

## Job Profile

**Job Title:** Site Agent

**Please identify the main purpose of your job:**

Responsible to the headteacher for the work required to keep the school functioning, in particular in Security, Heating & Lighting and Cleaning, and to undertake a range of Handyperson tasks.

**What are the main responsibilities of your job?**

Main Duties and responsibilities	Percentage of Time
Security of Premises.	
Heating and Lighting.	
Cleaning of Premises.	
General duties including taking deliveries.	
Handyperson tasks, including simple plumbing, electrical and joinery repairs and decorating.	
Supervision of staff, where appropriate.	

**ID Reference Number:**

**Post Title:** Site Agent

## 1. Knowledge

**What kinds of knowledge do you need in order to perform your job competently?**

Type of knowledge	What knowledge and why do you need it?	Source of knowledge
<b>Literacy</b>	Reasonable standards of literacy in order to read chemical labels, completion of timesheets and checking invoices.	Not applicable
<b>Numeracy</b>	Reasonable standard of numeracy in order to understand invoices and completion of staff timesheets.	Not applicable
<b>Procedural</b>	Health & Safety (COSHH), security and recruitment and selection procedures for staff and induction. Procurement procedures for ordering stock.	Not applicable
<b>Equipment</b>	Ladders, cleaning equipment (including buffing machines), heating and security systems, fire extinguishers, audio visual equipment (where technician is not available), power tools. Needed for smooth running of school and health & safety of pupils, staff and visitors.	Site Agent Training
<b>Administrative systems</b>	Completion of timesheets and checking of orders and invoices, room bookings and lettings system. Log books for maintenance and asbestos.	Not applicable
<b>Organisational</b>	Not applicable	Not applicable
<b>Specialist</b>	COSHH and RIDDOR.	Site Agent Training
<b>Other languages/cultures</b>	Not applicable	Not applicable
<b>Other (please specify)</b>	1-2 years' experience in similar post.	Not applicable

## **2. Mental Skills**

### **2.1. Please give examples of two decisions you make on a regular basis**

- Assessment of daily priorities.
- Ordering of supplies and materials

### **2.2. What is the most important or difficult decision/recommendation you make? How often do you expect to take a decision or solve a problem of this type?**

- Recommendation to the headteacher to close the school (e.g., due to heating failure) – occasionally.
- Monitoring of contractors on site - regularly.

### **2.3. Describe the kinds of problems you solve regularly.**

- Staff absence and the management of staff as a result.
- Monitoring of cleaning standards

### **2.4. Give examples of any creative and developmental skills required.**

- Organising of games etc. during playtimes.

### **2.5. If your job requires forward planning, give examples of how you plan or organise activities/projects.**

- Determining contractors' working arrangements.

### **2.6. Other**

Not applicable

### 3. Interpersonal and Communication Skills

#### 3.1. What interpersonal and communication skills are required to perform your job competently?

Type of Skill	Purpose or Nature of Skills and How Used
<b>Caring</b>	Awareness of health & safety needs of pupils, staff and visitors.
<b>Training</b>	Training and induction of cleaning staff and assistant site agent, where appropriate.
<b>Team-working</b>	Working collaboratively with all other school staff
<b>Motivational or team leading</b>	Leading a team of cleaners and assistant site agent, where appropriate.
<b>Advising and guiding</b>	Informing the headteacher on school maintenance.
<b>Persuading, Influencing, Negotiating</b>	Persuading contractors to work to school routines; persuading hirers of premises to follow school procedures.
<b>Advocacy</b>	n/a
<b>Conciliation</b>	n/a
<b>Counselling</b>	n/a
<b>Oral (spoken) communication</b>	Ability to give clear and concise instructions to staff and clients.
<b>Written communication</b>	Ability to complete forms (e.g., timesheets, orders).
<b>Presentation</b>	n/a
<b>Other language or communication</b>	n/a

#### **4. Physical Skills**

##### **4.1. List any tasks which require particular co-ordination, precision and/or speed**

<b>Task</b>	<b>Skill Required</b>
Setting alarms	Precision and accuracy, manual dexterity
Use of power tools	Precision and accuracy
Use of ladders	Co-ordination

##### **4.2. Are driving skills required?**

No.

