

# Generations Multi Academy Trust



## Facilities Officer

Information for Applicants





## **GENERATIONS MULTI ACADEMY TRUST**

### **Facilities Officer**

#### **Required Immediately**

**Full-time, 37 hours per week, H3 £18,795 - £19,171pa + £874 fringe payment**

**The hours of work are 2.15pm to 10.15pm, Monday to Friday**

We are seeking to recruit an enthusiastic and committed Facilities Officer to work in our Facilities Management team, with a strong customer service ethos. The successful applicant will be expected to work flexibly across all of the Trust's academies (currently Goffs and Goffs-Churchgate Academies).

#### **The ideal candidate will:**

- Have experience of working in facilities management, ideally in education or leisure
- Have a commitment to working with young people in a school environment
- Be practical and have good general DIY skills, plus an ability to develop these skills
- Have high levels of physical fitness required for the physical demands of the role, plus an ability to work at height
- The flexibility to work additional hours/days if required
- High levels of energy and resilience
- Excellent communication and interpersonal skills
- A high level of personal presentation reflecting the Trust's very high standards and expectations
- Good organisational skills
- The ability to work both independently and as part of a team

The successful candidate will have the opportunity to gain access to an exclusive range of benefits, including free use of the gym at Goffs Academy, priority student admission to Goffs or Goffs Churchgate Academy for your child after 2 years' service, and an excellent cash incentive employer referral scheme.

For further details about the recruitment process, please contact Tracey Backman, Acting HR Director on 01992 785843, or by email at [tba@generationsmat.herts.sch.uk](mailto:tba@generationsmat.herts.sch.uk)

**Closing Date: Friday 27th March 2020 – 9am**

**Interview: week commencing 30<sup>th</sup> March 2020**

*Please note that we reserve the right to interview candidates as applications arrive.*

*The school is committed to safeguarding children and young people.*

*All post holders are subject to a satisfactory enhanced DBS check*





# **JOB DESCRIPTION AND PERSON SPECIFICATION**



## JOB DESCRIPTION

<b>JOB TITLE:</b>	Facilities Officer
<b>GRADE:</b>	<b>Hay 3 £18,795 - £19,171pa + £874 fringe payment</b>  <b>£153.40 – First Aid payment</b>  <b>Full Time</b>
<b>PURPOSE OF THE JOB:</b>	To provide clean, safe, well maintained and appropriately prepared facilities for users of the Trust's buildings and grounds
<b>REPORTS TO:</b>	Facilities Manager
<b>RESPONSIBLE FOR:</b>	Nil
<b>CONTACTS WITHIN TRUST</b>	All staff and Students
<b>CONTACTS OUTSIDE TRUST</b>	Contractors  Third party users of the facilities  Visitors (including parents)
<b>MAIN AREAS OF RESPONSIBILITY:</b>	<ul style="list-style-type: none"> <li>• Responsibility for safeguarding and promoting welfare of children</li> <li>• To ensure all facilities meet the Generations standard “look and feel,” and are always kept to a high level of cleanliness and availability, providing a first-class facility to students and third-party users alike</li> <li>• Support the operational plan to ensure the best allocation and utilisation of facilities to the benefit of students staff and other users of the facilities</li> <li>• Ensure appropriate set up of facilities and equipment for activities to be undertaken</li> <li>• Ensure all areas are cleared away after use, and furniture, equipment and resources are stored or prepared for their next usage</li> <li>• Liaise with colleagues on issues relating to the operation of the facilities by responding to queries and communicating proposed course of action</li> <li>• To carry out planned preventative maintenance tasks to the prescribed schedule, as determined by the Facilities Manager</li> </ul>

