



Welcome to Edlington Victoria Academy



Collaborating Cobras

- I am a team player
- I can teach learning to others
- I can share ideas
- I can listen to others
- I can ask questions

Our Core Values

*Develop the following skills
and qualities in every pupil*



Motivated Meerkat

- I am not afraid of any challenge
- I enjoy my learning
- I am always prepared to learn
- I will take a risk
- I will always take pride in my learning



Investigating Iguana

- I can explore ideas
- I make links to prior learning
- I can find things out for myself
- I can solve problems
- I can suggest ideas
- I can discover new things
- I can make decisions



Resilient Rhino

- I never give up
- I try my best
- I enjoy challenges
- I know what to do if I am stuck
- I ask others
- I take risks
- I think carefully about my learning



Evaluating Elephant

- I can change my plans if I need to
- If something goes wrong, I know how to fix it
- I know what I have done well
- I think carefully about learning targets
- I learn from my mistakes
- I can self assess
- I can peer assess

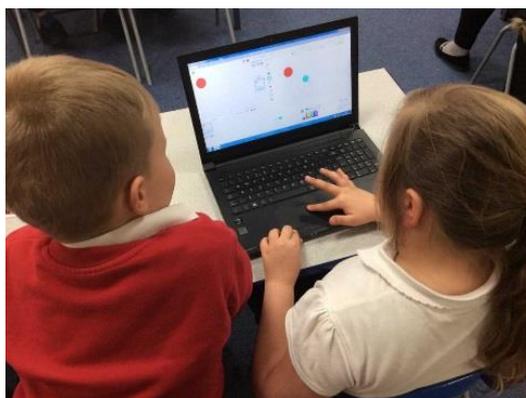
Caretaker Recruitment Pack



'Innovative Education - Transforming Lives'

Table of Contents

Exceed Learning Partnership	3
Mission Statement	3
What are our Key Values for Learning?	3
Principles Underlying our Academies	4
Our Core Goals for our Academies	4
Letter from the Principal – Emily Clark	5
About Edlington Victoria Academy	6
Curriculum Statement	7
Job Description	8



Exceed Learning Partnership

Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life - a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "Every Child, Every Chance, Every Day" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential - *Raising Standards*
- Have the highest expectations of all children and staff - *Raising Expectations*
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations - *Raising Aspirations.*
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - *Raising Confidence*
- Recognise and reward success - *Rewarding Success*
- Deliver consistently high quality lessons which enable students to learn well - *Teaching and Learning*
- Develop independent learning, communication, literacy and numeracy skills across all subject areas - *Core Skills*
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students - *Curriculum*
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development - *SMSC*
- Develop positive and secure 'Learning partnerships' between school, home and the community - *Community Cohesion*

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Exceed Learning Partnership believes that all pupils have the right to the very best education.

Letter from the Principal - Emily Clark

Dear Applicant

Thank you for your interest in the position of Class Teacher at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED. Some of the strengths noted were:

- The Executive Principal who is also the CEO of the Trust has been an inspirational force, setting out a clear vision for how successful the school can be. As a result of her excellent leadership, substantial improvements have been made since the time of the last section 5 inspection and standards have improved at every key stage.
- The head of school has kept a relentless focus on changing the school for the benefit of pupils, ensuring rapid improvement in the quality of teaching and in pupils' attitudes to learning.
- Middle leaders have been effective in improving the teaching of English and mathematics and consequently the majority of pupils are working at levels expected for their age.
- As a result of good teaching, almost all pupils are now making expected progress and many make accelerated progress.
- Pupils behave well in lessons and around the school. Pupils have a well-developed understanding of how to improve their learning, resulting in them taking responsibility for their successes and learning from failure.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.



Emily Clark

Principal

ABOUT EDLINGTON VICTORIA ACADEMY

Edlington Victoria Academy is situated in Edlington. We are a large primary school, with a 52 place nursery. The academy currently has a foundation unit and a large outdoor learning area. We have 8 classes throughout Key Stage 1 and Key stage 2.

The academy has a very strong community ethos which influences all aspects of school life. The academy has various libraries, a music room, Thrive room and two large halls, one of which has a staged area for the children's performances. All classrooms are equipped with interactive Clevertouch and we have three laptop units and three iPad units to transport between each class.

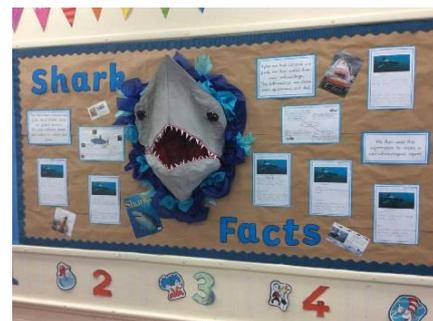
The Executive Principal is a National Leader of Education. The academy has developed a very strong and committed Leadership & Management Team who support the work of the Executive Principal and Principal in leading/managing improvement. The academy has a large number of support staff to enhance learning opportunities including Pastoral Support, three Nursery Nurses, two HLTAs and experienced Teaching Assistants.

