

Briefing Pack for Applicants Premises Operative



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Premises Operative

Location: High Storrs School

Pay scale: Grade 4 (Point 7-12) £26,403-£28,598

Contract: 37 hours p/w, 52 weeks (on rota basis), Permanent

Start date: Immediate

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a highly motivated individual to undertake the important role of Premises Operative.

Candidates are encouraged to visit the school or have an informal discussion about the role with Sarah Dyson, Business Support Manager. Arrangements for this can be made by contacting Rachel Farthing, Headteacher's PA rfarthing@highstorrs-mlt.co.uk

Closing date: Monday 1st June 2026 at 9am. Interview date: w/c 8th June 2026

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence. Further information is available by contacting Rachel Farthing, Headteacher's PA via rfarthing@highstorrs-mlt.co.uk

The application form and information pack is available on the Trust website [All Vacancies - Minerva Learning Trust](#) . **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION**

FORMS WILL BE ACCEPTED. Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2025, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Premises Operative
GRADE/SALARY	Grade 4 Range 7-12 (plus, as and when agreed, additional premium time payments for overtime)
HOURS/WEEKS	37 hours/52 weeks on a rota basis
LOCATION	High Storrs School
RESPONSIBLE TO	Premises Manager
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	To provide a service to the site consisting of security of premises, lighting, heating, cleaning, maintenance and operation of plant, portorage, grounds maintenance and handy person duties, to provide an efficient support service to the site users and community groups.
RELEVANT QUALIFICATIONS	

SPECIFIC DUTIES AND RESPONSIBILITIES

The post holder, must at all times, carry out their duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

SECURITY OF PREMISES

- To act as tertiary key holder to be called upon in emergencies and in the absence of the primary and secondary keyholders.
- Maintain a high level of safety and security of buildings and grounds at all times, including all methods of access to the school, and especially in rooms/areas with expensive equipment or resources.
- Lock/unlock premises and check for vandalism/break-ins.
- Liaise with emergency services (e.g. Police, Fire Brigade, Education Officers) in cases of break-ins, and fires etc.
- Switch on/off intruder alarms, internal and external lights as necessary.
- Adjust time clocks and access control systems when necessary.
- Make rooms and premises temporarily secure and safe after break-ins or vandalism.
- Report incidents to Premises Manager, Business Support Manager and Headteacher.
- Administer checks on the operation of fire alarms, extinguishers (visual checks), emergency lights and fire hoses on a regular basis.
- To take part in fire procedures as necessary.
- Make safe the building, gas, water and electric power when locking up.
- To review the CCTV system, as requested, when incidents occur, and log access as required.

CLEANING

- To undertake emergency cleaning and other cleaning as required. Examples including but not limited to: after ill children, floods, cleaning of work areas, additional cleaning in toilet areas etc. (not including covering an allocated cleaning zone/area).
- Mop up and remove spillages, floods, vomit, and obnoxious waste in line with agreed procedures.
- Carry out the periodic stripping and resealing of hard surface floors.
- Clean and tidy all yards, paths, gullies and drains on a regular basis as directed, including the emptying of all external litter bins, including a daily check for litter.
- Continually survey the school and remove all litter and leaves from hard/soft ground areas related to the site.
- Continually survey the school site and remove graffiti from internal and/or external walls, windows etc., using appropriate cleaning equipment and materials on a regular basis as directed.
- Transport refuse to bin/skip areas from agreed collection points.
- Inspect after workmen, report any major problems, or bring room up to required standard.
- Clear snow off main paths, steps and ramps and support with cleaning car parking areas as required, to facilitate safe access of pupils and staff to the premises. Grit as necessary.
- To clean high/walls/internal windows as directed following the appropriate working at heights guidelines.

MAINTENANCE

- To identify and report any repairs, maintenance or replacements that require rectification.
- Ensure the boiler room, heating plant and all associated equipment is kept tidy and in working order and checks carried out as set out in procedures.
- To carry out minor maintenance, repairs and modifications as quickly as possible, as logged on the school compliance system.
- To install, maintain or repair jobs of a minor nature relative to the fabric, fixtures and fittings of the building equipment and furniture, ordering any necessary parts and updating the issue on the compliance system to communicate updates to staff.
- Responsibilities in relation to general maintenance of the building include, but not limited to:
 - Plumbing (e.g. leaking taps)
 - Joinery (e.g. boarding up broken windows)
 - Painting/Decorating
 - Plastering to small areas.
 - Reglazing to ground floor level.
 - Electrical (e.g. Make safe broken light switch/sockets plugs. Tape over or isolate from further use). Report repair at earliest opportunity
 - Gas (e.g. Leaks etc. isolate, turn off gas supply). Report repair at earliest opportunity).
 - Others as necessary within the capabilities of the post holder.
- Clean lights and light fittings.
- Check and replace faulty lights, tubes and starters on a regular basis. Fit or change electrical plug head if competent. Check fuses and replace with manufacturers recommended fuse.
- Fuse Boards, where power failure to electrical appliance or faults have caused main fuses to break the circuit. Fuses may be checked if competent.

