

The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Site Agent

Are you a self-motivated and reliable person who likes a varied working environment?

Do you enjoy carrying out practical tasks rather than sitting behind a desk all day?

Would you like to be a part of a dynamic and successful Academy where no two days are the same?

If you have answered yes to these questions, The Chalk Hills Academy would love to hear from you!

The Chalk Hills Academy have a great opportunity for an Assistant Site Agent to join our friendly and jovial Facilities Department to help keep our Academy safe, clean and in a good state of repair. We are seeking to recruit a committed individual who will carry out general repairs and maintenance, liaise with contractors and ensure our Academy maintains a high level of health and safety.

The successful candidate will:

- Be able to carry out basic handy-person skills
- Be able to read instructions and maintain work related records
- Be able to contribute positively to the work of the team
- Be able to communicate politely and tactfully with school premise users
- Have some knowledge of Health and Safety, including COSH
- Be able to carry out tasks that require physical effort including lifting and carrying

Job specifics:

- **Start date:** As soon as possible
- **Salary:** L2.12-15: £16,123 - £17,072 (dependent on experience)
- **Hours:** 37 hours a week, 52 weeks a year
- **Job Role:** Full time, Permanent

Why work for Chalk Hills Academy?

- £30 million state of the art building in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, approachable and supportive team
- Excellent opportunities to develop and grow in a successful and expanding Academy
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Here's what Ofsted have to say: *"The purposeful and caring leadership of the Principal and SLT have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. Students' behaviour is good, the atmosphere in lessons is calm and studious and attitudes to learning are routinely positive as students want to learn. Students are hugely proud of their academy, they wear their blazers and ties smartly, do not drop litter and look after the modern, purpose-built site impeccably. They stand without instruction when any adult enters a classroom."*

Meet the department:



Ibbby – Site Manager



Spencer – Lead Site Agent

HOW TO APPLY

Closing Date: Wednesday 14th February at 12pm **Interviews: As soon as possible**

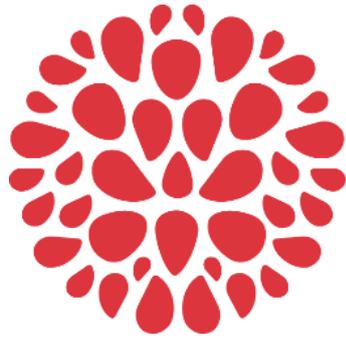
Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on www.thesharedlearningtrust.careers.eteach.com.

We look forward to hearing from you!

If you have any questions about the role, please contact Hannah Chandler, Recruitment Officer on 01582 211 226 or email hannah.chandler@thesharedlearningtrust.org.uk.

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



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HILLS ACADEMY

INFORMATION FOR APPLICANTS:

Site Agent



WELCOME TO THE SHARED LEARNING TRUST



The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

'We recruit people for attitude and train for skills'

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME TO THE CHALK HILLS ACADEMY



Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

In 2016 our students achieved 60% A*-C English & mathematics, which was a fantastic achievement for our young people.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee

ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

VISION & VALUES – *'Strive, Achieve, Believe'*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

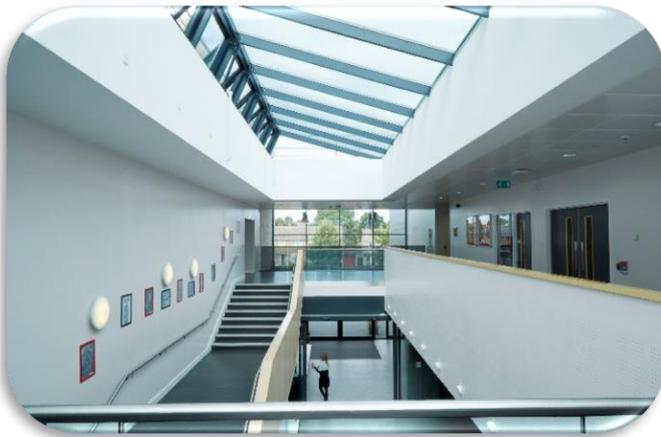
ABOUT THE CHALK HILLS ACADEMY

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.



OFSTED AT CHALK HILLS ACADEMY



Leadership and Management: 'GOOD'

- The purposeful and caring leadership of the Principal and the senior team have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy's staff. The atmosphere created allows teachers to teach effectively and students to learn well.

