



# Chelmsford County High School for Girls

*Inspiring the leaders of tomorrow*



## Appointment

## Caretaker

**Required: 1<sup>st</sup> September 2024**

**16 hours per week over 2 days, plus one in four weekends  
There will also be a requirement to cover for sickness and holidays.**

**Salary: Scale 5, Points 9-12**

**Actual Base Salary: £12,437 - £13,081 \*pay award pending  
(dependent on experience)**



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June 2024

Dear Prospective Applicant

**Appointment of: Caretaker**

Thank you for requesting information about the above post. Should you decide to apply and be successful you will be joining a school which, from your first visit, will strike you as vibrant, bursting with energy and enthusiasm, and above all a very happy school that celebrated its Centenary Year in 2007. You will also find it useful to visit the school website [www.cchs.co.uk](http://www.cchs.co.uk).

Chelmsford County High School for Girls has been a single academy trust since 2011. This status offers us a range of opportunities to pursue academic goals whilst running the school as a limited company. The School expanded to 6 forms of entry in September 2020 in response to increasing demand for grammar school places in the area.

The School was awarded a substantial Government grant in 2018 which was conditional on the School developing its existing strategies of working with local primary schools to encourage and support girls from disadvantaged backgrounds sitting our entrance test and securing a place. To that effect we have amended our Admissions Policy and committed to reserving up to 30 places for girls in receipt of Pupil Premium and Free School meals whose results fall within the top two bands.

Our school is led by a strong team of senior staff and governors who are constantly striving for excellence, seizing all opportunities for the benefit of our students and our staff. Staff and students work very effectively together, achieving outstanding results. For example, The Sunday Times Parent Power Guide 2024 shows the following for CCHS:

- 1<sup>st</sup> in East Anglia, state girls' schools
- 3<sup>rd</sup> in East Anglia, all state schools
- 4<sup>th</sup> nationally, state girls' schools
- 10<sup>th</sup> nationally for GCSEs, all state schools
- 12<sup>th</sup> nationally for A levels and GCSEs, all state schools

We are seeking to appoint a person with the skills, knowledge, and experience to complement the team of teachers and leaders. Above all, we are looking for a committed individual with a genuine interest in providing the highest quality in every aspect of the role. Our students deserve the very best we can provide. We believe in the importance of a collaborative approach and a commitment to the team. The successful applicant will benefit from a wide range of experience at our school and above all enjoy working with us.

If you feel that Chelmsford County High School for Girls can provide the challenges and opportunities that you are looking for, then we would be delighted to hear from you.

Yours faithfully,  
Stephen Lawlor, Headteacher



## Introduction

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Chelmsford County High School is a great place to work with a caring ethos – our students are motivated, pleasant, courteous, well-behaved, and enormous fun! They like school, and enjoy learning, achievement is high, and almost all the students go on to Higher Education at the most competitive universities, including Oxford and Cambridge.

### THE SCHOOL

Chelmsford County High School was founded in 1906 as one of the first girls' secondary schools in Essex. In an area where most other schools are all-ability comprehensives, it is a selective grammar school with academy status.

In September 2020, we expanded our intake for Year 7 admitting 180 students per year alongside the 150 students in Year 12. Most of our students in Year 11 return for the Sixth Form, and some 30-40 students join Year 12 from other schools. Entry at Year 7 is highly competitive: in accordance with our Admissions Policy we offer places to the 180 girls who meet our criteria, out of the 1,300 or more who sit the entrance test. The School has a large number of "feeder" primary schools, around 80 in any one year group! Entry into the Sixth Form is determined by a strong performance at GCSE, which suggests good potential in the subjects chosen for A Level. Our students follow a broad curriculum with equal value attached to each subject area. We are proud to have been awarded an Artsmark Gold Award, which celebrates the emphasis we put on creativity across the curriculum.

