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Recruitment Pack

PREMISES MANAGER

Wallington High School for Girls

June 2024



Wallington
High School For Girls
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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WELCOME FROM THE DIRECTOR OF ESTATES AND FACILITIES

Dear Candidate

Thank you for your interest in the post of Premises Manager at Wallington High School for Girls.

The Girls' Learning Trust (GLT) was formed in September 2015 and consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton. As the largest all-girls multi academy trust in the UK, we have over 4,500 students aged 11-18 and almost 500 staff. We have a financial turnover of £30m and operate over three large sites. Our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

Wallington High School for Girls is a highly successful comprehensive school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community, and has a growing Sixth Form. The school is a welcoming environment, which, paired with high standards, delivers an excellent education for our students. The buildings range from a traditional main block to much more recent buildings that contain specialist science labs, a sports hall, dance and drama studios, music rooms and STEM workshops. The student body in the school is truly diverse, both in heritage and educational starting point.

Staff are our most valued asset, and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within each school and across the trust. Continued professional development plays an important role in ensuring that the quality of education is very high in our schools. There are lots of opportunities for cross-trust professional development, with staff from all three schools working collaboratively on projects in many areas and we have a GLT professional development conference each year for all our staff.

This role is based within our Shared Services Team, but also plays a full role in school life – working directly with staff at Wallington to deliver the best quality service. The successful candidate will also work closely with Premises Managers from our other GLT schools, participating fully in the enhancement and development of our systems and process across the Estates and Facilities service.

I look forward to receiving your application.

Kind regards



Rachel Green
Director of Estates and Facilities



OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

What is the history of the Girls’ Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls’ education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance,

Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focused.

What is it like working at the Girls' Learning Trust?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

OUR SCHOOL

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our sixth form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2022, 91% of our GCSE entries were awarded 9/7 grades. At A level, 65% of our entries were awarded A*/A grades putting us in the top 25% of the county when it comes to progress at KS5. The vast majority of our students move from WHSG into higher education. Seventeen 17 students gained places at Oxford or Cambridge in 2022, with over 70% gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of our strong pastoral system and girls enjoy a comprehensive programme of PSHCE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. Form tutors remain with their group from year 7-11 or in 12 and 13 and this further fosters this relationship. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. We have an extensive student mentoring and tutor programmes and many of our KS5 students help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school production and gym and dance showcase. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School, involving over 50 of our students and an equally successful Duke of Edinburgh scheme, involving 250 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

The Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. 87% of our students chose to stay with us for Sixth Form in 2022 and we also warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification (EPQ) which develops skills of analysis and

independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities. In addition, Our Sports Leaders run clubs and undertake outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including those that build upon our EDI commitment to school life. All students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do 3 separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. In the sixth form most students study 3 A Levels, with the most able being given the opportunity to study 4. This is supplemented with the range of opportunities detailed above.



OUR SHARED SERVICES

There are significant benefits associated with being part of a multi academy trust – enabling savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

Finance

We are responsible for the long-term financial sustainability of the Trust and support each school in its own budgeting. We also manage all finance processing and other financial reporting for the schools.

Estates and Facilities (including Health & Safety)

We lead a team of school-based premises staff at each site, making sure our buildings and facilities are fit for purpose for students and staff. We also manage all capital development and large refurbishment projects, working with experts to secure external funding where possible.

Information Technology

We lead a team of school-based IT staff at each site, managing the digital infrastructure that supports high-quality teaching and learning in the classroom, as well as key systems for staff.

People and Administration

We work across the Trust and take responsibility for managing and coordinating all HR functions, implementing policies, and ensuring best practice. As well as advising and supporting Headteachers and the wider Executive Team with the selection, recruitment, development and management of all staff, we are responsible for ensuring an inclusive and kind working environment.

Contract Management

We also take the lead in managing a number of Trust-wide external contracts, including the provision of catering, cleaning and other core services across all three sites.

OUR STRATEGY & FUTURE PLANS

Our Vision

Our vision is to be champions of excellence in girls' education, empowering young women to realise their full potential and shape the world.

Our Mission

We are committed to offering an outstanding education that promotes wellbeing and personal development for everyone in our schools, enriched by the opportunities that arise from being part of an girls' education trust.

We believe education should be about:

- Encouraging risk-taking and developing reflective approaches to teaching and learning.
- Championing equality and inclusion and challenging social and economic disadvantage.
- Building supportive and collaborative networks whilst allowing schools the autonomy to develop in ways that are best for their students.
- Offering broad and rich experiences that go well beyond the academic and lead to satisfying and rewarding career paths.
- Fostering a sense of pride in diversity.