	<ul style="list-style-type: none"> <li>• To carry out repairs and maintenance to Trust property and grounds as required and within your capability</li> <li>• Ensure the security of the Trust's buildings and grounds</li> <li>• Operation of the Trust's heating plant</li> <li>• Cleaning of specified areas of the Trust's buildings</li> <li>• Attending call outs as a key holder for the Trust's buildings intruder alarm systems</li> <li>• To engage with approved contractors to ensure the correct delivery of contracted services including but not limited to security, maintenance, grounds keeping, cleaning, catering, waste disposal and recycling across all Trust premises, as agreed by the Facilities Manager</li> <li>• To maintain the building to a safe standard by ensuring all health and safety procedures are followed, standards are met, legislation complied with, hazards identified and remedied in a timely manner</li> <li>• The Trust reserves the right to require you to undertake additional or other duties within your capability as may from time to time be reasonably required and necessary to meet the needs of the organization</li> <li>• Qualified First Aider (training will be provided if currently not qualified)</li> </ul>
<b>KNOWLEDGE, EXPERIENCE and TRAINING</b>	<ul style="list-style-type: none"> <li>• Experience of working in facilities management, ideally in education or leisure</li> <li>• Flexibility and sensitivity to the needs of a wide range of users of the Trust's facilities</li> <li>• Knowledge of efficient cleaning methods and materials</li> <li>• Evidence of success in completing handyperson or DIY tasks (paid or unpaid)</li> <li>• Liaising with contractors on site to ensure minimum disruption to the work of the Trust</li> <li>• Liaising with lessees and other users of the facilities as and when required</li> <li>• Evidence through DBS check and recruitment process of suitability for working with children</li> <li>• Awareness of the main requirements of health and safety legislation and good practice relevant to the duties of the post</li> </ul>
<b>WORKING ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Some of the work will be outdoors, in all weathers, and may involve working at height</li> </ul>
<b>ADDITIONAL INFORMATION</b>	<p>The Trust's sites operate from early morning until 10.15 pm each evening. On some evenings, Trust and other events take place which require Facilities Officer cover. In order to meet these requirements, the jobholder will be expected to work shift patterns</p>

	mutually agreed between colleagues. Overtime payments will be made where required
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Trustees to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**AGREED BY:** \_\_\_\_\_ **(Job Holder)**      **DATE:**

**AGREED BY:** \_\_\_\_\_ **(Line Manager)**      **DATE:**

***\*NB: In most cases, the line manager is the Head of Department for your main subject***



## PERSON SPECIFICATION

### FACILITIES OFFICER

The successful candidate will have the following:

- Experience of working in facilities management, ideally in education or leisure
- A commitment to working with young people
- Be practical and have good general DIY skills and an ability to develop these skills
- Have high levels of physical fitness required for the physical demands of the role and an ability to work at height
- The flexibility to work additional hours/days as required
- High levels of energy and resilience
- Excellent communication and interpersonal skills
- A high level of personal presentation reflecting the Trust's very high standards and expectations
- Good organisational skills with a proactive approach
- The ability to work both independently and as part of a team
- A working understanding of and willingness to develop knowledge of Health and Safety legislation
- A full UK driving license with no endorsements

Preferred but not essential:

- Experience of a customer facing role in a customer focused environment
- Building trade qualifications
- Health and safety qualifications

The successful candidate will be able to:

- Work under pressure and respond positively to change at short notice
- Ensure the Health and Safety of students and other users of the Trust's facilities by following relevant Trust policies including:
  - Health and Safety at Work
  - Safeguarding procedures
  - Risk assessment
- Interact positively with students
- Establish productive working relationships with other users including third party users of the facilities
- Establish professional relationships with all staff in order to support the progress of students
- Attend and participate in meetings as required by the Facilities Manager and Chief Financial Officer
- Participate in training and other learning activities as required
- Contribute to the overall ethos/work/aims of the Trust
- Deliver First Aid



# **INFORMATION ABOUT THE GENERATIONS MULTI ACADEMY TRUST**





## Information about the Generations Multi Academy Trust

Welcome to our information pack about the Generations Multi Academy Trust and its two schools, Goffs and Goffs-Churchgate. **Goffs** is a mixed 11-18 comprehensive Academy with approximately 1400 students on roll, including a thriving and successful Sixth Form. The school is extremely popular in the local area, with an average of over 700 applications annually for the 240 places available, and significant waiting lists for places across the year groups. On intake, students are of an ability level (KS2 APS) significantly above that of the national average although the school is a true comprehensive school and admits a good mix of students of all ability levels.



