



Ark Burlington
Danes Academy

BDA Candidate Pack

Assistant Premises Manager



Welcome from the Principal

Welcome to Ark Burlington Danes Academy. We are an all-through school serving pupils aged 3-18 from our local community in the borough of Hammersmith & Fulham. At Ark Burlington Danes Academy our vision is that ***‘we will be the ones to make our world a better place.’***

Our Academy culture and core values act as the multiplier to make every decision, action and interaction within the academy stronger and more effective. These are:

- **Aim High** - *We have the highest expectations in everything we do every day so that we can fulfil our goals and dreams.*
- **Be Kind** - *We use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.*
- **Be Brave** - *We challenge ourselves and we keep going when things are difficult.*
- **Keep Learning** - *Everyday, we actively seize the chance to learn, even from our mistakes, and we are curious about new knowledge and skills.*

All schools can be efficient, effective and smart, but it is the schools that relentlessly and sustainably focus on culture that make the biggest difference for the students that need it the most. Our school culture and core values are our compass throughout our journey to ensure our students receive the very best. We live and breathe these values every minute of every day at BDA so that every student is empowered to live a life that is purposeful, fulfilling and be the ones to make our world a better place.

The academy has the highest expectations for all, and we will make no apologies for that. Every single student at BDA will achieve outcomes that enable them to compete with anyone in society by taking ownership of their actions and understanding that these will determine their future success regardless of the challenges that they face. We believe that students achieve well when they **Aim High** by doing everything to the very best of their abilities every single day.

All staff at BDA strive to continually learn and improve so that they can be the very best teacher, leader or associate team member to ensure our students have the education and build the character they need to achieve anything they set their minds to. To support this, we invest in professional development at all levels that includes weekly CPD built into the Academy Day, weekly co-planning, instructional coaching programmes and a range of nationally recognised qualifications through the Ark network. We really do model the value of **Keep Learning**.

Originally founded as a Christian charity school in 1699, we are proud not just of our heritage and significant history, but especially of how this Christian ethos permeates all aspects of our school life. Throughout BDA’s long history the school has dedicated itself to supporting young people and strived to achieve our vision statement to ***make our world a better place.***

We offer a highly academic curriculum with a central focus on our students achieving exceptional exam results. This drives our excellent academic outcomes and enables our students to access the best universities and careers, with over 50% of our students gaining a place at a Russell Group university.

Our carefully curated curriculum is complemented by a structured enrichment offer, which takes full advantage of our unique sports, arts and music facilities as the largest school site in central London. Together they help our students to develop their confidence, resilience and character that will enable them to become the leaders of the future. Our commitment to our students’ broader development is evident throughout the cultural life of our school and our pioneering work on diversity; demonstrating why BDA is such a special place to learn. Ark Burlington Danes is on an exciting journey to build a truly brilliant Academy that makes the difference for the young people and community we serve. Our recent [OfSTED report](#) and Good judgement in July 2022, shows the initial steps on this journey to delivering exceptional education for all. Some highlights from this report include:

- *School leaders and governors share a vision of an inclusive, high-quality education for all pupils. They have high aspirations for pupils and want to give them every opportunity to succeed.*

- *Leaders have prioritised professional development.*
- *Pupils are polite, friendly, and engage with adults well. This is a school where leaders develop pupils' character and prepare them well for the next stage of their education. Teachers seek to know and understand every pupil, and pupils have adults who are always there to help them.*
- *Leaders have high expectations of pupils' behaviour. Pupils meet these expectations most of the time. They behave well. Bullying is quite rare and, when it does happen, leaders deal with it effectively.*

This was a great start on our journey, but it is just the beginning. We will not stop until students at BDA receive the very best education and enriching experiences every single day. If you are looking to join a school that is dedicated to making a difference for the students that need it the most and a leadership team that use culture as the strategy to drive improvement, then apply and join us on our journey to ***make our world a better place.***

David Carr

Principal



The BDA Culture

Our Academy culture and core values act as the multiplier to make every decision, action and interaction within the Academy stronger and more effective. All schools can be efficient, effective and smart but it is the schools that relentlessly focus on their culture that make the biggest difference for the students that need it the most and do it sustainably. We live and breathe these values, every minute of every day at BDA so every student is empowered to live a life that is purposeful, fulfilling and be the ones to make our world a better place.

