



MacIntyre
Academies



Facilities Manager

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Class Teacher

Job Title: Facilities Manager
Salary: £26,535.94 - £32,432.78 (point 26-32)*
Hours of Work: 38 hours p/w, 52 weeks per year
Interview Date: TBC

Reference No(s): 0000000229
Location: Headington, Oxfordshire
Closing Date: 7th June 2024
Start Date: ASAP

Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their facilities.

MacIntyre Academies Trust opened its first academy, in Headington, Oxford in September 2014. Endeavour Academy is a specialist Academy providing support for children and young people with autism and associated Severe Learning Difficulties aged from 8 to 19 years old.

The Role

We are currently recruiting for a commercially focused Facilities Manager to join this exciting school, this is a really exciting opportunity to be part of something very special.

Reporting to our Business Manager, you will have overall responsibility for maintaining a high standard of Health and Safety, maintenance, cleaning, security and ground maintenance across Endeavour Academy site, both internally in the school and house, and externally, including the school vehicles.

You will work with the Business Manager to develop schedules of maintenance work to be carried out and agree budgets and negotiate preferred rates with contractors ensuring safety and high quality maintenance of all buildings and their contents.

You will line manage a Facilities Assistant for the site and have support from the Housekeeper/Facilities Assistant at Endeavour House. Additional support will be provided from the Academy Trust Facilities Manager and Health & Safety Committee.

About You

You will ideally be undertaking a similar role with experience of facilities management either in the private and public sector to include demonstrative experience of building maintenance and repairs. You will have the relevant knowledge of regulatory bodies relating to facilities and the associated health and safety to include writing Risk Assessments. You will be an effective communicator both written and verbal and in turn be a confident negotiator. We need someone who will have a commitment to ensuring that all work that is carried out is undertaken to a very high standard.

You will also need to be able to work on your own initiative, able to prioritise your workload effectively. You need to be sensitive to the needs of children and young people with learning disabilities and have an attitude towards others based on respect, dignity and equality.

Benefits

- Cycle to Work Scheme upon successful completion of probation period
- Pension scheme with generous employer contributions
- Access to the Employee Assistance Programme to support health and wellbeing
- The support of a trained line manager and dedicated senior leaders
- Investment into your personal development including annual appraisal and training opportunities
- Trust-wide engagement activities throughout the year
- Wellbeing initiatives in your setting
- MAT Life Day
- Free flu jabs
- Full induction
- Whole Trust CPD day
- Enhanced Sick Pay Policy
- You are awesome awards
- Whole trust CPD day
- Big Thank You day

Safeguarding

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: [DBS filtering guide - GOV.UK \(www.gov.uk\)](http://www.gov.uk) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

In line with the update to KSCIE 2022 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.

Letter from the Principal

We would like to extend a warm welcome to you at Endeavour Academy. Our school and residential provision offers a nurturing environment for children and young people with autism and severe learning disabilities aged 8 – 19.

This much needed autism-specific setting has been developed by MacIntyre Academies Trust and Oxfordshire County Council working in partnership to meet the needs of students and their families. Endeavour Academy offers a combination of specialist day school, extended day activities, short breaks and residential care all on the same site.

Our aim is to provide our children and young people with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively, understand their autism and make a positive and successful transition into adult life.

The specialist holistic personalised and integrated curriculum is adapted to offer opportunities to motivate each young person, utilising individual strengths, skills and interests to promote learning that will impact upon every area of development. We strive to acknowledge and recognise all aspects of progress and achievement across the School and this includes

- Personal, Independence and Daily Living Skills
- Social and Emotional Skills
- Communication Skills
- Using our senses
- Cognitive and thinking skills
- Physical Skills – Sport and leisure
- Our world, the world around us – being a part of our community
- Creative and performing Arts
- Preparing for adulthood and work-related learning
- As well as the Academic core for those learners for whom this is appropriate (Maths, English, Science)

Our [curriculum](#) ensures that all students receive a highly personalised, relevant education. For those students who also live at the school for up to 52 weeks a year, we offer a waking day curriculum, which focuses on informal learning opportunities, cultural, social and emotional development as well as providing opportunities to meet the sensory needs of each young person. Communication and sensory integration is embedded throughout all that we offer to our young people in every context.

