



# Candidate Information Pack

## ***PREMISES OFFICER***

*'Pupils are provided with a world-class educational experience that inspires them to be the best they can be. They are happy and proud to be part of this community'.*

Ofsted – January 2026

Ofsted



Read our report [↗](#)

## The Tiffin Girls' School Vision

***'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'***

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

### **Community:**

- Collaboration
- Active Citizens
- Celebrate diversity

### **Love of Learning:**

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

### **Character:**

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



# From the Headteacher

Dear Applicant

## Premises Officer

Thank you for your interest in the post of Premises Officer at The Tiffin Girls' School. We are looking for a reliable, enthusiastic and motivated individual to play an important part in the effective running of the school site, ensuring that it is secure, safe and well maintained. I hope that the materials we have prepared help you to decide that you would like to apply.

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision: **'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'**

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extracurricular activities.

Our common values have been the foundation and quiet force behind our success and will continue to be. It's because the staff make the students feel valued and included, they provide great experiences and wonderful memories, they inspire them with their love of their subject and they promote effort that leads to success.

It is all our responsibility to ensure the students not only achieve highly, but also develop the knowledge, skills and confidence to enable them to go out and make a difference in the world, where they will demonstrate ethics, empathy and resilience.

Alongside this focus on our values, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website and I look forward to receiving your application.



Headteacher

## Our School



The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,267 students, aged between 11 and 18, and is now into its 146<sup>th</sup> year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six-form entry selective school, with 180 students in each year group and over 360 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, a Learning Resource Centre, a music suite and a computer suite of two computer rooms, with bookable chromebooks. There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

## **Ofsted**

Our most recent Ofsted inspection took place on 6 and 7 January 2026.

Please [click here](#) for an online version of the report or on the download below for a pdf version.

The school achieved 'Exceptional' judgements in Achievement, Attendance and behaviour, Curriculum and teaching, Leadership and governance, Personal development and wellbeing, and Post-16 provision. It also earned a 'Strong standard' in Inclusion.

## **Staff**

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. This year we have a digital working party with 4 sub-groups focusing on Teaching and Learning (Curriculum), Engagement of Stakeholders (CPD), Safeguarding, data management, privacy and policy and Collaboration and Partnerships.

Staff wellbeing is a priority within the school, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom.

There is an active staff association, which arranges social activities throughout the year.

## **Admissions**

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2026 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. There is a similar priority criteria for disadvantaged students relating to Sixth Form entry.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

## **Curriculum**

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons per week as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education, including compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

### **Sixth Form**

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme – a team of approximately 25 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, IRIS Research, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, LGBTQ+ week, RAG week, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (15 in 2025) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

### **Location**

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

### **Equality and Diversity**

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued.

### **Safeguarding at The Tiffin Girls' School**

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on [recruitment@tiffingirls.org](mailto:recruitment@tiffingirls.org).

Our safeguarding policy is available for you to read on our website at [www.tiffingirls.org](http://www.tiffingirls.org) under the tab 'Our School' and the page headed 'Key Documents'.

## Job Description: Premises Officer

<b>POST TITLE</b>	<b>Premises Officer</b>
<b>GRADE</b>	<b>D</b>
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>Responsible to Senior Caretaker and Premises Manager</li> </ul>
<b>MAIN PURPOSE OF JOB</b>	<ul style="list-style-type: none"> <li>To ensure the general security and maintenance of the school site, ensuring that it is maintained in a safe, clean and secure condition and undertaking such tasks as may be necessary for effective site maintenance.</li> </ul>
<b>Main Responsibilities</b>	<ul style="list-style-type: none"> <li>to act as a key-holder and control site keys, and routine and non-routine opening</li> <li>ensure security alarm, fire alarm and fire-fighting equipment are regularly inspected and tested, electrical appliance inspections are carried out, and any compliance failure are immediately reported to the Facilities Manager.</li> <li>where identified as an internal task, carry out or oversee any alterations, redecoration, building and maintenance works or specialised repair work as directed by the Senior Caretaker</li> <li>ensure compliance is up to date and recorded via our management systems</li> <li>liaise with contractors and be available for duty, accepting responsibility during periods of when contractors and suppliers need to be on site – subject to reasonable notice being given</li> <li>assist the Senior Caretaker in maintaining responsibility for the building management system, lighting control system, JELs, flood lights, timers, security systems, Water management, and personally undertake minor repairs and maintenance tasks, which are within their competence and identified as such, arranging for other repairs to be carried out in conjunction with the Senior Caretaker and/or Premises Manager</li> <li>setting up or rooms and equipment for school events (eg exams, concerts, assemblies), and setting down after the event</li> <li>in conjunction with the Senior Caretaker ensuring the effective maintenance and efficient functioning of the school's heating and utility systems and services including provision of meter readings</li> <li>ensuring that all school buildings and grounds are cleaned to agreed standards (personally undertaking cleaning and/or litter picking where needed to ensure this)</li> <li>assist in organising and/or personally undertaking the removal of snow and other obstructions from entrances, steps and access pathways, maintaining adequate stocks of salt and sand</li> <li>ensuring that deliveries to the school are correctly accepted (via Reception), securely stored, and distributed</li> <li>report any breaches of security and ensure that any resultant damage is remedied properly and promptly</li> <li>ensure, in conjunction with the Senior Caretaker and Premises Manager that all health and safety procedures and requirements are being met, so</li> </ul>