This is not a complacent school. We regularly review our practice and ensure that classroom methodology is appropriate to the needs of our students. All staff have the opportunity to contribute to whole school planning for improvement through their subject and year teams as well as focus groups, each led by a member of the Senior or Middle Leadership Team.

This is a very busy school, which places a strong emphasis on enrichment activities. There is a fine tradition of musical performance, and most students play at least one instrument. There are many orchestras, choirs and ensembles.



Drama is also an important enrichment activity, with clubs, and major school productions involving many students. Our sports teams are very successful, as are our individual





sportswomen. Our students are lively and talented, as well as being academically able, and we try to provide plenty of opportunities for them. They also run a wide range of clubs or societies such as the Law Society and Medical Society where they invite speakers or present papers themselves. House activities include some distinctly less serious events, which nonetheless challenge student ingenuity. As a girls' school we challenge gender stereotypes and place great importance in presenting our students with a wide range of opportunities beyond the taught curriculum, this includes involvement in many STEM activities and competitions.

In terms of resources and buildings, we have a fine mixture of "traditional", provided by the original main building, and a variety of buildings dating back to different decades of the last century together with some excellent modern facilities, such as the Music and Languages Centres. There is good computer provision, including interactive whiteboards in every classroom. We have dedicated Sixth Form facilities, a drama studio, an all-weather artificial pitch and a lecture room where we run a programme of academic lectures. In September 2021 we opened a new Sports Centre with dance studio and fitness suite, and a new teaching block containing additional science laboratories and classrooms.

Governors are highly committed individuals who are generous with their time and the expertise they bring to the School. Parents are very supportive individually or through the Parents' Association, and have, obviously, very high expectations of the School. We have a strong school community, which is friendly and welcoming. We trust our students to behave well, and the atmosphere in the School reflects our high expectations of them in this respect.

## STAFF

- ❖ The School currently has a **teaching establishment** of 48 full-time and 47 part-time staff.
- ❖ There is a **non-teaching establishment** of 52 Support Staff most of whom are part-time, who support teaching and learning in various capacities.
- ❖ **New Staff Induction Programme** - new colleagues benefit from a comprehensive programme of support and guidance from their Department and Pastoral teams.
- ❖ **Professional qualifications** - we offer teaching staff the opportunity to develop their knowledge and understanding of education by offering a contribution to the cost of a Masters degree or an NPQ course.
- ❖ **Continuing Professional Development** - we have well-established Professional Development Groups and School Development Groups, which provide staff with focused and personalised development programmes.
- ❖ **Leadership development** - we have devised and run the 'CCHS Leadership Programme' to enable colleagues to secure leadership experience, as well as develop their existing practice, to facilitate career progression.
- ❖ **Wellbeing** - we have a staff wellbeing group as part of a whole-school commitment to ensuring that all staff thrive in their professional roles.



## Senior Leadership Team

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- ❖ **Headteacher**                      **Mr Stephen Lawlor**
  
- ❖ **Deputy Headteacher**        **Mrs Jo Cross - Academic**
  
- ❖ **Deputy Headteacher**        **Ms Fiona Harrison - Pastoral**
  
- ❖ **Business Manager**            **Mrs Melissa Mulgrew**
  
- ❖ **Assistant Headteacher**       **Mr Adam Selby, Teaching & Learning and Staff Development**
  
- ❖ **Assistant Headteacher**       **Dr Michael Palmer, Community, Enrichment & Opportunity**



<b>Post:</b>	<b>Caretaker</b>
<b>Status:</b>	<b>Permanent, Part Time, 16 hours per week over two days, plus one in four weekends. There will also be a requirement to cover for sickness and holidays.</b>
<b>Line Manager:</b>	<b>Site Manager</b>
<b>Salary Band:</b>	<b>Scale 5, Point Range 9-12</b>

## PURPOSE OF THE ROLE

- To support the work of the school by ensuring the premises are fit for purpose – clean functional, secure, and safe.
- To support the Site Manager on all aspects of site management: premises (including swimming pool), security, health and safety, grounds, and cleaning.