Our outstanding specialist staff team undergo a thorough induction and have the opportunity to access continuing and specialist training opportunities. The team ensure that each student is presented with learning that is motivating and reinforcing. They strive to provide an environment that flexibly and creatively responsive to individual needs.

In all that we do, we continue to work closely with our families and carers, as well as all the professionals who may be involved in the life of the young person, to ensure that, they too, feel supported, are reassured that their child is safe, happy, supported to learn, respected and celebrated.

Endeavour continues to create a happy and nurturing environment with an ethos of warmth and understanding. We are privileged to have a staff team who really understand the needs of children with autism and how they can support them towards the best possible outcomes.

If you would like to know more about Endeavour Academy, are interested in working for us or would like to find out more about how we can support you, please do not hesitate to get in touch with our office.

Mark Shears
Principal

Information for Candidates

MacIntyre, a national charity founded in 1966 by the parents of a disabled child, is the sponsor for Endeavour Academy. With over 40 years of experience in providing specialist provision for over 1,000 children and adults with learning difficulties and autism across the UK, MacIntyre has developed a strong reputation both nationally and locally in Oxfordshire, as a high-quality, person-centered organisation.

The school building and residential facility are located in Headington. The school has capacity for 32 students and the residential provision has capacity for 6 full time and 6 respite placements. The residential home provides some 52-week placements and the opportunity for day placements and some shorter stays (e.g. weekly, weekend, term-time boarding or holiday residential periods).

All young people have Education, Health and Care Plans and the majority have allocated social workers. In addition, pupils may be supported by Learning Disability CAMHS, the Virtual School and respite providers.

Pre-interview checks /references

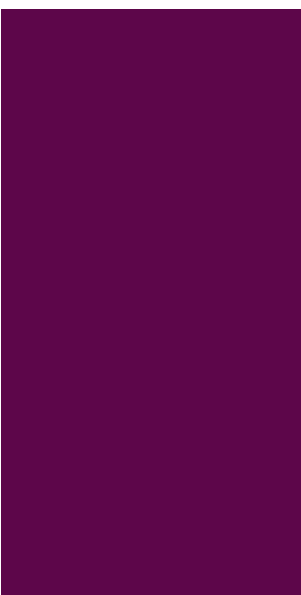
Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are shortlisted for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school will conduct a social media check on applicants invited for interview in line with Keeping Children Safe in Education (2023).

Interviews

If your application is successful, full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at the interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to the interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.



Our Vision and Ethos

We believe all young people, regardless of disability, deserve the best education possible. We want our students to be ambitious for themselves and we need to be ambitious on their behalf. Therefore, our aim is to deliver an 'outstanding' school with outstanding outcomes. A school which is truly family centred with education individualised to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning and a focus on high quality personalised education and support. Parents/carers are encouraged to be fully involved and connected from the outset.

Our bespoke curriculum focuses on 4 key areas:

Knowledge, Skills and Understanding

Independence

Wellbeing

Social Skills

These are underpinned by a developmental curriculum and the academy offers flexible education that meets the needs of individual children and families.

Key to the academy's success is the recruitment and development of a highly skilled, flexible workforce that delivers outstanding education and support and benefits from MacIntyre Academies Trust's in-depth understanding and experience of how to design bespoke education solutions for children who requires specialist support to achieve excellent outcomes.

We have a holistic approach to supporting behaviour that empowers the child or young person to engage in education.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside parents/carers, Local Authority SEND, social care, CAMHS and Children We Care For (LAC) teams and other stakeholders to ensure that the academy is successful in delivering the best outcomes for our young people.



