

# Desford Community Primary School



Desford Community Primary School, Kirby Road, Desford, Leicestershire, LE9 9JH



In partnership with



University of  
Leicester



## Premises Officer Information Pack

# Contents



Welcome	Page 3
About Desford Community Primary School	Page 4
Our Staffing Structure	Page 5
Our Pupils	Page 5
Our Parent Community and Wider Links	Page 6
Our Culture, Values and Development Priorities	Page 7
The Desford Curriculum	Page 9
What our parents say	Page 10
What OFSTED say	Page 11
Job Description	Page 12
Person Specification	Page 16
How to Apply	Page 18



# Welcome to our school...



On behalf of Desford Community Primary School, thank you for your interest in applying for the role of Premises Officer at our school.

We have put together this pack to give you some key information about our school and priorities, as well as to provide the job description and person specification. We hope that after reading it you will be inspired to apply for the role.

Desford is a happy, friendly and hard-working school with a dedicated team of staff. Our pupils behave well, are keen to learn and they take great pride in respecting our school and wider village community. This is an exciting time to be joining our school. We have joined the LIFE Multi-Academy Trust and have a recently established leadership structure with an energy for driving change and improvement. We are in the process of embedding our curriculum that is bespoke to our children at Desford using our four main curriculum drivers: community and diversity, relationships and well-being, planet and sustainability, and safety and risk. This is a fantastic opportunity to join our school, if you have the desire to make a positive difference by confidently teaching high quality lessons, demonstrating excellent classroom practice to raise standards and achieve good outcomes and a commitment to promoting equality and diversity, then this could be the job for you!

We strongly encourage visits to the school prior to submitting an application. If you have any questions, please contact the office on [office@desford.leics.sch.uk](mailto:office@desford.leics.sch.uk).

I look forward to meeting you soon,

Colin Wilson  
Head Teacher



# About Desford Community Primary School

## Our Location

The village of Desford is situated 7 miles west of Leicester. Our school serves not only Desford but also the surrounding villages of Peckleton, Kirkby Mallory and Botcheston. There are a number of large employers on the periphery of the village including Caterpillar, Neovia and Crown Crest. The village is fortunate to have a wide variety of community run facilities and groups including a library, sports centre, scout groups, tennis and football clubs and a secondary school with a swimming pool open to the public. There is a strong community spirit in the village. Parents particularly value the links the school has developed with the wider community. Friends of Desford Community Primary School (FODCPS) is also very active in raising funds for the school.

There has been significant recent house building in Desford and further potential developments are in the planning pipeline. Pupil numbers have increased in the last 10 years and the school now has almost 400 pupils. This rapid expansion has been successfully managed.

## Our School Premises

As a result of the growth in pupil numbers, the school gained a new exceptional purposebuilt 60-place Foundation Stage unit for Reception children which opened in September 2015 and a two classroom Upper Junior unit which opened in May 2018. During the summer of 2019, we built an attractive new library that provides a calm environment for enjoying and promoting a love of reading.

The premises are modern and well maintained. Classrooms are spacious and well equipped. The grounds of the school are attractive and there are two playgrounds, as well as a regional award-winning community garden. The large playing field easily accommodates football and rounders pitches, plus a running track and wildlife areas. There is a newly established outdoor classroom where the children are taught bushcraft and forest skills.



## Our Staffing Structure

Our Senior Leadership Team consists of a **Headteacher, a Deputy Headteacher, two Assistant Headteachers, a further Phase Lead and a SEND team**. Core subject leads also attend SLT on occasions, as do other staff depending upon the school focus at that time.

Currently there are **15 teachers** (both full and part-time), including the leadership team. We have **19 members of support staff** working across the school.

We also employ a full-time office manager, 2 office assistants, a site manager, four kitchen staff, six midday supervisors and a small team of cleaners plus staff for our popular Extra Time Club.

## Our Pupils

Pupils at Desford Primary enjoy school and their standards of behaviour is high. Our latest Ofsted report noted that *“pupils are proud of their school and they show respect and consideration for each other and their teachers. Relationships are very strong”*,

*“Pupils have very positive attitudes to learning”* and *“They conduct themselves impeccably around the school and in classrooms where they concentrate, apply themselves to their work and confidently offer contributions to class discussions”*.