## Duties and responsibilities

The duties of the post as outlined will be subject to the appropriate risk assessment, safe systems of work and appropriate equipment being available and the relevant competencies of the post-holder.

### Security and supervision

- To oversee the work of the cleaning team when the Site Manager is off duty.
- To assist the Site Manager in all aspects of site security and supervision, to ensure that all health & safety procedures and recommendations are carried out, and that the site is secure and properly managed on a day-to-day basis.
- Act as key-holder and carrying out security procedures for the buildings and grounds. The routine and non-routine opening of premises and grounds. Responding to calls outside normal working hours as a result of break-ins etc. and/or the setting off of the burglar alarm(s).
- Provide access, where possible, to the premises and classrooms in the event of snow or minor flooding or similar emergency situations.
- Attempt to prevent unauthorised access onto the school premises or grounds. (Note: in fulfilling this responsibility all employees are expected to work within established school procedures and the Code of Practice No. 32[S] Managing Violence in Schools).
- Monitor and ensure the cleanliness of the school premises and furnishings.
- To be responsible for the day-to-day management of contractor activity on site.

### Site Management, Premises Development and Routine Maintenance

- To assist the Site Manager in managing major and minor site development and maintenance projects and ensuring all health & safety procedures are complied with.
- Operate the heating plant so that the required temperatures are maintained in the premises and an adequate supply of hot water is available.
- Carry out frost and snow precaution procedures.
- Carry out routine procedures or inspections on ancillary equipment, e.g. checking automatic pumps and areas subject to flooding, and the maintenance of batteries as requested by the Site Manager.



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- Carry out school-based procedures in the event of fire, flood, breaking and entering, accident or major damage.
  - Carry out first line repairs and maintenance which are not beyond the competence of the post-holder, including but not limited to:
    - plumbing work – e.g. repairing a leaking pipe, simple installation work, such as plumbing in a new tap, or replacing washer etc;
    - redecoration as appropriate;
    - plastering work such as repairing cracked or broken plaster, making good damaged walls for example following the removal of say, shelving or similar fittings;
    - fencing and boundary repairs: e.g. mending broken fencing panels or stakes, repairing holes in chain link fences, etc....;
    - glazing work such as replacing smaller windows, re-beading and re-puttying glass panes, internal and external.
  - Carry out cleaning duties as necessary (e.g. to cover staff absence) or as requested by the Site Manager.
  - Carry out litter picking duties. Ensure that all areas within the confines of the site are free from litter and that all drains and gullies are free flowing and clean.
  - Make arrangements for the delivery of stores, materials and other goods and their conveyance to their points of distribution.
  - Undertake value for money exercises to ensure consumables and materials meet best value criteria.
  - Monitor and ensure that adequate supplies of cleaning materials and other supplies are available.
  - Ensure that all caretaking equipment is in a safe and working condition and arranging for their repair as appropriate.
  - Prepare the school premises and site for out of school activities and clearing up after these activities.

#### **Other Duties**

- Complete own claims for additional hours worked related to lettings and extra duties for Site Manager's review and approval each month.
- Construct, adapt and erect drama/music sets for performances under the guidance of the Head of Drama and/or the Head of Music.
- Set up display screens and furniture as necessary for all School events and activities.
- Assist the Site Manager to maintain an inventory in respect of premises related equipment when requested. Carry out an annual check of equipment against the inventory.
- To act as one of the School's first aiders (training to be provided as necessary).

#### **Health & Safety**

- Be aware of and comply with all instructions and procedures relating to Health & Safety at work and to recognise the main responsibilities required under Health & Safety legislation.
- Undertake risk assessments for own areas of work.
- Ensure the implementation and compliance with appropriate Codes of Practice throughout the school (in relation to premises and caretaking/cleaning issues) as requested by the Site Manager.





