

Job Description

POST: Part Time Caretaker

RESPONSIBLE TO: The Headteacher

SALARY: Scale point 3-4

LOCATION: Birchwood Primary school

BROAD DESCRIPTION:

Works under broad direction and laid down procedures. Responsible for managing caretaking services to all buildings forming the school site, ensuring a safe and secure environment. Has responsibility for undertaking minor or temporary maintenance and repairs. Responsible to the Headteacher or nominated representative for the effective provision of caretaking, cleaning and site maintenance routines and responding to emergencies relating to the site as necessary.

Responsibility for others:

- The post has some impact on the well-being of individuals or groups (i.e. physical, mental, social, health and safety)

Responsibility for physical resources:

The post has considerable responsibility for maintenance and repair of a range of equipment or buildings and or responsibility for security of buildings.

TYPICAL TASKS

- Carry out security procedures for the school buildings and grounds
- Routine opening and closing and security of premises and grounds
- Taking action to prevent trespass on the premises
- Act as a nominated keyholder and respond appropriately to alarm company, police call-outs and other emergencies outside normal working hours.
- Ensure floors are stripped and retreated at appropriate intervals
- Order cleaning materials and equipment
- Ensure that the site is maintained and fit for purpose
- Carry out minor maintenance work and repairs
- Responsible for basic tools and equipment and report items, repairs, maintenance work that is required and is beyond the competence of the school site staff.
- Responsible for monitoring/reporting damage as appropriate
- Direct contractors to sites of repair and maintenance work
- Inspect work of contractors where satisfaction note required
- Operate heating plant to maintain certain temperatures and ensure adequate supply of hot water is available
- Carry out frost precaution procedures
- Carry out procedures in event of fire, flood, breaking and entering, accident or major damage
- Provide emergency access in the event of snow or minor flooding or similar emergency situations
- Ensure playing areas and paths are free from litter
- Ensure drains and gullies are kept free flowing, dealing with blockages as appropriate
- Ensure that caretaking equipment is in a safe working condition

Stock:

Receive delivery of stock, materials etc, ensuring appropriate storage and ensuring an adequate supply of caretaking materials is maintained.

Other:

Moving equipment and resources as required

Checking and recording fire alarm systems have been tested and are in working order

Qualifications and likely abilities

- Be aware of and understand the Authority's regulation, e.g. H&SAW and COSHH guidelines
- Literacy skills to complete forms and orders, write instructions, understand and follow health and safety COSHH instructions
- Numeracy skills to check goods, check invoices, carry out stock control, undertake calculations, monitor and account for expenditure against a budget
- Able to carry out procedures, routines and follow instructions
- Able to plan short term
- Able to use basic machinery and undertake basic maintenance
- Have minor maintenance skills to make areas safe
- Understand and be familiar with the layout and organisation of the school and site
- Work cooperatively with our other part time caretaker to cover all duties
- Able to take initiative and be proactive
- Can resolve straightforward problems and respond to unforeseen circumstances (e.g. hazards, accidents etc)
- Previous experience in caretaking or related field

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

	Essential	Desirable
Qualifications	- This is a manual job and it is important to be able to meet the physical expectations of the role. - Experience of working in a site security/maintenance environment	- COSHH trained - Manual handling and ladder trained
Experience, Skills and knowledge	- Caretaking experience or good all round ability in general maintenance - Must be able to act on own initiative to ensure all standards are met. - Ability to work to tight timescales, with good organising, planning and prioritising skills. - To have pride in the presentation of the school facilities - Ability to use specialist equipment/resources - Ability to relate well to children and adults	Working knowledge of relevant policies/codes of practice/legislation
Personal Qualities	- A friendly, yet professional and respectful approach which demonstrates support and shows mutual respect. - Committed to the needs of the pupils, parent and other stakeholders and challenge barriers and blocks to providing an efficient service. - Demonstrate a 'can do' attitude including suggesting solutions, participating and encouraging others and achieving expectations. - An absolute commitment to welfare and development of our students - Embraces and welcomes changes and is adaptable.	

Other	• Committed to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS check • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
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Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of

team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.