The Critical Questions of a Healthy Organisation

Why do we exist?

"I have come that you may have life, and have it in all its fullness" - John 10:10

We will be the ones to make our world a better place.

How do we behave?

Aim High – *We have the highest expectations in everything we do every day so that we can fulfil our goals and dreams.*

Be Brave – *We challenge ourselves and we keep going when things are difficult.*

Be Kind – *We use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.*

Keep Learning – *Everyday, we actively seize the chance to learn, even from our mistakes, and we are curious about new knowledge and skills.*

What do we do?

‘We provide high quality education, enriching experiences and develop the character of the young people at BDA.’

What is most important right now?

The BDA culture – ‘culture eats strategy for breakfast.’

The 4 Disciplines of a Healthy Organisation

These disciplines are vital for a healthy and productive culture and will drive the academy vision of all stakeholders **‘being the ones to make our world a better place.’** Below gives a brief overview of the disciplines at BDA.

1. Cohesive Leadership Team

A cohesive team eliminates politics and increases effectiveness by:

1. Being open and building trust
2. Engaging in constructive and ideological conflict
3. Committing to clear decisions
4. Holding one another accountable for behaviours and performance
5. Focusing on collective results

We will achieve this through common behaviours, a commitment to providing each other feedback and using the working genius model to identify strengths of weaknesses of the team and each member.

2. Create Clarity

All members of the BDA community will know the answers to the critical questions, key teaching signature strategies, key behaviour routines and systems within the Academy. It is vital to have clarity

around these so that every is working together towards the same objectives – we value codification at BDA.

There is a high-quality professional development offer that will support you with understand these strategies, routines, and systems. We believe that these common strategies will support you to develop to become even better teachers and leaders. However, we also believe in providing enough flexibility for innovation in your work to develop these strategies further.

In addition to this, SLT work tirelessly to create 100% clarity around decisions, actions and strategies before launch. You will be part of this process as we actively seek staff feedback before taking action and making decisions.

3. Over-communicate Clarity

Leaders often neglect this discipline for fear of patronising the people they lead. This is a false worry as staff and students need to be over-communicated with to ensure they are clear on the messages. Adults and students need to hear it be said multiple times (maybe as high as 7) before they believe it. They need to hear the same messages multiple times, in different forms and from different people. At BDA we use this discipline to support clear communication throughout the Academy.

4. Reinforce Clarity

If the first three disciplines are working well then, we will have 90% of staff, students and parents on board. However, some will intentionally or unintentionally not do what is required or has been set out. This discipline is vital in improving the behaviour and skill of these individuals, ensure we have the right people on the bus and reinforce with the 90% that we will take action to ensure we are all aligned. This further supports those staff members become even more aligned. This is achieved through the following:

1. Reinforcing clarity conversations.
2. Practice Activities.
3. Praise.
4. Performance management.
5. Recruitment, induction, and retention.

School Prospectus

To view our School Prospectus please click [here](#).



SLT Behaviours

Whether you are joining the senior leadership team at BDA or working with them, it is important to know the behaviours we have created as a team and commit to modelling every single day. As a senior leader applying to BDA, these behaviours are more important than expertise and we would expect you to model these consistently. As a new staff member of BDA, you should expect your senior leaders to model these, and we would expect you to provide feedback to the team if these behaviours are not met at any point.

Overarching Behaviour: We are all committed living and breathing the vision of ‘*We will be the ones to make our world a better place*’ and the values of ‘*Aim High*’, ‘*Be Brave*’, ‘*Be Kind*’ and ‘*Keep Learning*.’