Facilities Manager Job Description

Reporting to
School Business Manager

Purpose:

To have overall responsibilities for a high standard of cleaning, maintenance, security and grounds maintenance across the school and house, both internally and externally

To be responsible for the effective management of the Building and Facilities staff, and resources.

To work as part of the School's support team in ensuring safety and high quality maintenance of all buildings and their contents. To maintain Health and Safety precautions in all working areas and to comply with good practice, policies and procedures, as laid down in the School's Health and Safety policy, with particular regards to COSH, Risk Assessments, Electricity at Work, Safe Systems at Work, Manual Handling, safe use of Hazardous substances and any other relevant legislative or regulatory requirements relating to the site.

Key Responsibilities:

1. To ensure effective maintenance, replacement and repairs resulting from daily wear and tear within the school and residential building.
2. To prioritise repairs and carry out the work within the allowed timescales.
3. To support operational staff in completion of a monthly repair inspection and record in the Maintenance Book.
4. To provide organisational and advisory support to the Principal, Governing Body and School Business Manager as appropriate, on buildings and facilities issues.
5. To manage the building and cleaning team effectively to meet the relevant performance standards.
6. To have overall responsibility for effective security within the school and its environment, including emergency call-outs as appropriate
7. To liaise with the Office Manager with regard to Insurance Claims for vehicle damage or accidents and liaise with repairers.
8. To develop and maintain good relationships with operational colleagues.
9. To consider academic restraints that may affect the maintenance programme.
10. To assist at special functions which may be out of normal working hours.
11. To attend meetings as required.
12. To drive school vehicles if required.

Accountability

1. To ensure that all maintenance activities meet the requirements of recognized regulatory bodies such as Environmental Health, Health and Safety Executive, Ofsted and any other relevant body.
2. To maintain records in relation to Health and Safety to include the creation and updating of risk assessments relating to all maintenance activities. Ensuring that they are regularly updated, read, understood and signed by relevant colleagues.
3. To manage the quality and progress of all work being carried out by external contractors working within the school buildings and ensure compliance with the school and regulatory standards.
4. To ensure that all equipment used to carrying out maintenance activities is kept well maintained.
5. To procure estimates and prepare budgets (including annual budget) for any works which is required and submit to the Principal for approval.
6. To strictly adhere to the School's safeguarding policies and procedures.
7. To create an annual programme of works for the servicing, repair and testing of electrical, heating, water, alarm and fire equipment, for the school building and residential provision. To advise senior staff of this programme and maintain all necessary records.
8. To create an annual programme for major property repairs and renewals in consultation with the Senior Leadership Team.

9. In consultation with the Senior Leadership Team, develop an annual internal decoration programme for the school and residential provision and to commission this work.
10. To negotiate prices, terms, conditions and timescales for work with external contractors.
11. To carry out on-call duties when necessary for any emergency and out of hours maintenance work ensuring there is adequate maintenance cover at all times.
12. To ensure that all school vehicles are maintained and serviced at correct intervals in accordance with the manufacturer's guidelines and the Health and Safety Manual.
13. To be responsible for your own personal and professional development and that of your team, undertake learning and development activities as required.
14. To participate in the School's performance management process and to carry out the supervision and the appraisal of individual members of the facilities team if required.
15. To Act as an Appointing Officer in relation to the recruitment of facilities staff.

Additional Duties:

1. To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
2. To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
3. To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
4. To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

Facilities Manager Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Demonstrable experience in the management and undertaking of building maintenance and repairs. • Knowledge of working with regulatory bodies and associated legislation, to include: COSH Electricity at Work Safe Systems at Work Manual Handling, Safe use of Hazardous substances • Knowledge of Health & Safety and writing associated Risk Assessments. • Experience of managing budgets. • Ability to negotiate costs for work to be carried out • Demonstrative experience of report writing and planning a schedule of works. • Excellent communication skills both written and verbal. • Experience of managing external trades and contractors. • Experience of working as part of a team 	<ul style="list-style-type: none"> • 2 years previous experience in a similar position, within a residential schools or other setting. • Experience on maintaining Hydro pools. • Experience of maintaining moving and lifting equipment. • An IOSH qualification. • Project Management experience.
Personal Attributes	<ul style="list-style-type: none"> • Ability to prioritise tasks • Able to take responsibility and to work on own initiative • Self-motivated • Flexible and adaptable to the role • Committed to high standards • Sensitive to the needs of children and young people with learning disabilities and an attitude towards others based on respect, dignity and equality • Hold a full clean driving license (Minimum of 1 year) • Able to participate in an on-call emergency rota for out of hours maintenance issues to include weekends. 	