**Goffs-Churchgate** is a fully mixed comprehensive school for students from 11-16 years of age, with over 300 students on roll. Demand for places at the school is high, and the school will as a result, rapidly expand to its target figure of 600 students. The school opened at the end of August 2017, with a significant demand for places since its opening, reflecting the very high level of local interest in the school. Local estate agents

report significant interest in parents moving to the locality with a view to being near Goffs-Churchgate: a very successful future is predicted for the school. One of the school's key strengths is its highly cohesive and supportive community. As such, the decision to cap student numbers at 600 is entirely deliberate, enabling us to maintain a strong sense of community where everybody knows everybody else. Recognising that not all children thrive in large secondary schools, the Trust has made a deliberate decision to offer both a larger and much smaller secondary school for local parents to choose between.



### Professional Working and Learning Environment

Staff and students work in modern, professional environments, with both having benefitted from recent building projects including a full, £20million rebuild at Goffs. The new facilities provide light, modern, professional and a fit for purpose working environment for all.

### The Generations Multi Academy Trust

In early 2016, Goffs Academy received a direct approach from the DfE asking that they consider establishing a Multi Academy Trust and work in partnership with other schools. As a result, the Generations MAT was established from 1st September 2016, with Goffs as the lead school within the Trust. Goffs-Churchgate was born from that vision. The two schools are within walking distance of each other and already share many activities, including CPD for staff. One of the Trust's fundamental principles is that no one school is in any way more



important or successful than the other. As such, CPD and other events are rotated through all schools in the Trust, with everyone learning from and sharing with each other. This collegiate and collaborative approach permeates our Trust.

The MAT is extremely financially secure. Finances are overseen by a Chief Finance Officer with considerable financial expertise in the private sector. The Trust created a dedicated Director of Income Generation position, and extensive lettings and business development work now takes place across all sites in the MAT. This additional income – soon to reach c.£500k per annum – underpins generous levels of staffing at both schools, plus many “extras” that would otherwise be unaffordable in the current funding climate. As one example, all teacher loadings were reduced for 19/20 as a direct result of the additional monies coming into the Trust via this income generation work.

Our plans include establishing nursery provision with subsidised staff places, currently on track to open from September 2020, as well as welcoming other schools to our Trust. The MAT offers extremely exciting opportunities for staff, students and the local area and we are all very much looking forward to its growth.

## Outcomes

Our strategy for continuous school improvement has had huge success and we are actively committed to ensuring that our very popular and successful schools, plus the wider MAT, continues as a centre of excellence in the community.

Exam results in 2019 were another year of huge success for **Goffs**. GCSE highlights include:

- Progress 8: +0.27 (significantly above national average)
- 71% of students achieved grade 4 or more in English and Maths and 50% achieved 5 or more in both
- English grade 4/5 or more: 89%/67%
- Maths grade 4/5 or more: 76%/55%
- Percentage of grade 7 or more in all subjects: 25%

At A Level, continuing the upward trend of recent years, students achieved another excellent set of exam results, including an overall 100% pass rate. Approximately three quarters of the year group progressed to university or further education courses including exciting and wide-ranging courses as Law, History, Geography, Maths, Finance, Physics and Astrophysics, and Project Management for Construction, whilst the other students progressed directly into employment or apprenticeships. Our Sixth Form has an excellent reputation in the local area, over the past three years the numbers of students applying to join our Sixth Form has increased and is now in excess of 150 per year.

We are, of course, very proud of these outcomes. Equally, we are clear that they reflect the start of our journey, not the end. As such, we target set in the top 10% of all schools nationally and strive at all times to meet ambitious targets. We are committed to a cycle of continuous improvement and aspiration and are keen to appoint a colleague who shares that vision, determination and a restless quest for even higher outcomes. All of these factors combine to make Goffs a very exciting and rewarding community to be a part of.



**Goffs-Churchgate** secured an outstanding set of GCSE outcomes in September 2019, with the Progress 8 score being a new record for the school. In just two years, the school's performance at GCSE has improved significantly. GCSE highlights include:

- A remarkable 175% improvement in the overall Progress 8 scores since the opening of the school
- The proportion of students who achieved Maths and English at grade 4+ was 58%, an increase over nearly 20% in the past two years
- The proportion of students who achieved English and Maths at grade 5+ was 36%, a 24% increase in the last two years
- Overall Progress 8 is +0.47, with Maths, English and Science all performing in line with National Averages. The performance of our SEND students were particularly impressive with every progress measure being significantly above National Average. In addition, our disadvantaged students outperformed their non-disadvantaged peers

To achieve such fabulous progress in such a short period of time, is testament to the school's staff and students. We know that this success represents just the start of our journey, and that very exciting times lie ahead.