- Monitor the appropriate premises, caretaking and cleaning related Health and Safety procedures in use in the school, reporting any issues to the Health and Safety Officer for the school as requested by the Site Manager.
- Ensure all of the Health & Safety and premises related checks are carried out and the registers and manuals are kept up-to-date. These include but are not limited to the fire alarm testing log, water temperature testing log; pool testing log, emergency lighting testing manual and log, COSHH assessment, fire register, asbestos register, asbestos monitoring log, ladder register, and the operation and maintenance manual for plant rooms and other buildings.
- Be aware of the latest Health & Safety codes of practice, guidance and legislations by regularly accessing new information from the online Health & Safety information service subscribed to by the School.
- To support the Site Manager with the management of the Health & Safety responsibilities.

### Lettings

- To undertake lettings duties in evenings and weekends (remuneration additional to the base salary will be made for the actual hours worked)
- Liaise with the Lettings Manager to co-ordinate lettings by internal users as well as external hirers for the weeks when the post-holder is undertaking lettings duties.
- To actively promote the school premises to the outside community and to investigate how the community would like to use the school for outside projects.

### General Duties

- Assist with the development of school administrative systems.
- Actively participate in the annual performance management process.
- Participate in Line Management Meetings and Staff Meetings.
- Participate in staff training and development sessions.
- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder will be expected to work flexibly and carry out all duties in compliance with the School policies.



**Person Specification:**

<b>Qualifications &amp; Knowledge</b>	Good understanding of Health & Safety regulations and their effective implementation
	Ability to undertake DIY tasks. Possession of building trade related skills (e.g. plumbing, electrical, construction) is desirable but not essential.
	Sound knowledge of statutory duties and requirements related to the management of school premises.
	Sound knowledge of security, heating plant, swimming pool and other building systems.
	Working knowledge of maintaining and developing electronic and manual records and data.
	First aid qualification is preferable but not essential.
	Valid Driving Licence is essential. A licence with D1 category (required to drive the School Minibus) is preferable.
	Competent swimmer preferred.
<b>Experience</b>	Undertaking site management / caretaking duties and premises-focused activities, preferably but not necessarily in an educational environment.
	Indoor swimming pool upkeep and maintenance – desirable but not essential. Training will be given.
<b>Communication</b>	Excellent communication and interpersonal skills.
	Assimilate information quickly and respond appropriately.
	Respond quickly and effectively to urgent problems when they arise.
	Negotiate effectively to achieve best outcomes.
	Ensure information is cascaded to team members in a timely manner.
	Manage difficult or controversial /heated exchanges with others.
<b>Management</b>	Effective time management skills and the ability to balance competing priorities and achieve deadlines.
	Supervise and monitor the work of others and the ability to manage work contracts.



## Application Process

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It is important that your application should address and evidence each of the criteria of the job description and person specification by means of a supporting statement.

To apply for this role, please submit a completed application form supported by a letter addressed to Mr Stephen Lawlor, Headteacher, outlining what you would bring to the post, addressing the Person Specification and the Job Description.

Please give the names, positions, organisations and telephone contact numbers of two referees, one of whom must be your current or most recent headteacher if applicable. Referees will be contacted prior to interview, unless you specifically state otherwise.

Please also complete and return the Equal Opportunities Monitoring Form, which is included with the Application Form. This will help us to follow the recommendations of the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission that employers should monitor selection decisions to assess whether equality of opportunity is being achieved. The information on this form will be treated as confidential and used for statistical purposes only. This form will not be treated as part of your application and will not be seen by anyone involved in the selection process.

Finally, please ensure that you have included work, mobile and home telephone contact numbers and an e-mail address. Please also indicate any dates when you will not be available for interview.

Applications should be sent to Mrs Rae Dale, HR Manager, **for the attention of Mr Lawlor by email: [HR@cchs.co.uk](mailto:HR@cchs.co.uk)**



## About Chelmsford

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Situated just 30 miles northeast of London, Chelmsford is the perfect base, with excellent road, rail and air communications. The A12 runs to the east of the town, meeting the M25 near Brentwood, with London's Liverpool Street railway station, and Stansted Airport 30 minutes away, respectively. From a bustling town centre with excellent shopping and eating facilities, to tranquil villages, unspoilt countryside and coast, Chelmsford is the perfect combination of city and country.

