



**Teddington
School**

Teddington School, Broom Road
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Headteacher: Kathy Pacey NPOH

**Bourne
Education
Trust**



Transforming schools... changing lives

Vacancy: Premises Administrator

25 hours per week (Monday-Friday) 52 weeks per year.

Salary Range: NJC 21-25; Starting Salary: £26,997-£28,992 FTE - £19,467 - £20,536 actual

We are seeking to appoint a Premises Administrator to be an integral part of our building management process. You will be the lead administrator for the premises function of the school, supporting the School Business Manager and Premises Supervisor to ensure Health, Safety and Compliance.

This post is suitable for either someone with a strong administration background who is interested in developing a wider skillset, or someone with a premises, health and safety or compliance background but with a keen interest in expanding their role into an education setting.

There is a degree of flexibility with the hours required to complete this role, within the schools operational needs, with a minimum of three days on site per week required.

A job description and person specification, together with an application form are available to download from our school website (www.teddingtonschool.org).

Closing date for applications:

Friday 10 December 2021 at 12 noon.

Interviews:

w/c Monday 13 December 2021

Please email your completed application form to Kim Bradstreet, HR Officer, (email details can be found at the top of the application form) or you can post your application form for the attention of Kim Bradstreet, at Teddington School. Please note that we are unable to accept or consider CVs.

Teddington School may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. With this in mind, you are encouraged to apply as early as possible.

Teddington School is committed to safeguarding and successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check.





Bourne Education Trust

Teddington School is part of Bourne Education Trust ('BET') - a regional multi-academy trust made up of nineteen schools, across both primary and secondary phases.

Specialising in supporting schools to improve their performance, BET continues to grow a community of high performing academies with the highest aspiration and dedication to achieving the best outcomes for their learners.

Led by Alex Russell, CEO, and supported by an executive team and board of directors, BET's 1,050 staff currently educate over 7,700 pupils.

BET is a fast moving and exciting place to work with every school within our Trust free to shape their individual character. Our brilliant teachers, support staff and leaders share a commitment to providing a first-class education to the children within their schools and as a Trust we strive to ensure that our provision enables every child to fulfil their potential.

Our people are the key to our success and for this reason we believe in creating great places to work where people feel supported and encouraged to be the best they can possibly be.

Staff within our schools can expect to be challenged and motivated to achieve their ambitions, and such is the scale and scope of the Trust's school-to-school support work, successful candidates can expect to:

- Work in a high performing and supportive environment with dedicated high-quality induction, coaching and mentoring programmes
- Develop their teaching pedagogy within a culture of collaboration and sharing of best practice
- Receive focussed career planning and professional development advice, which can result in rapid promotion either through direct placement or via secondments
- Work with our teaching school partner to successfully navigate your NQT status, if applicable, and receive support in achieving your qualified teacher status in the UK if you have come from abroad
- Work within an organisation that prioritises staff well-being, supports effective planning, preparation and administrative time as well as access to high quality shared resources and the opportunity to work a shorter academic year than most.