Trust Development and Growth

Since 2015 we have been through two discreet phases of development as a Trust. As we emerge from the impact of the pandemic we are now moving into a period of growth – which creates an exciting environment for new staff joining us.

Phase: Development (2015 – 2018)

Academies join the Trust

Emergence of central services in Finance, IT, HR and Premises

Development of cross-Trust initiatives

Phase: Consolidation and Building Capacity (2019 – 2022)

New CEO recruited

Consolidation of central services and of collaboration across schools

Rise in student population numbers

Post-Covid 19 recovery strategy

Phase: Growth (2023 – 2026)

New COO recruited

Explore opportunities for external partnerships

Increase income generation capacity

Strategic approach to succession planning

Prepare for declining secondary-stage population

Shared Strategic Priorities

As a Trust, we have agreed the following shared priorities for all our schools and central services over the next four years:

1. Promoting wellbeing and personal development for all
2. Excellent staff development for high quality teaching and learning
3. High-quality careers education and advice
4. Extensive enriched curriculum opportunities
5. Welcoming, and robustly supporting, disadvantaged students

6. Strength in equality, diversity and inclusion
7. Sustainability, efficiency and value for money
8. Effective governance
9. Championing collaboration across and outside our Trust
10. Recruiting and retaining the very best staff
11. Innovative and effective IT support and infrastructure
12. Well-maintained and managed facilities that support the aims of the schools and the Trust



THE OPPORTUNITY

This is an exciting time to join the Girls' Learning Trust as Premises Manager for Wallington High School for Girls. With the Director of Estates & Facilities appointed in the last year and a significant level of investment planned over the next two years, we're seeking to appoint an appropriately experienced individual, with a 'can do' attitude to lead the premises team in all aspects of the general management of the premises at Wallington High School for Girls, including the delivery of a compliant site and coordination of operational activities to accommodate construction works on site. We're open about the sector you've gained your relevant experience in, but an empathy for education and a sound working knowledge of facilities management are imperative.

You'll be managing a team of premises staff working at the school, as well as acting as the first point of contact at the school for the outsourced cleaning contract. You will join the team of Premises Managers within the Trust who support each other regularly, working collaboratively to solve common problems.

This is an exceptional opportunity for an individual looking to build a career in facilities management, and you will benefit from significant mentoring and coaching in role. We're committed to staff development, and are keen to talk to applicants from different stages in their own career.

JOB DESCRIPTION

Job Title	Premises Manager
Reporting To	Director of Estates & Facilities
Management Responsibility	Assistant Premises Manager Premises Assistants Other Casual Staff
Salary Scale	GLT SO2 £39,264 - £41,808 per annum
Employer Pension Contribution	22% (Local Government Pension Scheme - www.lgpsmember.org)
Other Benefits	Generous annual leave allowance Access to EAP scheme Cycle to work scheme Eye test Vouchers Free onsite parking at schools where possible
Working Location	Wallington High School for Girls

1. Purpose of the Post

Reporting to the Director of Estates & Facilities, the Premises Manager will provide effective leadership and management of the premises team, driving efficiency and continuous improvement of service and providing effective contract management for outsourced services.

The Premises Manager is responsible for the general management of the premises at Wallington High School for Girls, and will be a point of contact for the Headteacher and other colleagues to create a high-quality environment for teaching, learning and other extracurricular activities.

The role will ensure that compliance standards are met, and a high level of response and associated services through SLAs and KPIs, providing periodic reporting to the Director of Estates and Facilities.

The Premises Manager will work with and support the Director of Estates and Facilities in the development of systems and processes to drive continuous improvement.

2. Key Responsibilities

Premises Management & Development

- Oversight of the premises team, ensuring responsive coverage across the site against agreed standards, SLAs and KPIs.
- Working to the Director of Estates & Facilities, to ensure compliance standards are met through a programme of inspections, embedded processes and reports as required.
- To lead the development, monitoring and reporting of PPMs and inspections. This includes the delivery of subsequent remedials, the organisation of minor works, working collaboratively to ensure they are delivered on time and on budget.
- To develop specifications and cost estimates for minor works as required.
- To ensure that the Premises Team works efficiently and effectively, producing appropriate individual staff worksheets, duty rota, annual leave rota, and attendance and punctuality records.