The pupils of Edlington Victoria Academy come from a range of social and cultural backgrounds. Approximately 26% pupils are on the SEN register. 30% of children are on free school meals.

Sporting activities are a key feature of the academy. We use sports coaches and teaching staff to provide the highest quality provision and to ensure that the widest range of activities are possible. In addition a large number of extra-curricular sporting activities are available for pupils during lunch time and after school. These are run by staff, playground leaders and the pupils. We have achieved our Eco Schools Bronze Award and are working to make this a Silver Award by the end of this academic year.

The academy is also committed to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards. We have developed a thematic skills based approach to the curriculum and we use external visits to provide the pupils with enriched learning experiences.

Edlington Victoria is meeting the core offer of extended services and is fully committed to the inclusion of all pupils. We have a Pastoral Support and Intervention Manager who works with pupils to build their self-esteem and ensure that all pupils strive for their very best. We have a school council who are actively involved in the decision-making of the academy and we have strong links with community services to ensure that all the needs of the children are met.



CURRICULUM STATEMENT

Edlington Academy provides our children with a high quality education by offering a broad and balanced curriculum with a focus on the core subjects.

The curriculum allows our children to spend time developing a thirst for knowledge, a love of learning and close friendships. As well as having high academic standards, our children have fun and enjoyment on their journey throughout the Academy.

In common with the other Exceed Academies, Edlington Victoria Academy follows the 2014 National Curriculum. We deliver traditional subjects in innovative ways, through a balanced curriculum full of variety and challenge. This provides continuity across all the Exceed Academies, offering access to a wider pool of resources and expertise. This enables us to secure the outstanding outcomes which we passionately hope to achieve for all our children.

Our children will be shown the importance of demanding the best of themselves:

to **'Every Child, Every Chance, Every Day!'**.

Edlington Victoria Academy provides enhanced provision through:

- Wider curriculum opportunities in music and singing
- Additional sports opportunities e.g. football, multi-skills, netball and athletics
- Extra-curricular clubs tailored to the interests of the pupils, coding, cookery and art
- Ongoing partnerships with the local library
- Residential and day visits to supplement planned topic work

Detailed information on the curriculum can be found on the Edlington Victoria Academy website:

www.victoria.doncaster.sch.uk





Job Description & Person Specification

Caretaker

JOB DESCRIPTION



Exceed Learning Partnership - ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

JOB TITLE: Caretaker

37 hours per week

Term Time hours

Monday to Thursday 6.30am to 10am and 2pm to 6pm

Friday 6.30am to 10am and 2.30pm to 6pm

School Holiday hours

Monday to Thursday 8.00am to 4pm

Friday 8.00am to 3.30pm

GRADE/SALARY: Grade 5, scale point 4 - 6 (£18,426 - £19,171)

RESPONSIBLE TO: Principal/Business Manager

JOB PURPOSE: The Caretaker must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. The Caretaker must maintain appropriate professional boundaries and respect the unique position of trust as a Caretaker at all times. To ensure the security and cleaning of the building ensuring that all duties are undertaken within the requirement of Health & Safety Regulations

Main Duties

- To be responsible for the security of the school's site and buildings ensuring access, within working hours, and their safekeeping.
- To ensure the effective operation of heating, lighting and water systems including routine maintenance of boiler systems arranging servicing and the overall efficiency of energy with the site.
- To carry out day to day maintenance of fixtures and fittings throughout the site, reporting concerns.
- To determine order requirements of stock e.g. cleaning materials, lighting equipment, and to ensure the safe keeping of stock.
- To clean the designated cleaning area and ensure cleaning standards are maintained.
- To carry out security marking of all portable equipment.
- To undertake portorage of furniture and equipment around the site as may be necessary.
- To carryout evening and weekend lettings as necessary and ensure that the building is suitable for public use..
- To ensure Health and safety on the site e.g. slippery paths, corridors, etc, and to ensure a weekly test of the alarm system.
- To take initial responsibility for call-outs in case of break-ins and alarm calls.
- To test Fire Alarms weekly any faults/repairs to be reported immediately.
- To make safe damaged fabrics or fittings and to repair on site where possible.
- To be responsible for portable appliance testing (PAT) of all new electrical equipment and existing equipment in accordance with LA policy

