

Ambition • Bravery • Respect



Northern Ambition Academies Trust

Caretaker/Site Technician

# Recruitment Pack



# Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

**Liz Fairhurst**  
CEO

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# Vision & Values

## Our Vision

*At Northern Ambition Academies Trust,  
our vision is to create a world in which all young  
people can flourish, dream and succeed.*



## Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



### Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



### Bravery

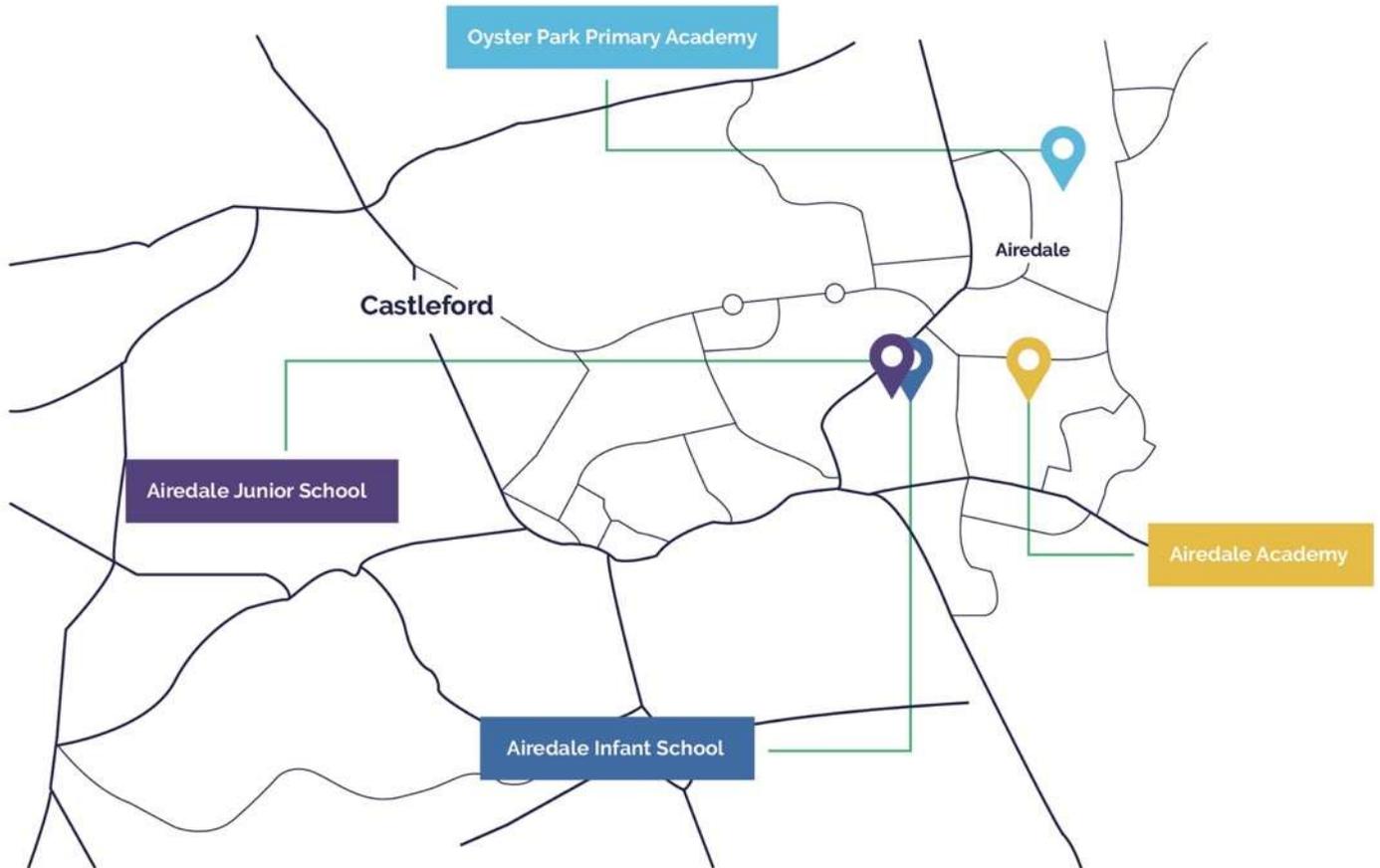
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



### Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies





Ages 11-18  
**Principal: Miss L Proctor**



Ages 3-7 years  
**Headteacher: Miss K Robinson**



Ages 7-11 years  
**Headteacher: Miss K Robinson**



Ages 3-11 years  
**Headteacher: Mrs J Chapman-Kemp**



## Job Description

# Caretaker/Site Technician

## Purpose Of The Post

Under the direction/instruction of appropriate senior staff, assist in the provision of maintenance and security services on the school premises, thereby ensuring a safe working

## Responsible For

- Assisting with the supervision of contractors working on site where appropriate.
- Provision of a safe environment for staff and students
- Opening/closing the school site as required
- Effective use of materials and resources.

## Liaising with

Premises staff, Senior Leadership Team, Heads of Department, teachers and non-teaching support staff, theatre and sports centre staff, local authority staff, police, contractors.

## Working Conditions

The nature of the post may involve some ongoing considerable physical effort, e.g. lifting or carrying of equipment, pushing or pulling items of moderate weight, relating to the nature of the role. The job involves some exposure to disagreeable, unpleasant or hazardous environmental working conditions.

The postholder will be required to work unsociable hours to assist with lettings/undertake the opening and closing of the site; this may include occasional split shifts in the absence of the second keyholder and may include working any of the shift patterns that the site team undertake. This will involve some periods of lone working. Flexibility with working hours will be required to facilitate after school activities e.g. locking up after parent's evenings, etc.