Chelmsford took the top spot in the 2018 Sunday Times Best Places to Live guide. In the guide, which ranks towns on factors including jobs, broadband speed, culture, community spirit and local shops, Chelmsford ranked Best Place to live in the East as it is also home to several excellent state schools, and the Anglia Ruskin University.

Despite redevelopment in the past 30 years, Chelmsford retains many glimpses of its past. It was awarded City status in 2012. Mentioned in the Census of 1086 as two settlements beside the River Can, later joined by a bridge, it became the County town in 1250. The Blackwater and Chelmer Navigation Canal opened in 1797, linking the town to the coast, and the railway came in 1843. Chelmsford is the renowned birthplace of radio; Marconi began broadcasting in 1895, and the city has attracted major names in the business world ever since.

The town centre benefitted from some investment recently with John Lewis, and many more high-class shops located in the new Bond Street.





## Commitment to Staff

*We are a proud and progressive grammar school community, committed to excellence in girls' education and empowerment. To live this mission, we are intent on recruiting, inspiring and supporting qualified, industrious and resolute colleagues. We realise this ambition through excellence in personalised professional development, as well as a commitment to workload management and wellbeing support.*

### Personalised Professional Development

- **New Staff Induction Programme** – new colleagues benefit from a comprehensive programme of support and guidance provided by their Department, Pastoral and Support teams.
- **Professional qualifications** – teaching staff are helped to develop their expertise through higher degrees and NPQ courses with financial and time support. Support staff requiring specific qualifications related to their role are provided with fully-funded training.
- **Continuing Professional Development** – each year, a blended approach to CPD, through INSET days and twilight sessions, provides staff with opportunities to collaborate, contribute and advance, with a programme published to detail the provision.
- **Performance Management** – annual review to allow colleagues to reflect on their work, achievements, professional development interests and career aspiration goals.
- **Leadership development** – we have devised and run the 'CCHS Leadership Programme' to enable colleagues to secure leadership experience, as well as develop their existing practice, to facilitate career progression. TLR3 projects provide teaching staff with development experiences, with progression opportunities available to support staff.
- **Flexible Working** – colleagues can apply to work part-time to balance professional commitments and personal/family circumstances.
- **Sabbatical Policy** – we provide colleagues with a mechanism to pursue personal or professional goals.
- **Professional congratulation** – formal Governor recognition of and reward for long-service (10 years and 25 years).

### Commitment to Workload Management

- Teaching loads capped at 42 lessons per fortnight for full-time non-TLR teachers and pro rata for part-time colleagues.
- Non-contact time reviewed annually for TLR teachers as part of our timetable work, including benchmarking exercises with similar schools via SSGS and GSHA networks.
- Workload Management Days offered.
- Working from home opportunities offered for support and teaching staff.





- Online platforms used, e.g. SchooliP and SAMPeople, to streamline bureaucratic processes and save time.
- Increased A Level teaching time for several subjects to support course delivery and teacher workload.
- Support in place to aid the Achievement Strategy work of staff, including Student Progress Meetings, Interventions Monitoring and the Year 14 Tutoring Programme.
- SLT 'open door' culture, including SLT availability for urgent matters on non-school days to support colleagues.
- Clear line management support for all staff, including opportunities to participate in team meetings.
- Email protocol and sign-off: no expectation of responding after hours, at the weekend or during holidays.
- Staff involvement in school development through the Self-Evaluation Form (SEF) process.
- Deadlines well publicised and annual calendar consultation.
- Several weeks with no after-school meetings.
- Dynamic approach to meetings, which are shortened or cancelled in response to workload demands.
- External invigilators employed to supervise examinations.