Cleaning

- Be in attendance at times agreed with the Principal or her designated representative. This attendance will include periods prior to, and following the end of the school day, ensuring that the school is open for cleaning purposes.
- To monitor cleaning standards and keep the Business Manager/Principal informed.
Minor Repair Work - Identification and Performance
- In consultation with the Principal or her designated representative assist with visual checks in order to determine an effective maintenance programme throughout the building which will include identifying major and other works.
- Identify necessary repair work throughout the building. In identifying the repair work you should decide whether or not you can deal with a repair or if it needs requisitioning.
- Books for staff to report any defects/repairs to classrooms or other areas are located in every classroom.
- Oversee work carried out by contractors in the building ensuring that contractors follow safe working practices.
- In the event of repair orders having to be issued, maintain records of orders issued and date of completion work.
- Examine all Invoices and marry with order book and signing-in book (workmen) and query/report any discrepancies.
- To monitor repeated call-out jobs for same task/work and action any concerns/queries to the relevant department/body.
- Ensure that all taps and flushing systems are in good order and that they are turned off during holiday periods after cleaning is complete.
- Lubricate locks, handles and hinges of doors and gates periodically as required.
- To monitor waste pipes to surface drains to ensure free flow of drainage.
- To keep a 'Water Services Log Book' and ensure monthly checks to monitor and record correct parameters of temperature control in hot and cold water outlets.
- Monitor and record flow and return temperatures
- Maintenance of toilet furniture, i.e. chains, seats, dispensers, etc.
- Identify broken sockets and protect them with the appropriate cover - report breakage to electrician.
- Undertake visual safety checks on plugs and leads on portable electrical heaters and items used in connection with the caretaker's duties.

Outside Areas

- Ensure that playgrounds and outside area are kept in a tidy condition.
- Keep playgrounds and outside areas free from any substance which is dangerous to pupils, staff and visitors.
- Ensure regular checks on additional playground equipment
- To clear and grit paths during bad weather.

Security

- Be responsible for the security of all grounds, buildings and contents and ensure that buildings are secured following use outside normal school hours.
- Set the burglar alarm in accordance with specified policy
- Emergency boarding up of windows and doors where this is essential to the safety or the security of the premises and the cleaning away of glass and other debris to ensure safety.

Administration/Record Keeping/IT software

It may be necessary to liaise with the Principal or designated representative on some of the administration work. This would be left to the direction of the Principal or her designated representative.

- Complete own time sheet and lettings claim form and obtain appropriate countersignature from Principal.
- Maintain orders in respect of cleaning materials and repairs.
- Maintain records of fire appliances/extinguishers in school - giving details of location and dates of inspection and testing
- Maintain the Academy Parago system.

Porterage Duties

- To move deliveries to appropriate areas of the school. To move furniture as required and distribute milk to appropriate classrooms.

Safeguarding Procedures

It is the responsibility all members of staff to follow the correct safeguarding procedures in the academy.

1. All staff have a duty to attend child protection training every three years
2. All staff have a duty to read and follow the safeguarding policies in the academy

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Principal.

Health & Safety

1. Be trained in procedures for Health & Safety & First Aid
2. To administer First Aid as agreed in the procedures within the Policy

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

Equal Opportunities

1. To ensure that all pupils are respected and treated equally at all times
2. Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

Performance Appraisal

1. To set key targets for development
2. To work towards achieving targets for development

Professional Learning

1. To carry out professional learning opportunities

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the academy's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.

All staff participate in the academy's performance appraisal scheme

Person Specification

Person Specification: Site Supervisor

Grade 5

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualification in a related trade • committed to on-going professional development & training in relation to all aspects of Health & Safety. 	<ul style="list-style-type: none"> • Recent attendance of Health & Safety training and awareness of Health & Safety regulations. • NVQ1 Cleaning Building Interiors • NVQ2 Cleaning Building Interiors • Portable Appliance Testing
Experience	<ul style="list-style-type: none"> • Experience of building security duties, including alarm setting. 	<ul style="list-style-type: none"> • Experience of directing the work of others as a manager • working within an educational environment. • Experience of undertaking staff training • Previous caretaking and/or cleaning experience • Previous experience of working with heating systems
Knowledge and understanding	<p>The Site Supervisor should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the varied roles of all staff in the educational process; • efficiently coordinating the work of others in the team; • the basic principles of site management; • Health & Safety legislation; • techniques for the repair of damaged or defective equipment or resources. 	<p>In addition, the Site Supervisor might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the contribution of both professionals and non-professionals to life-long learning; • specific premises issues: security, Health & Safety, heating systems, building construction, COSHH regulations.
Skills	<p>The Site Supervisor will be able to:</p> <ul style="list-style-type: none"> • use practical skills to improve the site and buildings; • motivate others in the caretaking and cleaning team through example and enthusiasm; • deal with emergencies and problems in a positive and systematic manner; • manage a small budget for resources; • work alone when required, showing good self-motivation. • communicate effectively (both orally and in writing) to a reasonable standard. 	<p>In addition, the Caretaker might be able to:</p> <ul style="list-style-type: none"> • use basic power tools and other equipment to make repairs and improvements; • assess the quality of others' work, and support and advise where necessary; • anticipate and reduce risk where possible; • devise a suitable record-keeping system for monitoring expenditure and stock levels; • develop more efficient and cost-effective ways of working;
Other	<ul style="list-style-type: none"> • Willing to be reasonably flexible in relation to working hours 	<ul style="list-style-type: none"> • Willing to undertake lettings (ie when building is used outside normal hours) • Attend to site in an emergency
Personal characteristics	<p>Hard-working Honest Practical Reliable Versatile</p>	