Both schools target set in the top 10% of all schools nationally and strive at all times to meet ambitious targets. We are committed to a cycle of continuous improvement and aspiration and are keen to appoint a colleague who shares that vision, determination and a restless quest for even higher outcomes. All of these factors combine to make The Generation Trust a very exciting and rewarding community to be a part of.



## Community

Both schools pride themselves on their sense of community – both within the school itself, and in the wider locality. Visitors to our schools unfailingly comment on a very real sense of community, coupled with warmth and pride. Both schools are members of Cheshunt Extended Services (ChExS), offering a variety of extended school and community based activities for both students and parents. Our students actively support local charity work such as the Isabel Hospice, and maintain strong links with our local primary schools. Each school also benefits from a thriving student leadership programme, with students leading on key development projects of their choice, ensuring strong student voice and participation across the Trust. We firmly believe in every student feeling a strong sense of community, and on entering each school, every student is placed in a House. Each House is led by a team of student House Captains and has a clear sense of identity. Regular competitions and assemblies strengthen

this sense of community. Each year the House Captains decide on a possible group of charities to support, with students then voting for their chosen school charity and subsequently arranging a variety of fund raising events throughout the school year. Such work is indicative of the ability of students in the Trust to empathise with the needs of others, and further develops their capacity to work successfully in a variety of social settings.

We regularly bring visitors from the community into school to work with students, and maintain strong links with our local secondary schools. Each school's facilities are used for evening and weekend lettings, including superb sporting facilities, as well as holiday classes, providing opportunities for a diverse range of users including the Greek School, and local dance and sports groups.

Across the Multi Academy Trust a large variety of annual school trips give students the opportunities to sample different cultures, whilst an extensive programme of off-site visits provides opportunities for students to experience the diversity that exists within the UK, including theatre, galleries and museum visits.



Both schools are proud to be truly comprehensive schools, with students and staff from different religions and a number of languages spoken in each school. As a Trust we recognise and celebrate what makes us unique and different, and acknowledge that we are also part of one community. Our aim is for everybody to feel valued and respected and we strive hard to ensure we create a positive culture within the school to enable this to happen.

### **Care, Guidance and Support**

Successful learning takes place when students feel safe, confident, respected and valued, and are engaged. The Trust believes in supporting and nurturing all students in their quest to become successful learners. As such, we place a high value on pastoral care as an integral part of the life of each school.

We promote positive attitudes towards learning and provide a caring and supportive environment within our community. Continuously nurturing, supporting and developing our students is hugely important to us and significant investment is made in each school's pastoral structures.



## Goffs School Dog

Goffs has a school dog – a 2 year old cocker spaniel called Huxley.

Huxley belongs to me and is based in my office at Goffs. He spends time with students at break and lunchtime, undertakes the odd learning walk (ie romp), is available at the start of exams to help keep anxiety low, and also spends time in Learning + with our more needy students. Huxley has proved himself to be adept at playing Frisbee and football, although less adept at giving the Frisbee and football back....He is also available for staff cuddles as desired, and is very happy indeed to oblige, particularly if you'll play with him. Staff who do not want any contact with Huxley of course do not have to have any.



## Staff Development

The Trust has an extremely strong reputation for staff development both teaching and support staff. Developing the next generation of school leaders, both middle and senior, and future Headteachers for those who wish to pursue this, is a responsibility that we take very seriously.

We have a full suite of staff leadership development which staff can join be they an NQT or highly experienced colleague, whilst I chair the national Leadership Partner School network, a group that brings together schools dedicated to developing outstanding leadership skills throughout their communities, and which allows us to visit other network schools, to attend national conferences and to share best practice.

In addition to innovative whole staff training days, we disaggregate a number of hours for training every year. This allows staff development to be highly personalised as staff can opt



for the training which best meets their needs, including the opportunity to do a research project in partnership with Cambridge University. Many use their disaggregated time to coach others or to receive coaching. Moreover, there are specific training sessions for NQTs and other interested staff which run each week after school.