### **Commitment to Wellbeing Support**

- Each year, the time (5hrs) from one disaggregated day is not programmed for meeting or training activities to support staff wellbeing.
- Occupational health, counselling, virtual GP and other services available (free) to all staff.
- Return to work meetings after illness-related absences to support colleagues.
- Mental Health First Aiders (Adults) available to support colleagues.
- Menopause Policy in place to support female colleagues.
- Annual flu jab available (free) to all staff.
- Staff Voice forum to ensure information is provided and feedback is shared.
- All staff are members of a well-established and vibrant House system.
- A flexible and generous approach to personal appointments and family commitments.
- Opportunities for staff to take part in educational trips – day, residential and overseas.
- Complimentary tickets to all School music concerts, theatrical productions and dance shows.
- Staff Fund maintained, through staff contributions, to support colleagues.
- Tea, coffee, sugar, and milk provided (free) for all staff.
- Food and refreshments provided (free) before and during Parents' Evenings.
- Complimentary food provided when undertaking a lunch duty.
- Christmas lunch provided (free) to all staff.
- Onsite Costa Café available to all staff.
- Onsite parking for all staff.
- Barracudas Kids Camp staff discount (held during the Easter & summer holidays at CCHS).



## Staff Enrichment Provision

Thanks to the dedication of several colleagues, we are able to offer staff opportunities to enjoy a range of enrichment activities, to pursue shared interests and socialise beyond departments and teams.

- **Book Group**
- **Art Club**
- **Dance Club**
- **Sports & Swimming Clubs**
- **Staff Choir**

## Teacher/School Staff Discount websites

- Your Best Friend's Guide to Cash: [The best discounts for teachers and school support staff - Your Best Friend's Guide to Cash \(yourbestfriendsguidetocash.co.uk\)](http://yourbestfriendsguidetocash.co.uk)
- Discounts for Teachers: [Discounts For Teachers: Exclusive Discounts, Offers & Codes](#)
- Teacher Perks: [Incredible Perks and Discounts for UK Teachers and School Staff Teacher Perks](#)

## Recommended expert support

### School counselling service

- [Renew Counselling: please speak with your line manager or SLT line manager, who will advise and support.](#)

### Local services and resources

- Smart Clinic [Smart Clinic - We provide occupational health and wellbeing services.](#)

### National services and resources

- [Education Support](#): the mental health and wellbeing charity for education staff. If you need to talk to a qualified counsellor, Education Support runs a confidential helpline for education staff and teachers – call 08000 562 561.
- [Time to Change](#): mental health and support services
- [Mind](#) for better mental health

### Trade unions & professional associations

- \* [ASCL](#) \* [GMB](#) \* [NASUWT](#) \* [NEU](#)
- \* [UNISON](#) \* [UNITE](#) \* [VOICE](#)



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## Caretaker

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**Salary: Scale 5, Points 9-12**

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(dependent on experience)**

Chelmsford County High School for Girls is one of the most successful girls' selective schools in the country. This is, therefore, a wonderful opportunity for a suitably experienced individual to join a thriving and dynamic site team, to support the students at the school. We are seeking a dedicated individual who has the drive to succeed and the willingness to contribute to the wider life of the school.

This position would suit someone who has good communication skills, is self-motivated, has good organisational skills and is interested in joining our School community supporting our high achieving students. Previous experience in an educational setting is desirable but not essential.

For more information and an application form please visit our website:  
[www.cchs.co.uk/vacancies/](http://www.cchs.co.uk/vacancies/)

Completed applications to be emailed to: Mrs Rae Dale [HR@cchs.co.uk](mailto:HR@cchs.co.uk) with a covering letter addressed to Mr Stephen Lawlor, Headteacher.

**Closing date for applications: 4pm, Wednesday 31st July 2024**

**Interview date: TBC**

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. The post is subject to an enhanced DBS Clearance. We reserve the right to appoint a suitable candidate prior to the application deadline so early application is advised.