Langley Grammar School

Premises Manager

Full-time

Required ASAP

Application information

Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q

Tel: **01753 598300**

Email: **school@lgs.slough.sch.uk**

Web: **www.lgs.slough.sch.uk**

From the Headteacher

November 2026

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post Premises Manager.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2024 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. The school was last inspected in February 2026 by Ofsted and our report can be found on the Ofsted website HERE.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely



David Harding
Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1297 students on roll, of whom 388 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

The school was last inspected in February 2026 by Ofsted and our report can be found on the Ofsted website HERE.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent. Pre-pandemic, A-level and GCSE were consistently high, with students making excellent progress from their already high starting points. In the 2024 public examinations, 85% of A Level entries were graded A*-B with a 3-year ALPS score of 3; At GCSE, 75% of entries were graded 9-7with an expected Progress 8 score of around 0.7..

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are…



Confident and well-rounded…

…demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative…

…able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring…

…grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

The school was last inspected in February 2026 by Ofsted. The inspectors described the school as aspirational and welcoming, and a place where pupils thrive. The report praised the 'caring, mutually respectful relationships between staff and pupils,' that pupils are 'self-motivated, independent and highly articulate,' and 'consistently behave in an exemplary manner.' The full report can be found on the Ofsted website HERE.

As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – we are only the fourth school to achieve this.

Climate for learning	Culture of reflection	Effective learning behaviours	Effective teaching approaches
TRANSFORMING PRACTICE IN Climate for learning Reaccredited July 2023	TRANSFORMING PRACTICE IN Culture of reflection Awarded April 2022	TRANSFORMING PRACTICE IN Effective learning behaviours Reaccredited June 2023	TRANSFORMING PRACTICE IN Variety of teaching approaches Reaccredited May 2021
Engagement with key stakeholders & partners	**Engaging with evidence and research**	**Principled assessment**	**Principled curriculum design**
TRANSFORMING PRACTICE IN Engagement with key stakeholders Awarded June 2023	TRANSFORMING PRACTICE IN Engaging with evidence and research Awarded July 2022	TRANSFORMING PRACTICE IN Principled assessment Reaccredited June 2025	TRANSFORMING PRACTICE IN Principled curriculum design Reaccredited June 2025
Leadership through moral purpose	**Professional learning**	**Quality assurance**	**Wellbeing**
TRANSFORMING PRACTICE IN Leadership through moral purpose Reaccredited June 2025	TRANSFORMING PRACTICE IN Professional learning Reaccredited July 2023	TRANSFORMING PRACTICE IN Quality assurance Reaccredited July 2021	TRANSFORMING PRACTICE IN Wellbeing Awarded July 2022

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools

Distinguished School

Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.

Background to the vacancy

Details of vacancy – Premises Manager

We are offering an exciting opportunity for an enthusiastic, practical and well-organised Premises Manager to join our outstanding selective school.

The successful candidate will be responsible for the effective day-to-day management of the school site, ensuring that the buildings and grounds are safe, secure, well maintained and provide a welcoming environment for students, staff and visitors. The role will include overseeing site maintenance, health and safety, security, cleaning and contractors, as well as providing effective line management to members of the premises team and responding promptly to any site-related issues.

The ideal candidate will have excellent organisational, practical and people-management skills, a strong understanding of health and safety requirements and the ability to manage competing priorities effectively. Previous experience in premises, facilities or site management, including line-management responsibilities, is desirable. Experience of working within a school or education setting would be advantageous. Training will be provided for a candidate with the right skills and aptitude.

Job Description & Person Specification – Premises Manager

Responsible to: School Business Manager
Responsible for: Premises, site team
Working pattern: Full-time, all year round
Location: Langley Grammar School

Job purpose

To provide visible, practical and effective leadership of the school premises function, ensuring that the buildings, grounds, facilities and vehicles are safe, secure, compliant, clean and well maintained. The Premises Manager will lead the Site Controllers, manage planned and reactive work, maintain accurate compliance records, oversee contractors and make routine operational decisions within agreed authority.

The postholder will work alongside the premises team when operationally required while protecting sufficient time for leadership, planning, compliance and record keeping. Major capital projects, sustainability strategy, energy contracts, insurance and claims remain under the leadership of the School Business Manager.