## **5. Initiative and Independence**

### **5.1. How are you managed?**

By the headteacher; sometimes not directly when headteacher is off site.

### **5.2. To what extent is your job guided by instruction/procedures/policies or precedents?**

To a great extent.

### **5.3. What level of control do you have over workload and priority of work?**

Prioritising own work on a daily basis with some direction from the headteacher on non-routine issues.

### **5.4. Give an example of a decision which can be made without reference to a manager**

Salting of paths in bad weather.

### **5.5. Give an example of a decision that would need to be referred to a supervisor or manager**

- Programme of minor maintenance
- Action to be taken over trespass and vandalism on the school site.

## 6. Physical Demands

### 6.1. Please give details of any physical demands involved in your job

Demand	Reason	Duration	Frequency
Lifting and moving of equipment, furniture etc.	Dealing with deliveries, moving furniture and equipment as required	Up to an hour at a time	Daily
Use of cleaning machines	Cleaning duties	Up to an hour at a time	Daily
Ladder work	Changing bulbs and minor maintenance work	Up to an hour at a time	Regularly
Unblocking of drains	Use of tools including power tools.	As necessary	Occasionally
Repairs	Use of tools including power tools.	As necessary	Regularly

### 6.2. If lifting, do you have help from anyone else?

Not usually.

### 6.3. Do you use a mechanical aid (e.g., a sack barrow)?

Yes – sack barrow or similar.

## 7. Mental Demands

### 7.1. Detail if your job requires you to use your senses more than usual

<b>Activity</b>	Security checks/alarm call outs.
<b>Reason</b>	Possible intruders — needs concentration.
<b>Duration</b>	Up to an hour at a time.
<b>Frequency</b>	Occasional.

<b>Activity</b>	Use of equipment (e.g., ladders, tools).
<b>Reason</b>	Concentration required to ensure safe use.
<b>Duration</b>	Varied.
<b>Frequency</b>	Regular.

<b>Activity</b>	Identification of health and safety issues.
<b>Reason</b>	Need to be alert to potential dangers.
<b>Duration</b>	Constant.
<b>Frequency</b>	Constant.

### 7.2. Detail the level of concentration required to perform your job competently

<b>Activity</b>	Use of equipment, including power tools.
<b>Reason</b>	Safety.
<b>Duration</b>	Varied.
<b>Frequency</b>	Regular.

### 7.3. Are there any work-related pressures?

<b>Activity</b>	Stock control
<b>Reason</b>	To ensure adequate stocks of essential items



<b>Duration</b>	Varied
<b>Frequency</b>	Daily

<b>Activity</b>	Prioritisation of tasks, some of which are health & safety related.
<b>Reason</b>	Safety.
<b>Duration</b>	Short periods throughout the day.
<b>Frequency</b>	Daily.

<b>Activity</b>	Emergencies (e.g., burst pipes)
<b>Reason</b>	To ensure prompt repairs.
<b>Duration</b>	Varied.
<b>Frequency</b>	Not applicable.

#### 7.4. Detail any other type of mental demand

<b>Activity</b>	Not applicable
<b>Reason</b>	Not applicable
<b>Duration</b>	Not applicable
<b>Frequency</b>	Not applicable

## 8. Emotional Demands

**8.1. Give details if your job brings you into contact / work with other people (other than your immediate work colleagues) whose circumstances or behaviour causes you emotional stress.**

<b>People involved</b>	Members of public on site.
<b>Cause</b>	Inconsiderate behaviour.
<b>Impact</b>	Potential complaints.
<b>Frequency</b>	Occasional.

<b>People involved</b>	Trespassers.
<b>Cause</b>	Potential trespass and/or vandalism.
<b>Impact</b>	Threat to people or property.
<b>Frequency</b>	Infrequent.

## 9. Responsibility for People

### 9.1. Do you have any direct impact on the physical/ mental/ social/ economic or environmental wellbeing of people (other than those directly supervised or managed by you)?

<b>Task, Duty or Responsibility</b>	Maintaining a healthy and safe environment.
<b>Who is affected?</b>	All people who use the site (staff, pupils, parents, visitors, members of the public).
<b>How are they affected?</b>	Potential hazardous environment.