Aim High – *We have high expectations in everything we do so that we achieve great things.*

1. *We acknowledge that the team is greater than the individual; there are no egos.*
2. *We are committed to having the highest expectations of all stakeholders.*
3. *We are consistent in our day-to-day SLT activities, modelling excellence in all routines.*
4. *We have a high presence around the school; we sweat the small stuff, whether this is picking up litter or picking up lessons. What we walk past defines us.*
5. *We are responsible for all areas of the school, not just our own remits. We do not work in silos!*

Be Brave – *We challenge ourselves and we keep going when things are difficult.*

1. *We will share our vulnerabilities with others in the team and use them for support.*
2. *We are open to receiving feedback regardless of how difficult it is to hear; we commit to engaging with, and acting upon it, for the benefit of the team.*
3. *We avoid passing on our stress to those that we line manage.*
4. *We challenge each other when we disagree. Conflict is healthy.*

Be Kind – *We use every interaction to demonstrate our care for others. This encourages everyone to be the best version of themselves.*

1. *We make time for the little interactions with everybody in the school.*
2. *We actively seek to offer praise and thanks at all opportunities.*
3. *We are prepared to do the unpleasant jobs for each other, staff, and students.*
4. *We assume good intentions behind people’s actions. We are curious to find out the reason behind their actions.*
5. *Be present in meetings – no electronics useless stated by the chair of the meeting.*
6. *I will explain the ‘why’ and contextualise the conversation, so the student/ parent/ teacher understands the importance.*
7. *We are committed to being as positive as possible. However, we provide praise and feedback at the right times.*

Keep Learning – *Every day, we seize the chance to learn, and we are curious about new knowledge and skills.*

1. *We commit to building in time for us to develop as a team.*
2. *We strive for excellence in our teaching and leadership on a day-to-day basis.*
3. *We actively seek feedback to improve as teachers, leaders and as a team.*
4. *We commit to learning about our students’ contexts and life experiences to inform our leadership decisions.*
5. *We own our mistakes and work collectively to rectify them.*

Others

1. *We are committed to the 4 disciplines of a cohesive leadership team, creating clarity, over-communicating clarity and reinforcing clarity.*
2. *We are committed to cascading clarity throughout the school after SLT meetings. We agree the key messages and communicate these to our direct reports within 24 hours of the meeting.*
3. *We do not collude. We do not gossip.*
4. *We own all decisions made collectively.*
5. *We are outwardly unified, and staff can see that.*
6. *We share agenda items in advance and commit to engaging with these before meetings.*



Job Description: Assistant Premises Manager

Reporting to:	Premises Manager/Operation Manager
Location:	Ark Burlington Danes Academy, White City
Contract:	Permanent
Working Pattern:	36 hours per week, All year round
Salary:	Ark Support Staff Band 7 (Inner London)

The Role

As Assistant Premises Manager, you will lead the team responsible for ensuring the Academy is a safe, inviting, and positive learning environment for students, staff and visitors. You will also help the Academy to run as efficiently as possible, following good sustainable principles.

You will be responsible for the management and operation of premises-related functions at the Academy including buildings and grounds maintenance, security, cleaning, and lettings of our facilities. You will manage all premises-related contractors and contracts and play a key role in the day-to-day implementation of the Academy's Health & Safety Policy.

Key Responsibilities

Premises

- Manage the Premises Team (including any directly employed cleaning or lettings), to ensure that there is always sufficient staff on site to provide for the day-to-day requirements and respond to any premises matters arising.
- Manage and supervise contractors while working on the Academy site, operating a permit to work system as required and ensuring safeguarding requirements are met.

Health, Safety, and Security

- Comply with the requirements of the Health and Safety at Work etc Act 1974 and take reasonable care for the health & safety for everyone onsite.
- Keep up to date with changes in relevant health and safety law, fire and building regulations, ensuring prompt compliance, implementation, and monitoring of regulations.
- Ensure that risk assessments and management plans are up to date and implement any action plans to rectify any deficiencies identified.
- Ensure fire risk assessments are in place and reviewed regularly and that appropriate fire safety and evacuation measures are in place and the Academy is safe.
- Act as a first aider and fire warden.
- Oversee the security of the Academy and ensure that the Academy is properly locked and alarmed when unoccupied.
- Ensure the Academy can be accessed during opening hours and provide access to the Academy in an emergency (which may include being called outside of normal working hours) to deal with emergencies.