Key responsibilities

Leadership and team management

- Provide calm, supportive and purposeful line management to the Site Team, setting clear expectations and ensuring that work is completed to the required standard.
- Plan and coordinate the team's daily, weekly and seasonal workload, maintaining effective communication and handover arrangements.
- Support staff development, for example, through the school's performance management processes.
- Arrange appropriate cover, including personally covering opening or closing duties when reasonably required.
- Promote a service-focused and supportive approach within the Site and Premises Team, responding to staff requests with professionalism and appropriate flexibility, and ensuring a consistently high standard of premises support across the school.

Premises operations

- Lead the effective day-to-day operation, maintenance, security and presentation of the school's buildings, grounds and facilities.
- Regularly inspect the site, identify and prioritise faults and coordinate an appropriate response through the premises team or external contractors.
- Work practically alongside the team when required, including supporting room and event setups, furniture moves, minor repairs and emergency responses.
- Plan and deliver premises arrangements for examinations and school event, including access, security and reinstatement. Routine lettings administration is outside the role.

Health, safety and compliance

- Lead the operational management of premises-related health and safety and ensure compliance with relevant legislation, school policies and agreed procedures.
- Maintain the school's premises compliance calendar and accurate electronic records of statutory inspections, testing, servicing, risk assessments and remedial work.
- Take prompt action to make situations safe, report significant risks or omissions and ensure that required corrective actions are completed.
- Serve as a permanent member of the Health and Safety Committee, providing assurance reports and supporting the investigation of premises-related incidents and near misses.

Maintenance, contractors and projects

- Develop and maintain a planned preventative maintenance programme and advise the School Business Manager on estate condition, risks and improvement priorities.
- Act as the day-to-day contract lead for outsourced cleaning, grounds maintenance and other premises services, monitoring compliance, quality, performance and value for money.
- Manage contractor access, competence, safeguarding and safe working arrangements, and ensure that completed work is inspected and any defects resolved.
- Obtain quotations and commission routine goods and services within agreed budgets, delegated authority and the school's financial procedures.
- Support major capital and refurbishment projects through surveys, quotations, contractor coordination, progress monitoring, snagging and handover. Overall responsibility for major capital works remains with the School Business Manager.

Security, emergencies and business continuity

- Manage site security arrangements, including access control, keys, alarms and associated systems.
- Act as a priority key holder and participate in out-of-hours emergency and alarm call-out arrangements, attending the site when required.
- Maintain the premises elements of the school's emergency and business continuity arrangements in conjunction with the School Business Manager.

Vehicles and resources

- Manage the servicing, MOT, inspection, repair, security and maintenance records for school vehicles, together with periodic driver-document checks where required.
- Maintain appropriate premises stock, tools, equipment and emergency supplies, ensuring that they are controlled, stored and used safely.
- Operate building systems effectively, report faults or unusual consumption and support agreed sustainability and energy-efficiency measures.

General responsibilities

- Safeguard and promote the welfare of children and young people and ensure that premises staff, contractors and visitors comply with the school's safeguarding and security procedures.
- Support the ethos and values of the school, maintain confidentiality and comply with equality and data-protection requirements.
- Undertake relevant training appropriate to the role and working in a school environment.
- Undertake other reasonable duties as directed by the Business Manager or Headteacher, to support the effective operation and administration of the school appropriate to the level and nature of the post.

Person Specification – Premises Manager

This person specification sets out the qualifications, experience, knowledge and personal qualities required for the role. Candidates should demonstrate how they meet the essential criteria and, where applicable, the desirable criteria.

