skills• Knowledge and understanding of health and safety requirements within a school environment• Knowledge and understanding of the requirements necessary for instructing contractors• A commitment to obtaining a relevant qualification if not already achieved• Some technical skills probably with a relevant professional qualification• Willingness to develop knowledge of ICT and other specialist equipment/resources• Willingness to take a test for the school mini bus |

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