



This job description seeks to provide an outline of the duties and responsibilities of the post. The job holder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager. It is not a definitive document and does not form part of the main statement of terms and conditions or the contract of employment, and will be reviewed regularly in the light of changing service requirements. Any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant School policies, procedures and guidelines, including those relating to equal opportunities, health and safety and confidentiality of information.

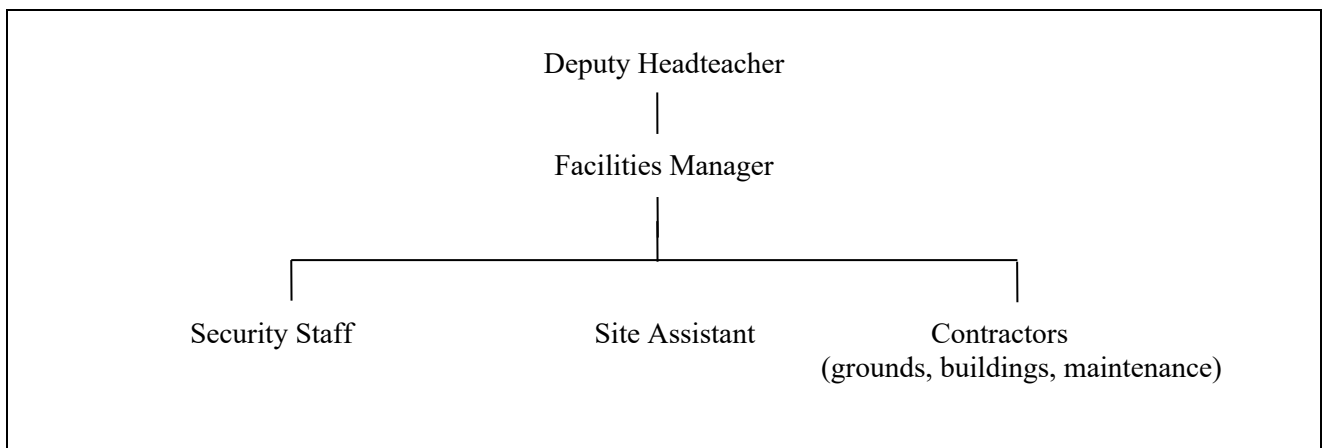
DATA PROTECTION ACT 1998

Under provision of this act it is the responsibility of each member of staff to ensure that all information, held manually or on computerised systems, related to students, staff or visitors to which she/he has access during the course of their employment is regarded as strictly confidential. Failure to observe confidentiality may result in disciplinary action.

ROLE PROFILE

Section A Role profile ref:	02136
Department/Section:	Education (Schools)
Role Title:	Site Assistant Generic Role Profile This covers Asst Caretaker, Asst Bldg Superintendent
Reports To - (Supervisor/manager's role title):	Facilities Manager
Role Purpose: (why the role exists)	To assist with the maintenance the physical resources on the site (buildings, grounds, materials and equipment) so that optimum use can be made of them for school and community purposes (where appropriate)

Section B Organisation



Section C Role Requirements

Accountabilities	Accountability Statements
Site presentation Mgt of staff (where directly employed)	Ensure site cleanliness meets high standards of expectation Allocate work in accordance with schedule; monitor performance of cleaning staff in co-ordination with Site Manager
Supervision of contractors Management and use of site	Monitor performance of contractors raising issues with line manager; liaise with Site Manager regarding specialist maintenance e.g. electrical Liaise with users of the site over their needs. Be available for lettings on a rotation basis
Maintenance Stock mgt/admin	Carry out minor repairs to buildings/equipment, assess condition of fittings Monitor stocks and notify appropriate manager of requirements to maintain an effective cleaning/site service
Health & Safety Security	Maintain an up to date awareness of Health and Safety and local Health and Safety policies and procedures and apply them throughout the school area Apply security procedures to the school area and report any discrepancies to line manager. Unlock/lock school premises when in session and set alarms. Act as principal key holder in emergencies
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Be familiar with The Gryphon Trust health and safety requirements and ensure these are consistently met by those using the site