DO NOT CARRY OUT ANY REPAIRS TO FUSE BOARDS.

- 1) Ensure power supply is switched off when working on any appliance.
- 2) Repairs to electrical leads or equipment can only be carried out by an experienced competent person.
- 3) If in doubt, switch off the power and report the issue as soon as possible.

SCHOOL MINIBUSES

- Carry out basic weekly checks on the school minibuses as directed and in line with policy e.g. oil, brakes, water, tyre pressure etc.
- Deliver minibuses for servicing and repairs (if qualified to do so e.g. appropriate driving test).
- Ensure minibuses are kept clean and in an orderly condition.
- Maintain associated checklist/paperwork in line with policy

GROUND MAINTENANCE DUTIES

- Cut and maintain grassed areas as required.
- Cut and maintain hedges.
- Cultivate and maintain shrub and flower beds, including watering plants.
- Maintain cricket square and mark out pitches as required.
- Mark out sports pitches and athletics areas and overmark as required.
- Maintain sandpit areas and run-ups.
- Effectively remove weeds, leaves and debris from paths, drives, tennis courts and other hard surfaced areas.
- Erect, dismantle and maintain goal posts, tennis posts and nets.
- Keep the site tidy of leaves and other litter.
- Clear snow off paths, steps, ramps and support with car parking areas as required, gritting as necessary
- Use of appropriate tools, equipment and materials.
- Liaise with external contractors as and when required.
- Carry out routine maintenance on site.

GENERAL DUTIES, including out of hours and Lettings

- Carry out portorage duties as required including receipt of goods and supplies.
- Regularly check, unblock, and clean drains, manholes and gullies. Any major drainage work to be done by specialists.
- To facilitate school events as requested.
- Set out/put away furniture and equipment for events, meetings and exams.
- Arrange temporary signs in car parks and buildings as necessary.
- Deal with lost property in accordance with agreed procedure.
- To administer good working practice to encourage energy conservation measures wherever possible.
- Ensure compliance with Health and Safety regulations and codes of practice in the provision of a safe and healthy environment. Keep corridors clear of blockages in line with H&S safety and fire risk assessments
- To follow work programmes and record work carried out as directed.
- To have a willingness to work outside of normal hours in the evening and to work at weekends as necessary and willingness to facilitate out-of-hour work/lettings.
- Use the evening shift and weekend times to both support lettings/events and carry out other aspects of the role including repairs and maintenance. In accordance with lone working policy.
- To facilitate school lettings in line with the school hire policy. Including:
 1. Ensures the facilities and equipment requested are clean in good working condition in advance of the letting.
 2. Set out/put away furniture and equipment as required
 3. Direct Hirer to first aid kit locations, should they be required during the hire.
 4. Man the lettings mobile phone during the shift and be available for any queries or requests during the hire.
 5. Maintain a high level of safety and security of buildings and grounds at all times, including all methods of access to the school. Report incidents during the hire to Premises Manager and Business Support Manager.
 6. To support with plans, projects and endeavours to make HSS more sustainable and

environmentally friendly.

- To provide cover at lunch times and holiday times for other Premises Operatives to maintain the service provision.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

4. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
5. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher or Line Manager.
6. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Premises Operative

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND TRAINING

Good level of literacy and numeracy (Level 1).

AF / I

Practical training courses relevant to the role.

AF / I

KNOWLEDGE AND EXPERIENCE

A background in premises operations e.g. security systems, maintenance and repair of buildings, heating systems, fire systems and grounds maintenance.

AF / I

Understanding of and commitment to diversity and equality of opportunity in all working practices

AF / I

PROFESSIONAL DEVELOPMENT

Evidence of recent, appropriate professional development

AF/I

SKILLS

Use of Microsoft Office software, e.g. Word, Excel, Access.

AF / I

Ability to contribute to ensuring that the service area meets the needs of the school and its stakeholders.

AF / I

Ability to follow work programmes and carry out tasks.

AF / I

Able to make a positive contribution to the service area.

AF / I

Develops own knowledge and skills to improve service area performance.

AF / I

Maintains standards set by the organisation.

AF / I

Takes responsibility for own actions.

AF / I

Ability to work alone unsupervised.

AF / I

Ability to meet deadlines.

AF / I

QUALITIES AND ATTRIBUTES

Able to communicate effectively with people at all levels.

AF/I

Able to work effectively as part of a team recognising own role as a team member.

AF/I

Able to demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality.

AF/I

Ability to learn from experiences.

AF/I

Ability to carry out instructions accurately and effectively as directed by the line manager.

AF/I

Ability to demonstrate customer care.	AF/I
Ability to work alongside young people.	AF/I
Able to work under pressure and recognise and manage stress.	AF/I
Flexible approach to working hours, including some weekends.	AF/I
Ability to work effectively under pressure and to deadlines.	AF/I
Physical agility to meet the requirements of the role.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA rfarthing@highstorrs-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.