Behaviour and Safety of Students: 'GOOD'

- The behaviour of the students is good. Students are calm and orderly when moving between lessons and at breaks and lunchtimes. They are unfailingly polite and courteous to staff and each other. The atmosphere in lessons is calm and studious, attitude to learning are routinely positive as students want to learn and these characteristics have a strong impact on their progress.

Quality of Teaching: 'GOOD'

- Teachers help create positive learning environments in their classrooms. Constructive, trusting relationships have been developed throughout the academy and teachers and students share an expectation that learning will begin as soon as each lesson starts. Students are confident to engage actively in lessons and feel safe to venture answers to questions and make mistakes. Teachers are committed to improving their own skills and they regularly take advantage of the high quality professional development opportunities available at the academy. This has enabled continuous improvement in the quality of teaching.

Achievement of Pupils: 'GOOD'

- The proportion of students that attain five or more good GCSE passes including English and mathematics is higher than the national level. When compared to other schools nationally the progress made between Key Stage 2 and Key Stage 4 at the academy overall is extremely high. Most ability groups make very strong progress and finish Key Stage 4 with standards of attainment which are above average.

JOB DESCRIPTION

Job Title: Site Agent
Salary Details: L2.12-15
Responsible to: Principal / Facilities Manager / Lead Site Agent

VISION AND PURPOSE

Responsible to the Principal for the attention required to keep the School functioning, particularly in the areas of:

1. Security of premises.
2. Heating and Lighting.
3. Maintaining high standards of cleanliness.
4. Maintaining premises in good state of repair.
5. Addressing Health and Safety Issues

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Assist in the security of premises:
 - a. Ensure school is secure out of working hours, following correct procedures for Alarm systems
 - b. Ensure all doors and windows are secured and all lights and heaters are switched off after use
 - c. Undertake the responsibility of key holder as required
 - d. Ensure school is open for pupils each school day and to persons who have hired the premises for public or private use
 - e. Carry out all necessary checks to ensure fire alarms, extinguishers and related equipment is fully functional at all times.
2. Help to ensure that the temperature within the school is maintained at appropriate levels and that all heating and lighting equipment operates efficiently, is regularly maintained with due consideration to energy efficiency. Where appropriate, ensure adequate supplies of fossil fuels are available to enable continuity of heating.
3. Assist the Site Agent to Ensure that standards of cleanliness are maintained within the school including monitor work of cleaning employees as required and providing cleaning cover for any

accidental spillages, etc. which may constitute a health hazard or as directed by the head teacher. Ensure that cleaning materials are stored and used in accordance with Health and Safety regulations.

4. Carry out the prescribed tasks in the letting procedure for the school. This may include maintaining a diary of usage, taking and receipting payment and showing potential users facilities available.
5. Undertake other duties as required by the post. This will include; take delivery and store materials, undertake portage duties, ensure that school site is kept clean and safe, e.g. clearing litter and gritting ice, etc. Ensure all equipment used in cleaning tasks is maintained to required standards. Identify and report to head teacher any repairs and maintenance work required.
6. Assist in ensuring all appropriate records and documentation are kept in accordance with regulations and as directed by the principal.
7. Building maintenance related duties - carry out handyperson duties in respect of minor temporary repairs (see notes below).

Handyperson Tasks:

- **Plumbing:**
 - simple tap repairs
 - ball valve replacements
 - clearing blocked sinks, wash basins, baths, urinals, etc.
 - clearing drainage blocks (above ground level) where visible and accessible
 - replacement of toilet seats
 - lavatory (cistern), pull chains and handles, etc.
 - replace plugs on bath, sink, and wash hand basins
 - replace with equal broken pipe brackets, fix or re-fix ditto - toilet roll holders
 - cleaning gutters, rainwater pipes and gullies
 - attention to simple leaks suing compression or plastic fittings as appropriate
 - conduct regular Legionella temperature testing and flushing regime
- **Electrical:**
 - replacement of all types of tubes and lamps
 - monitoring of Building Management System to include re-booting of the system when required
 - re-fixing of dislodged light fitting diffusers
 - removal of broken light fitting diffusers
 - replacement of missing screws from light switches and socket outlets
 - replacing fuses (on a like-for-like basis)
 - fitting of new and replacement plug tops
 - Regular sound testing of all bell circuits, fire alarms, class change

- **Joinery:**
 - simple repairs to skirting, door and door frames, windows, furniture and fittings including attention to door handles, catches and locks
 - re-fixing or replacing door stops, restraining catches, hooks, etc
 - easing doors for correct opening and closing, like-for-like hinge replacements
 - fix shelves and pin boarding
 - replace coat hooks, curtain tracks, etc.