We also place a lot of emphasis on 'on the job' training and support. A thorough induction scheme is available to all new staff, and mentors/buddies are assigned to guide you through those new routines. Finally, external courses can of course be booked if, on very rare occasions, we cannot cater for a particular training need in house.

## Leadership Development

The Trust's Leadership Academy encompasses both staff and student leadership development through a series of student led groups and staff leadership pathways. The staff programme specifically provides opportunities for:

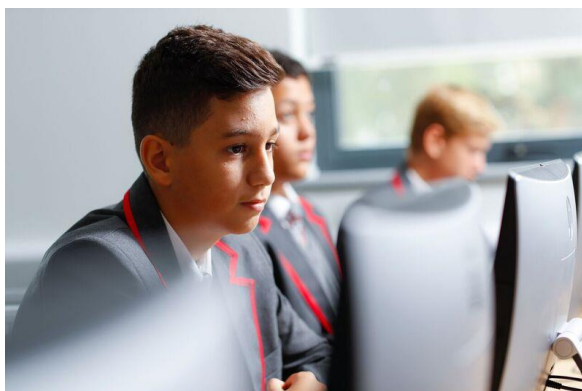
- Aspiring Middle Leaders
- Aspiring Senior Leaders

All pathways are personalised for the individual and staff receive one to one support from a mentor alongside working on a whole school project. Both support staff and teaching staff are welcome to join the Leadership Academy at any point in their career.

A full suite of leadership training is offered with a range of sessions including:

- Communicating vision and values
- Developing your leadership approach
- Building a high performing team
- Supporting your team
- Leading your team day to day
- Quality assuring effective teaching
- Observation for improvement
- Using data for impact
- Fostering positive behaviour for learning
- Leading and managing innovation and change

Attendance to all training sessions leads to certification by the SSAT. In addition, we encourage aspirant Senior Leaders to take part in the SSAT 'Stepping Up to Senior Leadership' training programme, which includes four external sessions throughout the year. As part of the Trust's commitment to developing future leaders, a number of the existing Senior Leadership Team across both schools gained experience through an 'Associate' SLT position before gaining substantive leadership posts.



## Trust Staff Benefits

Alongside our very strong focus on outstanding professional development and promotion opportunities, we also offer a range of benefits including:

**Competitive base salary with a tailor made development plan aimed at enhancing your future [earnings] potential through:**

- High quality, personalised CPD
- Bespoke leadership development programmes

- Subsidies for Masters and Degree courses
- Secondment and shadowing opportunities
- As part of our Multi Academy Trust, potential to work across more than one school to develop career enhancing skills and knowledge

**Additional financial incentives and tax efficient benefits, including:**

- Exam marker payment of £400 plus 2 days paid leave to do the marking (1<sup>st</sup> year)
- Childcare voucher scheme
- Payments for staff taking weekend sporting fixtures: staff paid £200 for leading a minimum of six Saturday fixtures plus 6 weekly training sessions
- A daily allowance of £50 for school trips taken over a weekend or any school holiday
- A £1,000 Employee Referral Scheme (i.e. finder's fee) for any qualifying positions that you refer the successful candidate for: £500 on the person starting, and £500 if the person is still at the school 12 months later

**Access to a wide range of health and well-being resources including:**

- New, professional and fit for purpose working environments
- Free use of a range of sports and leisure facilities including a fully equipped gym and swimming pool.
- Occupational Health & counselling support
- Free flu jabs
- Subsidised social events
- 100% attendance reward – day in lieu, taken at each school's discretion
- Free tea, coffee and milk for staff

**Alison Garner**  
**Executive Principal**  
**March 2020**



**GENERATIONS MULTI  
ACADEMY TRUST  
REFERENCE REQUEST  
FORM**





<b>Candidate's Name:</b>			
<b>Post:</b>			
<b>Name of Referee:</b>			
<b>School/Company</b>			
<b>Referee's Tel No:</b>			
<b>How long have you known the candidate and in what capacity?</b>			
<b>What is (or was) the candidate's job?</b>			
<b>What is his/her current salary (or salary when leaving your post)?</b>			
<b>When did the candidate work for your organisation?</b>	<b>From:</b>	<b>To:</b>	
<b>If the candidate has left your employment, please state the reason:</b>			
<b>How many days was the candidate off work sick over the last 2 years?</b>			
<b>How many periods of sickness over the last two years?</b>			
<b>Please comment on the candidate's performance history and conduct as your employee:</b>			

<b>Has the candidate had any current disciplinary warnings, or time-expired warnings that concern the welfare or safety of children, if so please give details here:</b>
<b>Do you have any concerns about the candidate's suitability for working with children and young people, then please give details here:</b>

Please tick one statement against each heading to best describe the candidate.

