**Job Description**

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| **Job Title:** | Grounds person |
| **Hours of Work:** | 37.5 hours per week (Monday to Friday with Saturday and Sunday on a rota basis) |
| **Department:** | Grounds Manager |
| **Job Grade:** | 5 |
| **Accountable to:** | Grounds Manager |
| **Number of direct reports:** | None |
| **Budgetary responsibility:** | None |
| **Location:** | Stowe School |
| **Purpose of the role:** | To maintain the gardens, playing fields and pitches. |
| **The Stowe Group** | |
| The Stowe Group of schools (Stowe, Swanbourne House and Winchester House) was created in January 2021 and is situated on three separate sites in Buckinghamshire and Northamptonshire. Across the three schools, The Stowe Group offers education for boys and girls from 3-18 years. Within The Stowe Group there are more than 1,500 pupils and 850 colleagues. The Schools occupy sites of historical significance in Swanbourne, the market town of Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational and substantive Change Makers vision and Change 100 programme. | |
| **Vision & Ethos** | |
| We are Change Makers  Stowe stands in the most sublime setting of any school in the world. Historic buildings, landscaped gardens and the very spirit of the Enlightenment sit at the heart of its founding. But, as this remarkable landmark enters its second century as a leading public school, we believe that beauty and tradition are not enough: our future vision for the School embraces change, uncertainty and the challenges that will face our pupils not just during their academic careers, but throughout the rest of their lives in a world which is increasingly complex and ambiguous. Within that volatile environment we see our pupils and staff as Change Makers. They will make a lasting impact not only while they are here at Stowe, but, perhaps more importantly, in the wider world. The history of this place, both as a stately home and as a pioneering school remains important to our mission of education, and at the heart of a Stowe education remains intellectual enquiry, academic curiosity and a love of learning. We strive for a balance of rights and responsibilities, equality and inclusion and to treat each pupil and member of staff as an individual. Our vision is inspired by a history of progressive thinking, and has been developed through collaboration with our pupils, parents, teachers, support staff, governors and alumni. Yes, we teach pupils how to excel in exams, but we also teach them how to collaborate, how to solve problems and how to think critically. Stowe is educating a generation of Change Makers ready to transform the world.  The Group’s talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support staff. We focus on employee wellbeing, provide opportunities for professional growth and we create a culture of community and partnership. | |
| **Key Tasks:** | |
| **Key Responsibilities and Accountabilities:**  **•** To cut and maintain the Golf course including cutting fairways, semi-rough, and rough, tees, surrounds.  • To cut, repair and renovate sports pitches as required i.e. rugby, hockey, lacrosse, football including preparation of cricket squares and outfields.  **Key Tasks**  1 To prepare cricket wickets in the summer.  2 To prepare running track and field event areas.  3 To carry out any additional work as required by Stowe Enterprises which may entail evening and weekend working, including preparation of the Golf Course for play on a Sunday.  4 To carry out general maintenance of areas around the School buildings, ie. cutting lawns etc.  5 To conduct drainage work for sports areas when required.  6 To spray chemicals on sports pitches and hard surfaces for specific requirements.  7 To carry out fencing erection/repair.  8 To ensure adherence to Health and Safety legislation that affects the postholder e.g. use of mechanical equipment, pesticides and herbicides.  9 To ensure adherence to statutory Health and Safety and Data Protection Legislation at all times. | |

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| **Person Specification:** The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form | | |
| **Attributes** | **Essential** | **Desirable** |
| Qualifications | * NVQ2 Amenity Horticulture in Sportsturf * NVQ3 Amenity in Horticulture Sportsturf * NPTC Qualification – PA1, PA2A, PA6a Spray Certificates | * CS30 Chainsaw Maintenance and cross-cutting * CS36 Chainsaw Small Felling Trees |
| Specialist Skills and Experience | * Experience in similar role |  |
| Personal Qualities | * Excellent organisation and time keeping skills * Someone who can work independently and as part of a team |  |
| This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder | | |
| **Date Agreed: January 2025** | | |

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| **Our Values** | | | | | |
| **Value scales:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **This value is the least important to the role** | **This value has some significance to the role** | **This value is desirable to the role but not essential** | **This value is important to the role** | **This value is essential to the role** | | **1** | **2** | **3** | **4** | **5** | | | | | | |
| **In the role of Grounds Person we are looking for Change Makers who are (please highlight as appropriate):** | | | | | |
| **Professional:** | 1 | 2 | 3 | 4 | 5 |
| **Creative Problem Solvers**: | 1 | 2 | 3 | 4 | 5 |
| **Kind:** | 1 | 2 | 3 | 4 | 5 |
| **Flexible:** | 1 | 2 | 3 | 4 | 5 |
| **Collaborative:** | 1 | 2 | 3 | 4 | 5 |
| **Communicator:** | 1 | 2 | 3 | 4 | 5 |