### Pupil Statistics – April 2024

Category	Percentage
Pupils eligible for Free School Meals	12%
Pupils eligible for Pupil Premium	13%
Pupils with EAL	5%
Pupils with SEND	13%
Pupils with an EHCP	2%



## Our Parent Community

Governors recently conducted a parent survey that was answered by 194 parents/carers. From this we know that parents feel the following to be particular strengths of the school:

- The caring, nurturing relationships staff have with pupils
- Happy children/their children enjoy going to school
- The welcoming, friendly atmosphere, approachable staff

As stated in their report, many parents told Ofsted “how pupils flourish both academically and holistically” at the school. We are very proud of the links we have with parents and how well they support and contribute to our school community that goes from strength to strength.

## Our Wider Links

A further theme of our survey results was how much parents value the links the school has with the wider community. These include strong relationships with the local churches, preschool providers and community groups such as Desford in Bloom. The school has a very active fund-raising group in the Friends of Desford Primary School (FODPS). Over recent years, we have worked closely with schools within our trust on projects such as our Anti-Racism Pledge as well as the Stephen Lawrence Foundation which is based at De Montfort University. We are also entering our sixth year of collaboration with the Rethink Your mind charity and being part of their Yellow Book Project, which focuses on wellbeing and mental health.



## Our Culture, Values and Development Priorities

Central to everything that we do at Desford is our school rule

***Be Kind to Yourself, Others and the Environment.*** This Principle forms the spine of our school values and ethos that have been developed in collaboration with all pupils and staff, whilst also driving the core values of our school curriculum. It also links closely with the promotion of the British Values, something that we believe are crucial for promoting an understanding of equality, diversity and the importance of respecting the values and beliefs of others.



### Love of Reading

We believe that fostering a love of reading is crucial for children to be able to access all areas of the curriculum whilst also helping them to develop the knowledge, skills and confidence they need for the next stage of their education and in later life. Children at Desford show an enthusiasm for and a love of all sorts of reading. We are very proud of this and we want to develop this positive energy further and use it as a spark for securing a long-term love of learning for all pupils. Parents are invited to join us for reading mornings throughout the year so we can

share our enthusiasm for reading wider than the classroom.

### Physical Activity, Health and Wellbeing

The importance of sport, physical activity and engendering a self-awareness and appreciation of mental health and wellbeing is something we place a high emphasis on at Desford. For the past three years we have been involved with the [www.rethinkyourmind.co.uk](http://www.rethinkyourmind.co.uk) national initiative for empowering wellbeing through creative expression and mindful practice. The *'I feel better when'* theme celebrates and encourages individual choice of activities that make you feel good. This is something we actively promote in our curriculum and our extra-curricular activities. Throughout the school year, all children take part in Forest School sessions in our newly developed forest area. We are also in the process of developing an allotment area to grow our own vegetables!



Many of our pupils learn to play a musical Instrument and we believe in giving these children the opportunity to perform and showcase their talents whilst also encouraging all children to develop an appreciation for this and other activities that make them feel good about themselves. We have excellent foundations on which to build further enhancements to our curriculum in terms of wellbeing. This is something that we want all staff and children to contribute to so that it is ensuring our children develop into

independent and confident citizens.

## Inclusion and SEND

Our Inclusion philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are broken down then they will be better prepared for future life and achieve greater progress in all areas. It is our intention that children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to quality first class teaching and appropriately differentiated learning activities and approaches.



Our long-term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them



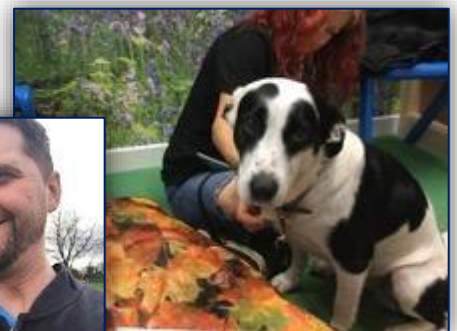
## Pupil Premium

Pupil Premium provides us with additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as all other children. It is for schools to decide how the Pupil Premium allocated to each pupil is spent, and we are currently exploring new and innovative ways of doing this that further enhance the support in the classroom and access to opportunities for all children at our school.

## Our Environment and the Importance of Community

Ensuring that all of our pupils grow up in a school and community that places a high level of importance on caring for our environment, is core to much of what we do and something that we want to further embed in our developing curriculum. A fantastic group of parent volunteers run a gardening club and community garden at the front of the school, with plans to develop an allotment plot to teach the children about the importance of sustainability already underway. Previously, children and parents have planted over 200 trees across the school grounds for our current pupils to nurture and grow for the benefit of our future generations.