Section D -The key decision making areas in the role

Deployment of staff – decide in conjunction with the Caretaker/Site manager the deployment of cleaning staff where staff are directly employed

Security/safety of users – decide (where necessary in consultation with line manager)

Replacement equipment – recommend to line manager

Substandard contractor performance – identify and refer to line manager

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

Size of trust: 2 schools;1200 pupils on roll, 50 Alternative Provision and 300 in Sixth Form

Staff Supervision – may be small (2-3) if much in school sub-contracted (although responsibility for overseeing contract will then be greater) or up to 10 if not sub-contracted

School Assets – will be substantial and valuable (into seven figures in all cases). Includes managing access to assets where substantial changes (e.g. capital works) are occurring.

Dispersal of Site – will be significant factor where accommodation and buildings spread over large area or, in some cases, over more than one site. There are substantial variations in size of secondary school sites which will impact on scale of responsibilities (e.g. playing fields, floor area).

Other – 4/5 major deliveries per week; regular generator of large orders

Section F - The main contacts – external/internal customer contacts and purpose

- **Line Manager/own Team** – daily to manage work and share information
- **Other school staff up to and including Headteacher**– daily for various purposes
- **Students/pupils** - daily
- **Other school users including community groups** – daily to discuss needs, use of school premises, etc.
- **Neighbours** – regular to maintain good relationships
- **General Public** – regular to provide information and guidance
- **External Contractors & Suppliers** – regular to pursue school issues
- **Other external agencies e.g. Police, Fire Brigade** – occasional normally for security purposes

Section G - Working conditions – environment, and physical effort or strain.

- Regular exposure to the elements (weather)
- Manual handling/lifting – lone working requiring strong health and safety emphasis (use of radio/mobile phones) – can be significant call-out component/primary key holder
- Shift working covering late evenings/early mornings and week-ends
- Will be some handling of dangerous substances and exposure to difficult customers, intruders
- Regular reassessment of site priorities to ensure requirements of users are met

Section H - Context/additional information

This role requires regular movement around the school site, bringing the post holder into regular contact with pupils with whom professional relationships must be maintained.

The size, condition and geographical layout of the school will create different demands (e.g. high/low levels of vandalism; old/new buildings; dispersed or tightly defined site) and the context for the role will change during school holiday periods/public holidays when, wherever possible, minor works and maintenance will be prioritised.

PROGRESSION IN ROLE

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

- Physically able to operate heavy duty cleaning equipment and lift heavy objects
- Able to use own initiative
- Skilled in cleaning procedures and use of commercial cleaning equipment
- Skilled in routine maintenance activities

Section J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective	Maximum 9 months	Induction 3 months, further learning 6 months
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- Awareness of school policies – evacuation, fire, other emergency procedures
- Knowledge of and showing empathy for school priorities i.e. on curriculum, use of buildings, use of site for community purposes/lettings
- Specific health and safety legislation as it relates to schools
- Supervising staff effectively
- Good relationships with contractors
- Familiarisation with school standards including contractor specifications
- Significance of school context (relationships with children, safety of users)
- Appreciation of security dimensions

Section K – Operationally effective: How would effectiveness be demonstrated?

- Safe working environment
- Compliance with site regulations by users
- Skilled in technical health and safety factors as they relate to the school environment
- Good relationships with staff/students/users/other external school contacts
- Sensitive and responding appropriately to changing school and community priorities
- Ability to anticipate and address potential site security and health and safety issues
- Proactive in work programming
- Contributing to planning for change in school environment
- Delivers work targets on time
- Is demonstrating how can improve quality of school environment

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Takes pride in and achieves high standards in the quality of the school environment
- Very highly regarded in school and by whole school community
- Will challenge the “status quo” and always pursue what is in the best interests of the school
- Regarded by wider school community as natural and direct contact on matters to do with the use of the school premises outside normal school hours
- Promotes appropriate and effective extraneous use of the school and generates additional income
- Is able to produce high quality work whilst ensuring optimum use of school maintenance funds
- Can achieve consistently good results whilst never compromising health and safety standards