



Wimbledon College



Caretaker Applicant Information Pack



Jesuit Schools

Caretaker

Salary scale : NJC Scale 3/4[outer London]
[working 35 hours per week/ 52weeks a year]
Fixed term - one year initially

Wimbledon College is seeking a reliable, punctual, and hardworking individual to join our site team. You will play a vital role in ensuring a safe, clean, and secure environment for our pupils, staff, and visitors.

Job Specification

Main purpose of post

The primary objective of this role is to assist with the day-to-day operation of site security and cleanliness to provide a safe working environment for all students, staff, and visitors. You will ensure the security of buildings, maintain and repair school property, and oversee the general care of the grounds.

Working Environment

The Caretaker operates across the Edge Hill campus and the Coombe Lane playing fields to provide a safe, clean, and secure environment for the school community. This physically active role involves a mix of indoor maintenance and repairs, general portering, and outdoor grounds care, including clearing snow or ice during inclement weather. Working within a welcoming and inclusive environment, you will interact with pupils, staff, and contractors while supporting daily operations and external events. The position requires flexibility across a 35-hour week, including a one-in-three Saturday rotation to provide essential site cover and support for school lettings.

Duties and responsibilities

Security of Site and Premises

- Prevent/respond to trespassers; promptly report incidents to the Headteacher, Deputy Head, or police.
- Open all gates and doors before the start of each day; deactivate alarms and check for disturbances/damage.
- Secure premises at the end of each day with cleaning staff: check for occupants, lock windows/doors, switch off unnecessary lights/equipment, activate alarms, and safeguard keys.
- Provide access for authorised personnel or emergency services outside normal hours as needed.
- Program electronic door entry systems.
- Support efficient energy use; report heat loss or unnecessary energy use, and provide monthly utility meter readings.

H&S monitoring records

- Weekly Legionella flushing and record keeping.
- Fire safety: weekly/monthly checks on call points, emergency lighting, and door checks; record keeping; assist with fire drills.
- Ensure contractors read/sign asbestos register.
- Assist with swimming pool operation and monitoring.
- Perform duties in line with H&S regulations (COSHH); report hazards.

Job Specification cont'd

Maintenance, Repairs and Decoration

- Inspect, test, and minor servicing of equipment (e.g., pumps, heaters, alarms, emergency lighting).
- Carry out minor repairs/replacements to property, fixtures, fittings, furniture, and equipment.
- Clean/check/replace bulbs, diffusers, switches, etc.
- Ensure gutters, drains, and gullies are clean/free-flowing.
- Erect/repair temporary fencing as needed.
- Undertake minor redecoration and maintenance as agreed with the line manager.

Cleaning and Care of Premises and Grounds

- Ensure hard areas/paths are clean and free from litter, weeds, dirt, and leaves (including daily litter picking).
- Move dustbins and dispose of refuse appropriately.
- Check and clean school minibuses.
- Carry out emergency cleaning (e.g., after storms, floods, vandalism, spillages, sickness, graffiti removal).
- Clear snow/ice and spread rock salt as needed for safety.

Porterage and General Duties

- Move/arrange furniture and equipment as required, including for out-of-hours events.
- Ensure a proper supply of cleaning materials and requisites; receive/store/distribute goods.
- Check toilets during the day; carry out emergency cleaning; report issues; replenish supplies.

Lettings

- Attend site for lettings: provide access, set up heating/lighting/furniture, clean and secure premises after use.

Supporting the School

- Attend relevant training and actively seek learning opportunities.
- Participate in meetings and performance appraisal.
- Present a positive personal image and contribute to a welcoming, inclusive environment.
- Comply with all school policies and procedures, including safeguarding, health and safety, Prevent, and data security.
- Promote the health and safety of pupils, staff, visitors, and user groups at all times.
- Maintain confidentiality regarding school matters.
- Undertake other tasks as directed to support the effective day-to-day operation of the premises.

Hours are by pre-planned agreement and may include early/late or split shifts, and may change depending on lettings or school needs. A one-hour unpaid break is included when the shift exceeds 6 hours. An enhancement is payable for Sunday working (time worked plus half). Extended hours may be required in busy periods (with time off in lieu). Evening meetings/events attendance may be required.

Person Specification

Person Specifications

Qualifications and Training

- Good standard of general education (GCSEs or equivalent in English and Maths desirable)
- Willingness to undertake training relevant to the role (e.g., Health & Safety, COSHH, legionella, fire safety)
- Experience
- Experience of caretaking, site maintenance, or a similar role (desirable)
- Experience in basic building maintenance and cleaning
- Experience supervising cleaners or contractors (desirable)

Skills and Knowledge

- Understanding of health and safety requirements relevant to school premises
- Basic DIY, repair, and maintenance skills
- Ability to respond quickly and effectively to emergencies
- Good organisational and time management skills
- Ability to use email and basic IT systems for record keeping
- Knowledge of safeguarding procedures (desirable)

Personal Qualities

- Reliable and punctual
- Able to work independently and as part of a team
- Flexible and adaptable to the needs of the school
- High standards of personal presentation and integrity
- Commitment to confidentiality, safeguarding, and equality
- Positive attitude and willingness to learn
- Supportive of the Jesuit ethos of the school.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the caretaker will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Department Information



Aims and Objectives

The primary mission of the department is to provide a world-class physical environment that reflects the College's values of excellence and care.