The postholder will be required to attend the site out of hours to respond to security alarm activations as part of a rota, for which overtime over 37 hours will be paid. This means that the postholder must live within 30 minutes' travel of the school.

The postholder will be expected to work across the school within the Trust as and when

## Requirements of the Post

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

Evidence of entitlement to work in the U.K.

Childcare Disqualification Declaration (where applicable)

Evidence of essential qualifications - see page 1 of this job specification

Two satisfactory references

Confirmation of medical fitness for employment

Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure

The postholder will be required to attend the site out of hours to respond to security alarm activations as part of a rota, for which overtime over 37 hours will be paid. This means that the postholder must live within 30 minutes' travel of the school.

# Main (Core) Duties

## Caretaker/Site Technician

### • SECURITY

- Lock/unlock buildings and areas, including providing emergency access to the Academy site.
- Assist with regular security checks and identify security risks.
- Operate and respond to alarm systems where appropriate.
- Monitor fire safety equipment and assist with carrying out fire drills.
- Liaise with police, security and surveillance contractors (including out of hours when required).

### REPAIRS & MAINTENANCE

- Undertake/assist with minor repairs or improvement work e.g. minor plumbing, changing light bulbs, unblocking drains and gutters, repairing door furniture, redecoration, fixing shelves/noticeboards.
- Operation of heating plant, cooling and lighting systems, including maintenance and operational tasks related to boilers
- Collect and assemble waste for collection.
- Undertake cleaning duties including graffiti removal, litter-picking, etc.
- Undertake emergency and specialist cleaning tasks, including shower head cleaning.
- Undertake regular inspections of the buildings, fixtures, fittings, furniture, premises and grounds to assess the need for minor works or repairs, or to identify areas of work which need to be added to the premises management plan.
- Undertake routine “client” tasks on behalf of premises-related contractors, e.g. cleaning, grounds maintenance, legionella monitoring.
- Undertake activities required to maintain a safe and clean external environment e.g. gritting, snow clearing, removal of litter and weeds.
- Assist with the maintenance of specialist sports equipment following specialist training.

### MANAGEMENT OF RESOURCES

- Ensure the maintenance of a clean and orderly working environment.
- Timely and accurate preparation of routine equipment/resources/materials as set out in instructions.
- Refill and replace consumables e.g. soap & towels as agreed with the Cleaning Manager.
- Report faulty equipment and other maintenance requirements to appropriate person.
- Maintain the security of school premises by securing entrances/exits as appropriate and reporting potential security breaches.
- Ensure lights and other equipment are switched off as appropriate and windows are closed.

# Main (Core) Duties Continued

## ORGANISATIONAL ACTIVITIES

- Undertake/assist with the receipt, distribution, collection and despatch of goods.
- Undertake the movement of furniture, equipment and other resources.
- Maintain and arrange orderly and secure storage of supplies.
- Operate everyday equipment in accordance with instructions.
- Support the Senior Caretaker in administering the use and maintenance of school vehicles and to carry out driving duties when required.

## GENERAL RESPONSIBILITIES

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Promote and ensure the health and safety of pupils, staff & visitor (in accordance with appropriate health & safety legislation) at all times.

## OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its' distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive image, contributing to a welcoming school environment which supports equal opportunities for all.
- To attend any relevant training as necessary in order to support the needs of the role or you as an individual.
- To engage actively in the performance review process.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been 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 endeavour 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.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

# Person Specification

## Caretaker/Site Technician

### Essential Criteria

#### Qualifications

- Willingness to undertake induction and any other training required for the performance of the role.
- Good literacy/numeracy skills.

#### Knowledge & Experience

- Knowledge of a range of basic repair and maintenance tasks.
- Working knowledge of relevant codes of practice/legislation or willingness to learn about these.
- Working knowledge of health and safety procedures and precautions.
- Awareness of COSHH regulations or willingness to learn about these.
- Awareness of health and hygiene procedures.
- Knowledge of moving and manual handling procedures.
- Willingness to learn how to use relevant equipment.
- Willingness to gain knowledge of cleaning procedures required to meet specified cleaning standards.
- Previous experience as a handyman, in a site maintenance role or experience in at least one of the trades (e.g. building, plumbing, electrical, joinery, painting and decorating).

#### Physical Skills Required

- Use specialist equipment/resources.
- Ability to undertake work which requires considerable physical effort e.g. walking, lifting, carrying.

### Competencies and Other Skills Required

- Commitment to personal development.
- Ability to work on own initiative and independently where necessary.
- Ability to undertake minor repairs or oversee contractors undertaking this work.
- Ability to relate well to children and adults.
- Has a sense of humour and is resilient.

### Desirable Criteria

#### Qualifications

- Specific training in a specialist area (e.g. plumbing, painting and decorating, joinery).
- Minibus driving qualification or willingness to undertake this.

#### Knowledge & Experience

- Appropriate knowledge of First Aid or willingness to undertake First Aid training
- Previous experience of caretaking or site keeping in a school or similar environment.

## Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and

doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

## Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- The opportunity to work collaboratively within a vibrant, supportive family of schools.
- Use of School IP to assist with CPD and the development of all staff.
- Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).
- Annual appraisals.
- The Key membership.
- Recognition including Random Acts of Kindness and Staff Awards.
- Discounted Microsoft products.
- Annual Flu jabs
- National College membership.

# Ethical Leadership

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NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

# Curriculum

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Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

## Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Director of Finance and Operations

Anastasia Byard

### School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

### HR Manager

Nikky York

### Headteachers

Jodie Chapman-Kemp

Lyndsey Proctor

Katie Robinson

### Trust Executive Assistant

Isabelle Parkinson

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.



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