Competencies

<p>Providing Leadership</p>	<ul style="list-style-type: none"> • Is able to inspire and lead others to achieve success: • Is able to understand school development planning and trust strategy and translate this into practice at a team level • Influences and inspires team members and gains respect by creating a clear vision and demonstrating a passion to support young people • Is willing to listen to others, share knowledge and encourage creativity within team members • Encourages an environment of continuous learning and self-reflection • Openly reflects on own working practice with a willingness to take feedback from others • Is accountable and responsible for decisions made, actions taken and the standard of work completed by them and their team.
<p>Improving Service Quality and Compliance</p>	<ul style="list-style-type: none"> • Is evaluative and able to set and achieve high standards for themselves and others: • Able to deliver a high quality of service for the benefit of young people, by understanding the needs of individuals • Able to developing a clear overall improvement plan for their area of work. • Contributes and ensures that their team contribute to the school improvement plan • Ensures that MAT strategies and philosophy is embedded in team culture and that regulatory and compliance targets are met.
<p>Leading Learning and Teaching or Care in an Educational Setting (for those in an operational role)</p>	<ul style="list-style-type: none"> • Is ambitious, has consistent and high expectations of staff and pupils: • Demonstrates personal enthusiasm for and commitment to the learning process • Demonstrates the principles and practice of effective learning and teaching • Accesses, analyses and interprets information • Initiates and supports research and debate about effective learning and teaching and develop relevant strategies for performance management • Is expert at assessment and the tracking of pupil progress, with appropriate support and intervention based upon a detailed knowledge of individual pupils
<p>Managing External Stakeholders</p>	<ul style="list-style-type: none"> • Able to develop and manage external stakeholder relationships, promoting MacIntyre Academies' values positively. • Able to maximise business opportunities through existing networks and identify and secure new business opportunities. • Uses an appropriate customer focussed approach and communication. • Collaborates and networks with others within and beyond the School • Builds and maintain effective relationships with parents, carers, partners and the community, establishing a strong network of contacts that enhance the outcomes for all students and staff
<p>Results & Quality Focus</p>	<ul style="list-style-type: none"> • Able to provide clear direction for direct reports and staff teams, linked explicitly to business objectives and the needs of the children and young people we support. • Provides effective performance management using a range of leadership techniques and management tools. • Encourages and supports personal development within all direct reports.
<p>Managing Teams Effectively</p>	<ul style="list-style-type: none"> • Is able to get the best out of others and can influence and guide their team to achieve high performance: • Proactively deals with staffing issues quickly • Adapts management style to suit individual team members and get the best from them. • Believes in and demonstrates the ability to mentor and positively supervise staff. • Allows staff appropriate level of flexibility and creativity in workplace, sets clear directions and goals for team • Delegates responsibility to team members appropriately.
<p>Maintaining Commercial Disciplines</p>	<ul style="list-style-type: none"> • Manages successfully the delivery of a business area: • Is accountable for the operational and financial performance of area. • Is able to manage and deploy allocated resources appropriately. • Is able to identify commercial threats and risk and develop plans to meet these.
<p>Personal Development</p>	<ul style="list-style-type: none"> • Is committed to achieving high standards for their own self-development: • Is able to reflect on self-development needs from a business and personal perspective and address them. • Meets agreed development action plans as agreed with line manager. - • Achieves positive feedback from own staff team, peers, senior colleagues and external stakeholders.