Pupils at Desford experience many other examples of being kind to themselves, others and the environment. The Sports Relief mile, Halloween Harvest Soup Giveaway, Bonnie the Reading Dog and many more examples help to foster an appreciation of community spirit and what it means to be a good citizen. We are incredibly proud of all that our pupils, families and staff contribute towards this.



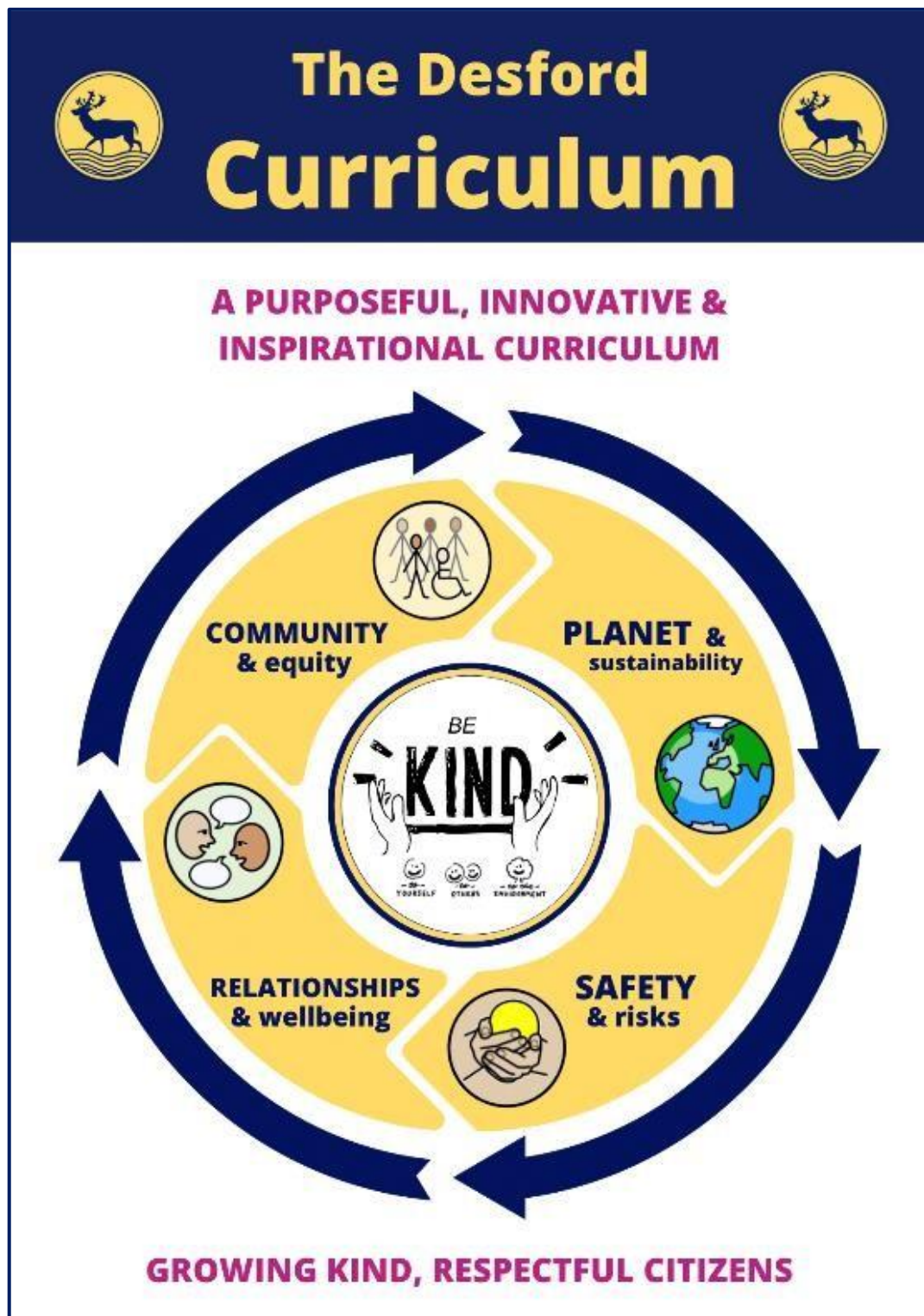


## The Desford Curriculum

At Desford Community Primary School, we place a lot of importance on understanding the context of the community in which our children live, grow and develop. Children in Desford deserve to learn from a curriculum that has been designed to give them the knowledge, understanding and experience that enables them to think critically about the world around them and grow into **KIND, RESPECTFUL CITIZENS** that make a difference in their communities and the wider world.