Security: To maintain a robust security presence, ensuring all buildings and gates are monitored, alarms are functional, and the site is protected against unauthorised access.

Safety: To uphold rigorous Health and Safety standards, including regular fire safety checks, Legionella monitoring, and swimming pool safety.

Maintenance: To ensure the longevity and quality of school assets through prompt repairs, servicing of equipment, and proactive redecoration.

Service: To provide high-quality portorage and setup support for school events, exams, and community lettings.

The Facilities Department

Facilities Manager: Provides strategic oversight and line management for the entire team

Site Supervisor & Deputy Site Supervisor: Manage day-to-day operational matters and provide direct supervision to the caretaking staff.

Caretaking Team: Comprised of two Caretakers (including this post) who execute the core maintenance, security, and portorage duties.

Administrative Assistant: Provides essential clerical support for record-keeping, health and safety documentation, and departmental organization.

Support Staff: The team also supervises cleaning staff, apprentices, and external contractors as required.

Accommodation and Resources

The team operates across a diverse and well-resourced estate, providing variety in the working day .

Edge Hill Campus: The main school site featuring historic and modern buildings, specialised classrooms, and administrative offices. **Coombe Lane Playing Fields:** Extensive sporting facilities that require regular monitoring, security, and maintenance.

Specialised Facilities: Resources include an on-site swimming pool and gym, which the facilities team helps monitor and maintain.

Transport: The school operates a fleet of minibuses which the caretaking team is responsible for checking and cleaning.

Tools and Equipment: The department is equipped with the necessary tools for DIY, minor building repairs, and grounds maintenance (including snow/ice clearance equipment).

Information about the College



Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.



The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.

The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy.



Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.



We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.

We were graded as Good in our most recent Ofsted inspection in 2017, below are some the key findings:

- "The school provides an inclusive, orderly and welcoming environment where pupils achieve well and enjoy their learning.
- Pupils benefit from strong levels of support, guidance and care through the chaplaincy and pastoral teams. This contributes effectively to their positive attitudes to learning and prepares them well for the next steps in their education.
- All pupils are encouraged to be 'men for others' through the embodiment of the school's core values.



Staff Development

At Wimbledon College, we believe that professional development is an essential and inherent part of your role regardless of the stage you are at in your career or the position you hold. This results in bespoke CPD journeys based on your current position and the trajectory you would like your career to go in. Every staff member is supported along that journey. Through a combination of internal and external CPD opportunities staff are able to develop their own skills and competencies and then have the opportunity to share those with colleagues from the College and across the borough.

We use a range of resources and strategies within and outside the College to achieve this:

- We have staff completing external leadership courses such as NPQs and Merton specific Leadership Courses
- We engage with a wide range of organisations, including UCL, Bluesky and PixL to support the delivery of our extensive professional development programme for both career progression and skills development tailored to individual needs
- We have a coaching programme to allow both teaching and non teaching staff to share best practice and offer career advice and guidance.
- We have in-school groups that work collaboratively on projects around a chosen topic such as promoting literacy across the curriculum

We fully appreciate the importance of training for support staff and have a generous budget to ensure that external courses are available in addition to in school training for all interested support staff.

Our aim is to empower staff to ascertain their own professional needs, both within and around their role, and to provide whatever support they require to flourish.



"I have had many roles in the College but being the Pastoral Support Assistant for Sixth Form has been my favourite. No two days are the same and the students are very appreciative of the support they get from all the staff at the College. I enjoy making sure that all the sixth formers are as safe, happy, healthy and ready to learn as possible. Although students are facing ever tougher challenges in their lives, we provide a constant that they can rely on"
**Michelle Jones, Pastoral Support Assistant
- Sixth Form**



Working at Wimbledon College



"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette Torto, Head of Yr 13, English Dept

"I've really enjoyed developing my career from NQT to Head of Department in the time I have been at Wimbledon College. I have been well supported every step of the way and am looking forward to the opportunities and challenges being HOD will offer me. I am hoping to expand the History department by offering more extra curricular activities and continuing with the work to ensure our curriculum reflects the diversity of the students."