- To prepare documentation for tenders of small to medium projects (in accordance with the current financial procedures), to evaluate bids from alternative bidders and recommend a preferred option for approval.
- To monitor the grounds maintenance contract (and tree surveys) and ensure that those parts of the school grounds not covered by the contract are well maintained.
- To consider space utilisation/planning and furniture layouts to best accommodate the teaching and learning environment in the school, making recommendations for improvements to the Director of Estates & Facilities to enhance the development of estate planning.
- Under the direction of the Director of Estates and Facilities, contribute to major capital development projects and work alongside project management partners and key stakeholders.
- To support the Director of Estates & Facilities in the development of estate related policies, including undertaking cyclical condition assessments to support maintenance planning.
- To manage the budget effectively and work with the Director of Estates and Facilities in the ongoing development of budgets and budgeting processes.

Site Security

- To be responsible for the overall security of the site, the buildings and contents, making use of CCTV where appropriate.
- To be a member of the 'on call' team in the event of any 'out-of-hours' emergencies and to maintain relationships with outside emergency services.
- To be a member of the school's Critical Incident Management Team.
- To ensure the coordination of all out-of-hours activities at the school and arrange for the opening, closing, heating and availability of equipment as necessary for the smooth operation of both school functions and outside lettings.

General Site Duties

- To maintain a log of all statutory inspections and checks carried out.
- To be responsible for the opening and closing of the school at the beginning and end of the school day.
- To manage and monitor the school heating system and hot water systems, and to monitor of energy consumption.
- To drive efficiencies in energy usage, monitoring utilities usage, documenting meter readings and reconciling to billing.
- To ensure the school is clean and tidy and conducive to learning (e.g., litter picking, collecting and disposing of refuse, pest control, disinfecting bins as required, ensuring the cloakrooms are checked daily to ensure they are maintained in good working order).
- To work alongside the external cleaning contractor, acting as the first point of contact on site for staff.
- To manage the provision of portering and furniture moving services as required in order that school activities can proceed.
- To authorise, note and report all overtime in accordance with agreed policies.

Health & Safety

- To be responsible for health and safety matters related to the physical estate within the school, working with the Headteacher as required.
- To be responsible for ensuring that all fire safety, security systems and building services are maintained in good working order, and for ensuring that correct procedures are adhered to in relation to maintaining a safe and healthy working environment (including legionellosis, asbestos and electrical equipment).
- To act as the Asbestos Duty Holder for the school.
- To carry out regular health & safety inspections and risk assessments.

- To ensure that all contractors are assessed for suitability and health & safety arrangements (normally using CHAS) and their performance is monitored.

General Duties

- To work flexibly and closely with colleagues to ensure Trust objectives and KPIs are achieved, which may include external meetings and evening work when required.
- To be responsible for appropriate budgets and resource management, controlling income and expenditure within an agreed budget, complying with the Trust's financial regulations
- To follow Trust policies and procedures, with particular attention to health and safety, safeguarding, prevent, risk management, equality and diversity, quality, values and behaviours.
- To attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- To perform other duties as may be required by the Trust.
- To work effectively with cross Trust leaders, managers and staff to achieve the objectives of the post, fostering a culture of openness, transparency and a solution focussed approach.
- To keep up to date with changes in legislation so the Trust maintains its legal requirement and high standards and expectations in all that it does.

PERSON SPECIFICATION

	Required	Desirable
Education, Training & Qualifications		
Relevant estates, health and safety or compliance qualifications.		X
Evidence of related facilities management training	X	
Experience		
Experience of facilities management, including knowledge and experience of compliance requirements.	X	
Experience of managing a small team, supervising, directing and developing staff.	X	
Experience of managing contractors, writing specifications and commissioning work.	X	
Experience of project management, preferably within a capital development context.	X	
Experience of managing budgets, tracking expenditure and reporting against agreed targets.	X	
Skills		
An ability to plan and manage multiple tasks, making use of appropriate software.	X	
Strong stakeholder management and communication skills.	X	
An ability to think creatively, solving problems with a 'can do' attitude.	X	
An ability to inspire and motivate others to achieve their own targets.	X	
Values & Personal Style		
A pragmatic style of leadership that can balance competing priorities sensitively.	X	
A good listener who can build coalitions amongst individuals who disagree	X	
A strong communicator – both verbal and written	X	
An empathy for education and the environment in which the Trust operates	X	
A commitment to equality, diversity and inclusion	X	

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies.

Application Process

We operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To apply, please complete the application form via our [website](#) or our careers page on My New Term. The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Person Specification.

Closing Date

Applications are to be received no later than 6pm Friday 5th July 2024

Interviews

First-stage interviews will take place online on a date TBC

Second-stage interview will take place at Wallington High School for Girls on a date TBC

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.



Girls' Learning Trust
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