At the heart of everything in our curriculum, is our '**BE KIND**' ethos that drives everything that we do.

To ensure that our children become kind and respectful citizens, our curriculum has four main drivers that provide every child with the tools to thrive in the modern world.



## What our parents say...

Here are some direct quotes from our recent parent survey on the school's strengths:

It's a small village school with a fantastic lead and teaching staff, which filters down to the enthusiasm of the learner. My daughter and son always love the Teachers and Support staff that they are with and this I think helps with their learning experience.

Each child treated as an individual in both setting their learning target and from an emotional/pastoral care perspective

Nurturing environment, strong teaching staff, good experiences

Lots of sporting competitions, fun activities which facilitate learning, especially in English and Maths; a good system for behaviour management

It's a school at the heart of the community that has good relationship with parents. Dedicated staff who do brilliant work in school and outside of school hours, with sports clubs etc. And excellent extra time clubs available.

Excellent teaching staff that are very supportive

Outcomes for pupils; providing a range of experiences and opportunities to develop children's all round learning sense of community

The family and community atmosphere which ensures my child is happy to come to school.

Great teachers including lots of positive male role models Enjoyable atmosphere to learn in Quality of opportunities in sport and music Strong leadership

There is a real sense of community and caring, the relationship between staff and student appears warm and I am especially pleased to see a real respect and supporting attitude towards students. I feel that there is a real sense of fun and that learning should be interesting and enjoyable. I like that the majority of homework is digital which encourages my children to want to complete it.

## What Ofsted say...

You have established a clear vision for the school, building on previous successes and strengthening the school still further.

Pupils are proud of their school and they show respect and consideration for each other, and their teachers

There is an all-pervasive caring ethos.

Relationships are very strong.

Pupils have very positive attitudes to learning. They collaborate and work well together.

You have focused on the most important skills pupils need in reading, writing and mathematics to accelerate progress and raise attainment.

Pupils conduct themselves impeccably around the school and in classrooms where they concentrate, apply themselves to their work and confidently offer contributions to class discussions.

Teachers plan lessons that engage pupils effectively.

You place clear emphasis on pupils' spiritual, moral, social and cultural development, which is strong.

Standards are improving across the school.

The quality of writing is high across the school.

The school has a strong culture of safeguarding.

Everyone is committed to further improving the outcomes for pupils.

You have raised teachers' expectations of what pupils can achieve and for the large majority of pupils' attainment and progress are improving across the school.

# Desford Community Primary School

## Job Description



**Job Title:** Premises Officer

**Grade:** Grade 7 Point 11-14, £25,998 - £27,273 (pro rata)  
Actual salary: £22,836- £24,956  
32.5 hours per week, 52 weeks per year  
Working split shifts with some opportunities for flexibility

**Responsible To:** Headteacher

**Key Relationships/  
Liaison with:** Cleaning Staff, Office Staff, Senior Leadership Team, Teachers, Support Staff, Primary School Facilities Manager, Estates Leads, Trust Health & Safety Lead

**Job Purpose:** To be responsible at the direction of the Headteacher/designated person for the management and the provision of high quality, cost-effective development maintenance, security and cleanliness of all school premises and grounds to ensure that students, staff and other users have a comfortable, clean, safe, well-maintained environment in which to work or otherwise use the school and its facilities. To undertake responsibility for the supervision of the site and the maintenance and security of the buildings.

### MAIN DUTIES AND RESPONSIBILITIES:

1. To undertake all aspects of the work of the Premises Officer, e.g. locking/unlocking the premises, cleaning, minor repairs and maintenance, layout of the hall and other rooms, to ensure that lessons and other activities can take place without delay or disruption and that Health & Safety requirements are complied with.
2. To undertake the management of cleaners.
3. To assist in the management and monitoring of a number of premises related budgets, making appropriate changes to planned work/developments in the light of ongoing expenditure to stay within budget.
4. To agree with the Headteacher and Primary School Facilities Manager and thereafter implement a programme of ongoing maintenance and improvement/new work, identify the most appropriate

resources, e.g. Premises Officers/external contractors to achieve timescales, best value for the school and make best use of own and Premises Officers' skills.