Maintenance

- Manage repairs and general maintenance across the Academy's site, ensuring it is maintained in a good state of repair and appearance and that that works are carried out within the budget.
- Obtain best value for money by carrying out repairs in-house where this can be done safely and efficiently taking into account competence and available equipment.
- Obtain best value for money by procuring works from third parties in accordance with the Procurement Code of Practice.

- Promptly identify and resolve any areas requiring repair which are a source of danger to others or affect the security of the building.
- Oversee an agreed program of planned preventative maintenance and other regular housekeeping tasks, monitoring this using the CAFM system.
- Ensure that all mechanical, electrical and public health installations are fully operational and manage all utilities, in order to ensure quality of service and cost-optimisation.
- Manage the Academy's relationship with contractors (relating to premises), ensuring that contractual obligations are fulfilled, and identifying and working to resolve any performance issues.

Portering & Setups

- Receive and process deliveries, taking them to the appropriate place within the Academy.
- Prepare rooms for lessons/meetings/events, setting out or putting away furniture as required and ensuring rooms are clean and presentable.

Lettings

- Act as the Academy's point of contact with the lettings management company (LMC)
- Manage the LMC in line with the contract and ensure that the Academy's policies are complied with and that any damage to equipment/fabric from lettings is promptly reported to the LMC.
- Liaise with the Finance Manager to ensure income is received in accordance with the contract with the LMC.

Other

- Supporting the staffing of student entrance/exit points at the start & end of the school day.
- Liaise with the Regional Facilities Manager in the Ark Central Estates Team and seek support and guidance when required.
- Play an active role in meetings with other Premises Managers within Ark Schools chaired by the Regional Facilities Manager.
- Undertake other responsibilities as reasonably directed by the Principal or Operations Manager.

Equal Opportunities:

- The Academy has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role.

Person Specification: Assistant Premises Manager

Qualification Criteria

- Experience relevant to the post.
- Ability to work with children, adolescents, parents / carers.
- IOSH Managing Safely (desirable)
- HSE First Aid at Work (desirable)
- Ability to work as part of a team.
- Other relevant health and safety qualifications and/or willingness to undergo training as required

Knowledge, Skills and Experience

- Experience in building maintenance, ideally within an educational setting.
- Skills in basic decorating, plumbing and handyman tasks.
- Skills in electrical, carpentry/joinery and glazing tasks (desirable).
- Knowledge of and experience of using Windows and MS Office.
- Knowledge of and experience of using a CAFM system (desirable).
- Experience in the management of service and maintenance contracts and supervising contractors.
- Experience leading, coaching, and motivating staff, ensuring professional development and effectively challenging and managing any underperformance.
- Understanding and ability to apply regulations (e.g. HASAW, PUWER, LOLER etc.)
- Able to meet the physical demands of the role including working at height and manual handling.

Personal

- Positive person that has a real passion for education and addressing disadvantage.
- Motivation to work with children and young people.
- Ambitious and hard-working.
- Commitment to the wider school community and a willingness to offer extra-curricular activities.
- Commitment to pursue agreed short/medium and long-term strategies to completion.
- A passion and commitment to an ethos of high expectations, personal fulfilment and academic success.
- Presence and approachability.
- Sense of humour and resilience

Other

- Enthusiasm for and commitment to the achievement of the Academy overall vision of **‘making our world a better place.’**
- Ability to build and sustain professional standards, relationships and personal boundaries with children and young people.
- Emotional maturity and resilience in dealing with challenging behaviours.
- Ability to contribute towards creating a safe and protective environment.
- Empathy with the aims and objectives of Ark.
- Enthusiasm for our core values of **Aim High, Be Brave, Be Kind and Keep Learning.**
- Commitment to contributing to academy life as a whole.
- Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.

Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. To meet this responsibility, we follow a rigorous selection process. This process is outlined here but can be provided in more detail if requested. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).



Ark Burlington Danes Academy

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