Area	Criteria	Essential	Desirable
Qualifications and training	Good standard of education, including English and mathematics or equivalent	✓	
Qualifications and training	Good working knowledge of workplace health and safety requirements	✓	
Qualifications and training	IOSH level qualification or commitment to obtain an appropriate qualification during probation (school funded)	✓	
Qualifications and training	Relevant qualification in facilities management, building maintenance or a related field		✓
Qualifications and training	First Aid at Work qualification or willingness to obtain it		✓
Experience	Experience of premises, estates, facilities or site operations in a complex occupied environment	✓	
Experience	Successful experience of supervising or managing staff, including allocating work and maintaining standards	✓	
Experience	Experience of managing planned and reactive maintenance	✓	
Experience	Experience of maintaining statutory compliance schedules, records and remedial action logs	✓	
Experience	Experience of managing external contractors and monitoring service quality and completed work	✓	
Experience	Experience of obtaining quotations, working within budgets and demonstrating value for money	✓	
Experience	Experience of practical maintenance, fault diagnosis or a relevant trade		✓
Experience	Experience of supporting building, refurbishment or improvement projects		✓
Experience	Experience in a school, college, leisure, healthcare, local authority or similarly regulated setting		✓
Knowledge and compliance	Working knowledge of risk assessment and premises compliance, including fire safety and legionella	✓	
Knowledge and compliance	Understanding of contractor controls, including safeguarding, RAMS, permits and site segregation	✓	
Knowledge and compliance	Understanding of site security, emergency response and business continuity arrangements	✓	
Leadership and relationships	Able to provide calm, sensitive and purposeful leadership, setting clear expectations while supporting staff with differing needs and working styles	✓	
Leadership and relationships	Able to address attendance, performance or conduct concerns respectfully and consistently	✓	

Area	Criteria	Essential	Desirable
Leadership and relationships	Able to build effective working relationships with staff, students, visitors, contractors and service providers	✓	
Professional qualities	Commitment to safeguarding and promoting the welfare of children and young people	✓	
Professional qualities	Understanding of confidentiality and professional boundaries in a school	✓	
Professional qualities	Reliable, trustworthy and committed to high standards	✓	
Professional qualities	Flexible approach to working hours, including occasional evenings, weekends and emergency call-outs	✓	
Organisation and judgement	Strong organisational skills and ability to plan, prioritise and follow actions through to completion	✓	
Organisation and judgement	Able to diagnose operational problems, select a proportionate response and make sound decisions within delegated authority	✓	
Organisation and judgement	Able to remain calm in emergencies, take immediate action and recognise when senior escalation is required	✓	
Digital and communication	Confident use of email, spreadsheets, shared electronic systems and digital compliance records	✓	

Staff benefits

	**Healthcare and mental health** • Up to £25 for an annual flu vaccination • Eye care vouchers to cover some/all of the costs of eye tests and spectacles • Free confidential and independent counselling helpline
	**Connection and community** • An active staff association that organise social events and gifts • Regular social opportunities to connect with colleagues beyond their immediate teams
	**Fitness** • Free access to a small onsite gym available outside of working hours • On-site yoga / HIIT exercise classes offered where possible and subject to demand
	**Timetabling and cover** • Maximum teacher contact time set at 42 hours per/ fortnight • Additional protected PPA period for form tutors • We employ Cover Supervisors to reduce the amount of cover by teachers
	**Planning, marking, assessment, and reporting** • Specific staff support for administration planning of educational visits and other activities • Teachers encouraged to set homework when it is meaningful, not to a rigid timetable • Feedback policy designed to make marking and feedback demands on staff manageable • Reporting requirements reviewed regularly and streamlined where possible
	**Communications and technology** • All teachers provided with two devices – an iPad and a laptop • school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails • Communication streamlined though the use of weekly bulletin and staff briefing • ClassCharts and School Cloud used to help teachers work more efficiently and flexibly • iPads are used to support efficient communication between staff and students
	**Calendar planning** • Parents' evenings end at 6.30pm to reduce late evening working • Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm • Deadlines and events scheduled to spread workload where possible • Programme of after school meetings is relatively light compared to many schools • Off-site INSET day in December allows flexibility over when to complete CPD tasks • Term dates are carefully set to maximise the number of weekends in school holidays
	**Flexible working and leave of absence** • Staff leave of absence policy is applied generously • Informal and formal requests for flexible working considered • Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	**Professional development** • Extensive in-house CPD programme and opportunities for external training. • Funding to support teaching and support staff working towards relevant professional qualifications.
	**Other benefits** • Cycle to work scheme, ample on-site parking, electric car charging points • Free tea and coffee, free coffee machine, discounted breakfasts for staff • Admissions policy prioritises access to children of permanent school staff • Attractive campus with modern facilities and buildings across the whole site

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

Mr D Harding, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address **vacancies@lgs.slough.sch.uk**

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

Deadlines for application: **Midday on 27 November 2026 with interviews scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Potential applicants should be aware that it is a criminal offence to apply for a role if barred from engaging in regulated activity relevant to children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. Shortlisted applicants will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. Referees will be asked whether applicants have been subject to any safeguarding concerns. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.