### 9.2. Do you implement or enforce any statutory regulations which have a direct impact on health, safety, or wellbeing of people?

<b>Regulation</b>	COSHH, RIDDOR
<b>Impact on</b>	All people who use the site (staff, pupils, parents, visitors, members of the public).
<b>Nature of impact</b>	Potential hazardous environment.

### 9.3. Do you develop policies or provide advice, guidance, or interpretation of procedures or regulations which impact on the wellbeing of people?

<b>Regulation</b>	Guidance to cleaners on health and safety regulations.
<b>Impact on</b>	Cleaners and school community.
<b>Nature of impact</b>	Health and safety.

### 9.4. Do you have any other responsibilities for people?

<b>Responsibility</b>	Not applicable.
<b>Who is affected?</b>	Not applicable.
<b>How are they affected?</b>	Not applicable.

## **10. Responsibility for Supervision, Direction or Co-ordination of Employees**

### **10.1. Does your job involve training or demonstrating you work to other employees?**

<b>What training or demonstrating</b>	<b>Who</b>	<b>Frequency</b>
Induction and training of cleaners and assistant site agent, where appropriate.	Cleaners	As required.

### **10.2. Do you supervise or manage any employees/ trainees?**

<b>Nature of supervision or management</b>	<b>Number of employees or trainees</b>
Supervision of cleaners and assistant site agent, where appropriate.	Approx: Lower 0-2, Middle 3-10, Upper 11+

### **10.3. Do you develop policies or provide advice, guidance or interpretation of procedures or regulations which impact on staff?**

<b>Nature</b>	<b>Number</b>
Provide advice and guidance on Health and Safety	Varied

### **10.4. Organisation Chart**

*Include only post titles and locations, where appropriate. Highlight the postholder in bold.*

[Insert organisation chart]

## **11. Responsibility for Financial Resources**

### **11.1. Please give details if you are directly responsible for any financial resources**

<b>Nature of responsibility</b>	<b>Annual value</b>	<b>Frequency</b>
Budget for supplies and materials	£100 - £1000 approx.	Ongoing.

### **11.2. Do you develop policies or provide advice guidance or interpretation of procedures or regulations in relation to finance?**

<b>Nature of responsibility</b>	<b>Impact</b>
Not applicable.	Not applicable.

## **12. Responsibility for Physical Resources**

### **12.1. Please give details of any direct responsibility you have for physical resources.**

<b>Nature of responsibility</b>	<b>Approximate Value</b>
School building (security) fixtures and fittings	£1,000,000+
Cleaning equipment	£2,000
Site Agent's tool kit	£500+

### **12.2. Do you develop policies or provide advice guidance or interpretation of procedures or regulations which have an impact on physical resources?**

<b>Nature of responsibility</b>	<b>Approximate Value</b>
Induction and training of cleaning staff	Not applicable.
Advice to cleaners on use of equipment	Up to £5,000

### 13. Working Conditions

#### 13.1. What kind of place do you usually work in?

Description	Percentage time spent there
School premises and site	100%

#### 13.2. Are you able to rearrange your workload around extreme weather conditions?

Although some tasks are required to be completed in these conditions (eg clearing snow).

#### 13.3. Please give details of any unpleasant environmental working conditions.

Nature	Source	Time Exposed	Frequency
Cleaning toilets	Not applicable	Up to an hour Minutes	Daily
Clearing vomit	Not applicable	As necessary	Occasionally
Clearing drains and guttering	Not applicable	Up to an hour Up to an hour	Occasionally
Waste disposal	Not applicable	Up to an hour Minutes	Daily
Changing facilities	Not applicable	As necessary	Regularly

#### 13.4. Please give details of any verbal abuse, aggression, or other anti-social behaviour from people (other than immediate work colleagues) you experience during your work.

Nature	Source	Time Exposed	Frequency
Verbal abuse	Pupils, members of public	Minutes	Occasional
Threatening behaviour	Trespassers	Minutes	Occasional

#### 13.5. Do you encounter any hazards in your job?

Nature	Source	Time Exposed	Frequency
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Waste and bodily fluids	Not applicable	Minutes	Daily
Trespassers	Not applicable	Minutes	Occasional