recognising the health, safety and welfare of all premises users and visitors, including contractors

- ensure that all jobs associated with the health and safety requirements are fulfilled and recorded on regular basis
- assist the Senior Caretaker in ensuring all required risk assessments are carried out and completed, and that action is taken where necessary
- ensure that appropriate signs and notices are displayed
- assist in ensuring that the required procedures for reporting of incidents, including accidents are fulfilled
- ensure that school safeguarding policies and procedures are followed at all times
- ensure that financial procedures and activities are carried out in accordance with school policies and procedures such as taking meter readings and placing purchase orders ensure that best value principles are followed
- work outside of normal school working hours for extended school activities, lettings, school events and emergencies as required, including occasional weekends – liaising with lettings staff as necessary
- participate in an out of hours telephone and call out rota
- participate in school emergencies as required – following school policies and procedures
- attend training sessions and meetings as required
- keep up to date with relevant legislation and regulations including health and safety, Control of Substances Hazardous to Health (COSHH) developments and communicate relevant information to staff

To perform any other duties as may reasonably be required by the Headteacher which are considered to be commensurate with the job purpose and grading of the post.

## Why work at Tiffin Girls'?

### Mrs Karin Austin

Careers Lead



“When I applied, my sons were still at school so it suited me not to work during school holidays and I wanted to work somewhere local. No two days are ever the same – you are able to get involved in lots of different aspects of the school and you’re constantly learning new things. When I came to interview, straight away I was impressed by the buzzy atmosphere and decided it would be a lovely place to work. My colleagues are really supportive and friendly, and I enjoy getting to know the students themselves. I joined as a cover supervisor, then spent a number of years running the school library, before moving into a careers role and the school funded me, and allowed me the time, to study a professional careers qualification. I also ran the DofE programme for five years. I loved doing that as it gave me the opportunity to get to know the students and other colleagues in a more informal environment. It’s the people that make it special here – my colleagues and the students are lovely.”

### Mr Jim Bellingham

Physics Technician



“I needed a job with flexible hours to fit around family commitments. Before coming here, I worked at UCL as a post-doctoral research fellow, and I’ve worked in a research lab for about 30 years. And while it’s a different type of working, it’s still science. There’s always fun and exciting experiments and I get to play with interesting equipment, and tinker with things, problem-solve. Last year I was learning the curriculum. It’s a very good atmosphere, it’s relaxed, I don’t have the pressure I used to have. I appreciate the long holidays and the people I work with. It was a real eye-opener discovering how busy the Richmond Road gets at the end of the day – my advice to anyone joining is avoid leaving at 10 past 3!!”

### Mrs Hoi Yee Kwan

Learning Support Assistant



“I was a speech and language therapist for over 20 years in Hong Kong, when I came to this country I missed this type of work. The job really appealed as I hadn’t worked with high achieving SEND students before, so it was a new challenge and a different type of exposure. As a mother with a small child, I also wanted to spend more time with my family, working in term time and part time is a dream job for me – I can work professionally and take care of my family – something I couldn’t do in Hong Kong. It’s a better work-life balance. The atmosphere is more ‘human’. The school is open-minded and welcoming to someone who has the ability to do the job and is willing to learn, even if it’s not in exactly the same field. I’m getting used to the language and the system here. My colleagues are very supportive. I’m learning something new every day. I enjoy interacting with the students and can draw on my SaLT and counselling background to support them.”

## Benefits of working at Tiffin Girls'

All of our non-teaching staff enjoy a range of benefits:

- Free tea and coffee in the staffroom – available all day
- Free on-site parking
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- An Employee Assistance Programme including free at the point of use counselling
- Cycle to Work Scheme (salary sacrifice)
- Enhanced Family and Parental Leave and consideration given to flexible working where possible
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events throughout the year
- Membership of the Local Government Pension Scheme (either through auto-enrolment or opting in to the scheme, depending on earnings) – *the school currently contributes 15.9% of employee salary*