Claire McCarthy, Head of History

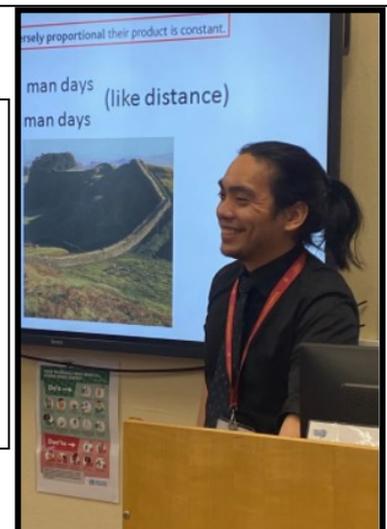


"Now in my 20th year teaching here at Wimbledon College I continue to seek ways to give back to the College Community who have provided me with so many opportunities over my time here. This includes being heavily involved in extra curricular activities such as the highly popular Lego Club for younger pupils and being instrumental in the sport of Boxing at the College, whereby we have our own affiliated amateur boxing club - one of the many sports on offer to our pupils. I have also completed my MA in Education (part funded by the College) and currently undertaking my NPQSL are just some examples of how both the College supports me and I them."

Shaheen, Head of Department

"Having been a student at Wimbledon College, I knew that I would enjoy teaching here due to the studious and respectful atmosphere around the school. Although starting a career in teaching is challenging, I have been really well supported from within and outside my department. I am also looking forward to getting more involved in helping with the huge array of extra curricular activities, both academic and non academic that the College offers."

Paolo Nery, Teach Wimbledon Trainee, Maths



Testimonials

Rhetoric (Y13) Leavers' reflections on their time at the College



"I am very proud for having being part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"

"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."



"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."



"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"

"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."



"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."

"The College has allowed me to become an individual who acts as a natural leader, sharing success with peers. Wimbledon College brings out the philosophical side, and allows for a deeper meaning of our world, that will encourage us to explore more when we leave."

You may be a committed Roman Catholic and know a lot about the Jesuits, or you may be from a different faith, or have no religious background. You may know little or nothing about the Jesuits. Whichever it may be, we hope this short introduction will help you to gain a basic understanding of what Jesuit schools are, and to decide whether a Jesuit school is a place where you will be happy and thrive.

The Jesuits

The Society of Jesus (popularly known as the Jesuits) is a Religious Order within the Catholic Church. Founded in 1540 by St Ignatius Loyola and nine companions, there are around 18,000 Jesuits today in almost every country of the world.

Most Jesuits are priests, but there are also Jesuit Brothers and Jesuits in studies preparing for ordination. Jesuits take vows of poverty, chastity and obedience and lead a common life in community. As well as in schools and universities, Jesuits are to be found in a wide range of other works from parishes and retreat houses, to hospitals and prisons, missions in developing countries, work with refugees, in scientific laboratories, medicine and health care, film, television and the arts, architecture, business and industry, politics and community action, spiritual direction, writing, academic and social research, philosophy, theology and biblical studies, interreligious dialogue, archaeology and astronomy, and military chaplaincy.

Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds.

Staff in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of Staff in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your teaching, being interested in and committed to the pastoral care and personal development of pupils, and playing an active role in the wider life of the school.

Values, personal opinions and conscience

Parents who send their children to Jesuit schools do so in the expectation that the teaching, the character of the school, and the values and opinions communicated to their children will accord with their own Catholic faith.

The Catholic Church has a long tradition of teaching on ethical and social issues as well as its theological beliefs. The Church tries to balance clear teaching, on sometimes controversial issues, with the practical pastoral care of individuals who may find that teaching difficult to live up to. This is no different in a Catholic school community. We strive for the highest standards, informed by Catholic moral and social teaching, and are committed to compassion, reconciliation and the building up of a community built on love and mutual respect.

No teacher in a Jesuit school is asked to speak or act against his or her conscience. The Catholic Church explicitly teaches that conscience, informed by appropriate study, is the highest authority for the individual. However, if you choose to work in a Catholic school, there is an expectation that you will do nothing to undermine the Catholic faith and practice that is the school's *raison d'être* and way of life.

Of course, we recognise that many people will have different views on a range of topics. Catholics themselves hold views that sometimes do not accord with the Church's official teaching. In a Catholic school we are responsible for forming children and young adults. We try to do so in a way that imparts the religious and moral views of their parents, and of the Church, and at the same time encourages increasing independence in forming and expressing their own views. In practice, we are confident you will find Jesuit schools are open and tolerant places. They clearly articulate the tradition of beliefs and values of Catholic Christianity but do not seek to indoctrinate or foist unwelcome views on impressionable young people.

Further information

The identity and mission of Jesuit schools is set out in a document called *The Characteristics of Jesuit Education* which is available on the Jesuit Institute website. Each school will have its own mission statement which sets out how it realizes its own identity and mission as a Jesuit school in its particular circumstances and for its pupils and community.