- **Decoration:**
 - simple type redecoration, using proprietary paints and finishes

- **Heating:**
 - Checking all heating elements, i.e radiators, convectors, fan assisted convectors etc for correct operation and clean annually. Air vent when necessary, re-fix loose and damaged casings.
 - Inspect / replace where necessary filters and belts on Air Handling Units (AHU's)

- **Energy:**
 - Regularly, once per month, record gas, electricity and water meters
 - check for correct settings and operations of all thermostats

- **Furniture:**
 - simple repairs to desks, chairs and other minor repairs to loose equipment

- **Emergency Action:**
 - Isolate and drain down, where appropriate, water, switch off gas and electrical installations following emergency incidents

- **Miscellaneous:**
 - simple repair or replacement of window catches, handles, hinges and stops. Easing for easy opening
 - replace isolated damaged wall tiles splash backs with like-for like
 - temporarily block off broken windows
 - repair cleaning equipment for own use (not internal repairs to electrical goods)
 - minor running repairs to fences and gates of all descriptions
 - re-erect dislodged signs and / or fix new ones

- **Ventilation:**
 - ensure that all rooms are correctly ventilated both in and out of school hours, paying particular attention to toilet areas.

DIMENSIONS:

Financial Resources: Will be responsible for ordering cleaning supplies and fuel (in some locations).

Physical Resources: Responsible for the safety and security of the building, cleaning and handyperson tools and equipment.

Physical Effort: The job involves a considerable level of physical effort for over 10% and up to 25% of the total working time. Lifting/carrying is also a feature requiring a high level of effort for over 5% and up to 10% of working time.

Working Environment: The post holder regularly works outdoors and will sometimes be exposed to the weather in doing so. However this exposure occurs for less than 10% of the overall working time, but s/he has regular exposure to very disagreeable, unpleasant or hazardous situations for up to 10% of their working time. Verbal abuse, aggression or other anti-social behavior from members of the public is a feature of this job.

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of Disclosure and Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Site Agents will be required to attend the school premises for regular and ad hoc letting, either to attend for the whole period of the booking or at the beginning and completion to ensure the security of the buildings, for which there will be additional payment. In addition, some schools will require that weekend boiler and/or security checks are undertaken as part of the normal working week.

The requirement for this role is to work on a late shift.

The working times are:

- Monday to Thursday 11 am – 19:30 (1 hour for Lunch)
- Friday 11am – 19:00 (1 hour for Lunch)

These hours may be subject to variation upon consultation with the post holder.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

| Essential | How Measured |
|--|--------------|
| <p>Qualifications and Experience:</p> <ul style="list-style-type: none"> Some experience of handy person duties in a general capacity | 1,2 |
| <p>Skills / Abilities:</p> <ul style="list-style-type: none"> Basic handy-person skills, able to carry out minor repairs including: Some simple plumbing and joinery work. Literacy skills - able to read instructions, and maintain work related records Able to work without supervision Contribute positively to the work of the team Follow simple instructions and procedures eg security systems and procedures Able to communicate politely and tactfully with school premise users | 1,2 |
| <p>Equality Issues:</p> <ul style="list-style-type: none"> Able to identify some types of discrimination that commonly exist. | 2 |
| <p>Specialist Knowledge:</p> <ul style="list-style-type: none"> Some knowledge of Health and Safety, including COSH. | 1,2 |
| <p>Education and Training:</p> <ul style="list-style-type: none"> Willingness to undertake relevant training. | 1,2 |
| <p>Other Requirements:</p> <ul style="list-style-type: none"> Able to adapt to changing operational demands in terms of tasks undertaken | 1,2 |

1 = Application Form 2 = Interview 3 = Reference 4 = Presentation and/or test

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.