5. Undertake/oversee risk assessments relating to the school buildings and the school grounds, to ensure that students, staff and other users have a healthy and safe workplace or facility to use.
6. To develop and oversee effective security systems and procedures throughout the building and premises (including security checks when the school is closed) liaising as necessary with Emergency Services and outside firms to maximum the security of the premises and its contents and to reduce likelihood of fire and opportunities for vandalism.
7. To monitor the standard of work, attendance and conduct of staff supervised, identify training and development needs and ways of meeting these, ensure any concerns are dealt with appropriately and effectively, involving the Headteacher or designated person where necessary, to encourage work of a high quality and to enable problems to be identified and resolved quickly.
8. To ensure the continuous improvement in the quality of standards of service, the cleanliness of the campus and maintenance of buildings.

#### **ADMINISTRATION**

10. Order materials and equipment required for use by the Premises/Cleaners team, in line with school ordering procedures using computer-based ordering systems. Monitor spending against appropriate budgets, drawing attention to the Headteacher or designated person to potential overspends.
11. To develop and maintain appropriate administrative and records using the online compliance system for the Premises function to assist the Headteacher, SMT and the Governing Body.
12. Contribute to the review of school policies and procedures related to the Premises function as a member of the School Health and Safety Committee and by working with senior colleagues.
13. Deal with day to day work related issues, relating to premises and cleaning staff, e.g. absence cover, quality/quantity of work, working methods/use of new equipment/materials, liaising with the Headteacher or designated person, as necessary.
14. To monitor stock levels of cleaning and other materials, order as necessary and store appropriately to ensure that cleaning and other work can be carried out in accordance with laid down schedules and safety instructions.
15. Manage contractor procedures by gathering and verifying all necessary health & safety documentation, including insurance certificates, DBS checks and risk assessments, and conducting comprehensive site inductions to ensure compliance with site safety standards.

#### **SECURITY OF PREMISES AND CONTENTS**

16. To be responsible for securing of premises by setting/un-setting of security alarms at the agreed time of day, locking/unlocking different areas of buildings and to check windows are closed.
17. Carry out emergency security repairs where possible or contact the appropriate contractor.
18. To ensure that fire alarms are checked in accordance with agreed schedules to ensure that the systems work in the event of fire, thereby reducing the risk of injury to students, staff and other users.
19. Maintain duplicate sets of keys for all rooms and equipment.

#### **BUILDINGS**

20. Be responsible for the implementation of repairs, maintenance and cleaning programme agreed with the School Management and/or in accordance with the School Development Plan. Deploy premises

and cleaning staff appropriately and/or liaise with contractors regarding work requirement. Ensure that work carried out by staff and contractors is completed to specified high standards, meets deadlines and complies with safe working practices.

21. Oversee and undertake part of the daily cleaning of the school ensuring that the work is completed to a high standard and complies with safe working practice. Liaise with contractors as necessary.
22. Deal with and participate in ad hoc requirements for repairs and maintenance work throughout the school. Deploy Contractors as appropriate.

#### **GROUNDS CARE**

23. Ensure grounds care work undertaken by contractors etc is completed to a specified standard and that safe working practices are adhered to. Liaise with contractors as necessary.
24. Ensure grounds are kept in a clean and tidy condition.
25. Overseeing and undertaking if necessary, clearing of paths, drains, gullies and car park.
26. Oversee litter picking to ensure grounds are kept in a tidy condition.

#### **ELECTRICAL INSTALLATIONS**

27. Replace bulbs/shades where accessible. Replace tube, starter, shade (not sealed units), where practicable.
28. Replace, re-fuse or fit plugs (after training).
29. Inspect electrical fittings and arrange for a Contractor to deal with any defects.

#### **HEATING SYSTEMS**

30. To operate the heating and hot water plant.
31. Ensure that recommended temperatures are maintained.
32. To oversee energy conservation measures and to recommend strategies for improving performance to secure value for money.
33. Carry out routine maintenance procedures for heating boilers, water pumps, and sump pumps. Ensure that proper safety precautions are observed in the boiler house. To know the location of main stop cocks and valves, and mains electricity breakers.
34. To maintain adequate fuel levels and take delivery of fuel.

#### **EMERGENCIES**

35. Deal with, or arrange to be dealt with, all burst pipes, leaks, flooding, fires, and breakages as appropriate. Liaise with contractors as necessary.
36. Liaise as necessary with Emergency Services including calling in Emergency Services as required. As a key holder, be on the emergency contact list should the need arise for a staff member to attend the site out of hours.

#### **GENERAL**

37. To arrange or undertake the movement of furniture and heavy teaching equipment as required in accordance with school timetables and ad hoc requests.

