



**Relief Site Supervisors
Recruitment Pack 2025**

Post Type: Relief



WELCOME

Thank you for your interest in this role.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed. (*"Staff are happy and proud to work at the school. Leaders are considerate of staff's workload and well-being"* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **"Create Your Future. Be who you are and become who you aspire to be"** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We have a strong and committed governing body who take their roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. Our students kind and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*"Lessons are calm and orderly"* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.

ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school and students address teachers by their first names. This is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *"There are positive relationships between staff and pupils. Pupils are happy at school."* (OFSTED, 2022).
- The foundation of our school is our caring and supportive highly inclusive ethos. *"Belper School and Sixth Form Centre is an inclusive school ... Pupils can 'be who they are' and have their own identity"* (OFSTED, 2019).
- Our students are exceptionally understanding. *"Pupils are kind and considerate. They accept others' differences"* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *"Leaders have developed a well thought out programme for pupils' personal development. ... Pupils value the range of activities that the school offers"* (OFSTED, 2022).
- We have a wide range of academic courses *"Curriculum plans in the sixth form are well developed and the work that teachers set is demanding"* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *"Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them."* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *"Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out."* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.



THE ROLE

We are looking to recruit Relief Site Supervisors to join our dedicated team of premises staff. The successful candidates will be able to work well as part of a team and independently providing a range of practical site support functions to ensure the security, care and maintenance of the school, and to help ensure a clean, safe, warm and attractive environment for all users of the building.

This role will be of particular interest to suitably skilled candidates, who are looking for occasional relief work. Weekday shifts will be available to cover holidays, sickness and training for our current team of Site Supervisors. Relief shifts may also be available on evenings and weekends in the future, in order to support lettings as part of our commitment to Belper Community Theatre.

Please read the Recruitment Pack for the post carefully, if and the role of Relief Site Supervisor within our school appeals then we would like to hear from you.

APPLICATION PROCESS

Role Type: Relief (This is a relief post, hours are offered as a when available)

Start Date: As soon as possible following pre-employment checks

Application closing date: Midnight, 23 April 2025

Please read the Recruitment Pack for the post and if you think that you meet the requirements and the post offers the challenge and flexibility you are seeking, we would be delighted to hear from you. Applications can be made by completing the application form on our website or via the Derbyshire county Council Jobs page.

You should detail your experience and reasons for applying on your application.

(Early applications are encouraged. Applications will be reviewed periodically and interviews will be held on a rolling basis. Shortlisted candidates will be contacted by email. Should a successful appointment be made, we reserve the right to close this advert at any time)

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

PERSON SPECIFICATION AND JOB DESCRIPTION FOR THE POST OF RELIEF SITE SUPERVISOR

Post title:	Site Supervisor (Relief)
Grade:	Grade 5 – (£12.65 -£12.85)
Job Family:	Construction and Maintenance
Responsible to:	Estate Manager
Hours of work:	<p>This is a relief post - when required to work, the shift will usually be within in the following shift pattern:</p> <p>Monday: 6.00am – 2.00pm with 30 minutes for lunch; or 1.30pm – 9.30pm with 30 minutes for tea</p> <p>Tuesday: 6.00am – 2.00pm with 30 minutes for lunch; or 1.30pm – 9.30pm with 30 minutes for tea</p> <p>Wednesday: 6.00am – 2.00pm with 30 minutes for lunch; or 1.30pm – 9.30pm with 30 minutes for tea</p> <p>Thursday: 6.00am – 2.00pm with 30 minutes for lunch; or 1.30pm – 9.30pm with 30 minutes for tea</p> <p>Friday: 6.00am – 1.30pm with 30 minutes for lunch; or 1pm – 8.30pm with 30 minutes for tea</p> <p>Shifts may change during school holidays when shorter opening hours are possible</p> <p>Out of hours relief work may include evenings and weekends when the school is open for lettings.</p>
Weeks of contract:	This is a relief post. Hours may be offered in term time, school holidays, evenings and weekends.
Flexible working:	This is a relief post, hours are offered as a when available

Role Description

Purpose of the Post

- To provide a range of practical site support functions to help ensure the security, care and maintenance of buildings
- To provide a range of practical site support functions to help ensure a clean, safe, warm and attractive environment for all users of the building, so that standards of availability, health, safety and appearance are maintained to the satisfaction of the Headteacher
- To provide a caretaking service
- To act as keyholder
- To assist the Line Manager in providing supervision and monitoring of work standards of routine practical cleaning and related support activities
- To assist the Line Manager in providing supervision and visitor control of contractors and visitors as appropriate