<b>1</b>	<b>Teaching Ability</b>	Students learn very effectively in his/her classes. Teaching is purposeful.	Most students learn effectively in his/her classes.	Students occasionally have difficulties. Teaching sometimes lacks focus.	Support and further training needed.
<b>2</b>	<b>Preparation of Lessons</b>	First class, always attends to fine detail.	Sound, sets well-focused and realistic objectives.	Satisfactory but lacking imagination.	Needs support on occasions.
<b>3</b>	<b>Assessment/Marking of Work</b>	Always detailed, thorough and positive. Support further learning through target setting.	Conscientious and thorough. Some target setting.	Acceptable but lacking detail.	Has needed prompting on occasions.
<b>4</b>	<b>Learning Environments</b>	Makes extensive use of students work and displays, keeps area tidy and attractive.	Makes use of display, keeps area tidy.	Display produced but changes infrequently.	Has needed prompting on occasions
<b>5</b>	<b>Relationships with Students</b>	Students respond extremely positively.	Students are usually well motivated	Acceptable but at times there are common difficulties.	Needs support and further training.
<b>6</b>	<b>Work as a Tutor</b>	Caring, well informed and effective. Reviews progress with students.	Carries out agreed tasks reliably.	Carries out agreed tasks reluctantly.	Needs support and further training.
<b>7</b>	<b>Enthusiasm, Drive and Energy</b>	Works very hard and with great interest. An example to others.	Works well.	Levels fluctuate.	Needs regular support and encouragement
<b>8</b>	<b>Organisation</b>	First class organiser. Efficient. Always meets deadlines.	Sound organiser, has a good idea of aims and objectives.	Acceptable, but tends to be 'last minute'.	Needs support and further training.

9	<b>Initiative and Reliability</b>	Can always be relied on to execute duties beyond the call of duty.	Carried out agreed tasks without prompting.	Follows instructions.	Needs regular support and encouragement.
10	<b>Attendance</b>	Excellent.	Good attendance.	Some days off every year.	Has had attendance problems.
11	<b>Punctuality</b>	Excellent.	Very occasionally unpunctual.	Punctuality generally satisfactory	Has had problems with punctuality.
12	<b>Relationships with Colleagues</b>	Highly respected and liked by all.	Respected and well liked within own circle.	Prefers to work alone.	Somewhat isolated amongst colleagues.
13	<b>Extra Curricular Activities</b>	Frequently attends school functions and involved in extra-curricular activities.	Occasionally attends school functions and some involvement in extra-curricular activities.	Some infrequent involvement	No involvement at all.
14	<b>Leadership</b>	A natural team leader. Has demonstrated this on many occasions	Has potential leadership qualities.	Prefers not to take the lead.	Unwilling to lead others.
15	<b>Co-operation</b>	Very supportive and co-operative team member.	Works well in a team.	Reluctant team member.	Prefers to work independently.
16	<b>Responsibility</b>	Always eager to accept responsibility to extend knowledge and experience.	Accepts responsibility but does not always realise implications.	Does not usually enjoy taking responsibility.	Avoids taking responsibility.
17	<b>Flexibility and Responds to Change</b>	Receptive to new ideas. Considers them in a positive but balanced way. Enjoys new challenges.	Generally responds constructively to change and new ideas.	Somewhat inflexible and views changes with suspicion.	Embraces every new idea without due thought or stubbornly resists change.
18	<b>ICT Capability</b>	Excellent.	Good.	Poor.	Weak.
19	<b>Recommendation for this post</b>	Recommended without reservation.	Recommend strongly.	Recommend for consideration.	Unable to recommend.