38. Receive and transport to main store or deliver throughout the building **ALL** normal educational deliveries.
39. Deal with accident spillages.
40. Undertake any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with recognised Trade Unions.

#### TRAINING

41. In consultation with the Headteacher or designated person, identify and undertake appropriate training and development.
42. Identify and, if appropriate, provide training required by cleaners.

#### HEALTH AND SAFETY

43. Contribute to the development of Health & Safety Policy in the school through membership of the school's Health & Safety Committee to ensure that the school complies with Health & Safety legislation (including COSHH) and associated Codes of Practice and acknowledged good practice.
44. Ensure that the school's Health & Safety policy is complied with in as far as it relates to Premises Management and Premises/Contractors' staff, to ensure their safety and that of students, staff and other school users.
45. To carry out duties placed on employees by Health & Safety legislation.
46. To ensure that mechanical aid, steps and other care-taking equipment are in a safe condition.
47. Report to Headteacher or designated person any unsafe furniture or structural defect, or any teaching apparatus where noticed to be defective.
48. Oversee asbestos management including conducting regular condition monitoring of asbestos-containing materials (ACMs), arranging statutory asbestos surveys, maintaining accurate records and ensuring reports are accessible to all staff and contractors to promote safe working practices.

#### Special Factors

- The nature of the work may involve the jobholder carrying out work outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This job description sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the job.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

## Desford Community Primary School

### Person Specification



	Essential	Desirable	How assessed
<p><b><u>Qualifications</u></b></p> <p>Good communication skills, written and verbal.</p> <p>NVQ level 2 or equivalent in numeracy and literacy.</p> <p>First Aid trained.</p>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>Doc/Int</p>
<p><b><u>Experience</u></b></p> <p>Craft skills, e.g. plumber, electrician and decorating or previous experience in a caretaking role including repairs and maintenance.</p> <p>Working within a school setting.</p> <p>Liaising with external contractors including negotiating prices for small jobs.</p>	<p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Int</p>
<p><b><u>Knowledge</u></b></p> <p>Ability to alert senior staff to unsafe practices.</p> <p>Understanding of the context in which the schools are working.</p> <p>An ability to undertake risk assessments in relation to premises function.</p> <p>Knowledge of Health &amp; Safety issues relevant to the post including legislation and COSHH.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	



	Essential	Desirable	How assessed
An understanding of Health & Safety and security issues.	✓		App/Int
Knowledge of good security practices.	✓		
Ability to understand and apply school policies related to the post including those that relate to pupil contact.		✓	
<b><u>Skills and Competencies</u></b>			App/Int
Good communication and interpersonal skills.	✓		
Ability to relate well to staff, governors and pupils and to be assertive when necessary.		✓	
Ability to work unsupervised and be able to work as a member of a team.	✓		
Ability to negotiate desired outcomes, e.g. prices, deadlines.		✓	
Ability to maintain accurate records.		✓	
Ability to lead, manage and motivate staff.	✓		
Good organisational skills – ability to complete tasks to deadlines personally or through colleagues.	✓		
Good computer literacy skills.	✓		
Ability to use range of tools/cleaning equipment relevant to post.	✓		
Ability to undertake a range of basic repairs and maintenance tasks related to equipment and materials etc used in design classrooms.	✓		
Ability to work with minimum supervision.	✓		
Willingness to undertake personal development and training.	✓		
Ability to work as part of a team.	✓		

	Essential	Desirable	How assessed
<b><u>Other Requirements</u></b>			
An understanding of, and commitment to Equal Opportunities, and the ability to apply this to all situations.	✓		App/Int
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	✓		Med

**App = Application**

**Int = Interview**

**Med = Medical Questionnaire**

**Doc = Documentary Evidence (E.g., Certificates)**

## How to Apply

The application form is available to download from the eTeach website. To apply, please forward your completed application form, together with a covering letter, outlining your suitability for the role and demonstrating how you satisfy the qualifications and experience detailed within the person specification.

Please send your completed application via the eTeach website by **12pm noon on Wednesday 27th November 2024.**

Further details will be sent to shortlisted candidates ahead of the interview. Interviews and tasks are likely to be held from week beginning **Monday 2<sup>nd</sup> December 2024.**

“LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.”

Thank you for taking the time to read about our school. We are very much looking forward to meeting you and hearing about how your own philosophy for education fits in with the journey that we are stepping out on.

Kind regards,



Colin Wilson  
Head Teacher