- To act as the Person in Charge during external lettings

Key Tasks and Responsibilities

1. To provide supervision of and support for the Cleaning Team, the Litter Pickers and the Exam Room Preparation Assistants, escalating problems to the Line Manager if required
2. To assist with the training and induction of Cleaning Staff, Litter Pickers, and Exam Room Preparation Assistants including (if required) safe use of electrically powered machines
3. To assist with day-to-day record keeping for payroll purposes including if required recording sickness or other absence on the timesheet, keeping the Line Manager informed of all relevant events and providing cover in their absence
4. Providing effective cover to ensure security, care and maintenance of buildings with the two-shift caretaking system.
5. Assisting with the ordering and efficient stock control of caretaking/cleaning equipment and materials, ensuring safe and appropriate use and storage
6. Assisting the Line Manager in ensuring that the building is maintained to a high standard, to provide a clean, safe, warm and attractive environment for all users of the building thereby assuring and encouraging continued use by the community.
Achieved by:
 - a) Identifying and receiving notification of building defects and passing such information to the line manager
 - b) Carrying out minor repairs and maintenance as agreed
 - c) Carrying out handy person duties including painting and decorating as agreed
7. Assisting the Line Manager to liaise with the surveyor and other appropriate authority and external representatives and contractors where appropriate
8. To ensure effective operation of the security alarm and fire warning system and to act as a keyholder of the school
9. To ensure that all health and safety regulations in respect of the building and workforce are complied with and appropriate action is taken to rectify any problems which may arise with regard to health and safety
10. To act as the Person in Charge during external lettings, in accordance with school procedures
11. To carry out all caretaking duties in accordance with school procedures
12. To carry out cleaning duties where appropriate in accordance with school procedures
13. To receive training as required, including working at height, operation of tools and machines, safe use of chemicals and substances, and school-specific procedures such as safeguarding
14. To have an awareness of the needs of different service users

15. To assist with school visitor control procedures and to alert the relevant staff in the event of a potential security breach
16. To work safely in accordance with school policies and procedures, following correct procedures for the safe use of materials, tools and equipment, including working at height, and ensuring relevant information is given to service users as required
17. To work co-operatively to enable efficient and effective teamwork and the best possible use of staff and resources to achieve a clean, healthy and safe environment
18. To carry out any other reasonable duties within the overall function of the role as directed by the Headteacher or the Headteacher's designated representative

Line management or supervisory responsibilities (if applicable)

- Supervision of Cleaning Staff (who are line managed by Estate Manager)
- Supervision of Litter Pickers (who are line managed by Estate Manager)
- Supervision of Exam Room Preparation Assistants (who are line managed by Estate Manager)

Supervision received (if applicable)

- Works to standard instructions and established routines with access to technical help when required
- Line manager is the Estate Manager

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations

Person Specification

A – application form R- references I – interview

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> Ability to support and supervise effectively Ability to assist with basic paperwork Ability to monitor and control caretaking and cleaning stocks and equipment Ability to communicate effectively with colleagues, students and other users including visitors, contractors and hirers Comprehensive understanding of safe working practices and risk assessment, including manual handling, COSHH and use of equipment Ability to carry out physical tasks such as lifting and carrying including in awkward positions Ability to operate tools, equipment and machinery including automated seating and electric buggy Ability to operate buildings systems including fire and intruder alarms Ability to identify building defects, and to carry out minor repairs and maintenance and handy person duties including painting and decorating Knowledge of the procedures and processes relating to the care and maintenance of school buildings and site Ability to plan own and others' work to meet the needs of the school and related deadlines with access to technical help when required Ability to carry out routine cleaning tasks and to operate cleaning tools and equipment including electrically powered machines to a high standard in accordance with recognised practice, and to train others to do so Awareness of policies and procedures relating to health and safety, equal opportunities, data protection and other relevant to duties performed 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p>	<p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p>

Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> Ability to remain calm in all situations Ability to work co-operatively and flexibly as part of a team Ability to work alone and deal with situations as they arise, following established procedures 	<p>E</p> <p>E</p> <p>E</p>	<p>ARI</p> <p>ARI</p> <p>ARI</p>

<ul style="list-style-type: none"> • Ability to work in a range of environments including working at height • Well organised with the ability to work systematically • Takes care and pride in all tasks given • Integrity, showing trustworthiness. • Patient, tactful and approachable. • Fosters good working relationships • Aware of the different needs of different service users • Committed to good health and safety practice 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p>
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Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> ▪ Grade 4 (C) or above in GCSE Maths or equivalent. ▪ Grade 4 (C) or above in GCSE English or equivalent ▪ NVQ Level 2 relevant vocational qualification or training 	<p>D</p> <p>D</p> <p>D</p>	<p>ARI</p> <p>ARI</p> <p>ARI</p>

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment • Ability to relate to students aged 11 to 18 • Punctuality and reliability • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area • Understanding of the need for confidentiality and knowledge of data protection principles 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p> <p>ARI</p>