

## **FACILITIES MANAGER JOB DESCRIPTION**

**RESPONSIBLE TO:** Cluster Facilities Manager

**GRADE:** M1

**CONDITIONS:** Annual hours will be based on an average working week of 37 hours over 52 weeks with appropriate holiday entitlement taken by negotiation with the line manager.

The person appointed will be expected to be available to staff lettings on some evening and occasional weekends. While flexibility will be required in relation to working hours so that these fit in with letting arrangements and the commitments of caretaking staff.

### **PURPOSE OF POST:**

To work with the Cluster Facilities Manager to work on the long and short-term planning, implementation and high quality delivery in relation to facilities, health and safety and premises related aspects of the work of the school and its local environment.

### **ORGANISATION CHART:**



### **SPECIFIC ACCOUNTABILITIES:**

1. Maintain and develop facilities and premises to meet the educational and community requirements of the school, ensuring that high standards of cleanliness and tidiness are maintained.
2. Ensure compliance with best practice and statutory requirements in the area of Health and Safety.

### **PRINCIPAL RESPONSIBILITIES:**

1. To keep the Cluster Facilities Manager, Head Teacher, appropriate Senior Leaders fully informed about all areas of responsibility and manage all issues that arise in relation to this role.
2. To work closely with the Cluster Facilities Manager, Chiltern Learning Trust Estates Manager and Central Team to ensure compliance with the Trust's Scheme of Delegation as it relates to the management of facilities.
3. Act as School Health and Safety Officer to ensure that all practices and procedures are conducted in a way that meets all the relevant requirements for the wellbeing of others including the following:
  - a. Consulting or negotiating with external agencies to achieve these ends
  - b. Having overall responsibility for the First Aid requirements for students and staff
  - c. Acting as School Fire Officer

- d. To be the named key holder if required to attend the school in the event of an out of hours emergency.
- 4. Identify opportunities to maximize external income for the school, including the preparation of bids for funding from external agencies. This includes the following undertaking of the role of School Lettings Officer, in partnership with the school's lettings provider, and includes the following:
  - a. The efficient and cost effective management of all aspects of the lettings function in close partnership with a lettings provider
  - b. Monitoring the quality of the services provided to hirers
  - c. Working with the lettings provider to monitor and ensure compliance by hirers of all health, safety and insurance regulations
  - d. In partnership with the lettings provider to promote the school's facilities both internally and externally in order to maximize income from lettings
  - e. Reviewing and developing the School's Letting Policy in conjunction with the Head Teacher, Leadership Team and Governors.
- 5. Assist in the identification and selection of support service providers which provide value for money for the school by:
  - a. Monitoring quality and service level agreements in relation to the role and identify any concerns in a timely, pro-active way
  - b. Developing and implementing policies in relation to the site, e.g. matters of security, Health and Safety, in the way promoting an image of the school which accords with its aims
  - c. Having responsibility for monitoring all external contracts relating to premises and facilities, such as cleaning and catering
  - d. Having overall responsibility for monitoring the use of energy by the school.
- 6. Manage and plan the most effective and efficient reporting systems for information concerning all premises-related matters, their maintenance, renewal and updating to include the following:
  - a. Having responsibility for all insurance issues relating to site, contents of buildings and educational visits organised by the school
  - b. Preparing applications and acquire all licenses required by the school to conduct its business within the framework of current legislation with regard to Public Entertainment, Copyright and Broadcasting.

## **DIMENSIONS:**

|                         |                                                                                                                                                                                                                            |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supervisory Management: | Up to 4 premises and facilities staff                                                                                                                                                                                      |
| Physical Resources:     | Office and other equipment                                                                                                                                                                                                 |
| Finance Resources:      | Responsible for school management related budgets as determined with the Head Teacher and Finance Officer. Also be responsible for external contracts, including the catering contract, as determined by the Head Teacher. |

**Physical Effort:** This job involves a level of physical effort.

**Working Environment:** The post holder regularly works outdoors and will sometimes be exposed to the weather in doing so.

The post holder will be expected to represent the school professionally and respectfully, including by dressing professionally in either approved, uniform work clothes or a business suit and tie.

Although the post's primary responsibility is towards the facilities of the school, the post holder may be required to work flexibly on occasion across the Chiltern Learning Trust estate.

## **Context:**

All support staff are part of a whole Trust/school team. They are required to support the values and

ethos of the school and the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy, pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

#### **DBS**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

**The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

**'CVs will not be accepted for any posts based in Trusts'.**

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

| Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |                                                                           |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------|--------------|
| Attributes                                                                                                                                    | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How Measured | Desirable                                                                 | How Measured |
| <b>Experience</b>                                                                                                                             | Substantial experience of the management and supervision of employees performing similar work. Experience of the management and use of IT for estates practices and Health and Safety reporting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1,2          | Experience of working in a school environment is desirable for this post. | 1,2          |
| <b>Skills / Abilities</b>                                                                                                                     | Strong analytical and literacy skills to be able to draft reports, and understand complex written guidance.<br>Able to communicate effectively with, external agencies and colleagues.<br>Presentation skills.<br>Ability to work with minimal supervision and direction.<br>Ability to adjust to constantly changing work demands and to meet competing deadlines.<br>Ability to develop the skills of others within a structured framework.<br>Ability to work as part of a multi-disciplinary team.<br>Sound ICT skills.<br>Ability to manage the performance of others.<br>Ability to act on own initiative.<br>Ability to make effective decisions.<br>Consultation and negotiation skills. | 1,2,3        |                                                                           |              |
| <b>Competencies</b>                                                                                                                           | Able to form appropriate relationships with young people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1,2          | Appropriate attitudes to use of authority and maintaining discipline.     | 1,2          |
| <b>Equality Issues</b>                                                                                                                        | Committed to the principles of equality of opportunity.<br>Able to recognise discrimination and take action within the policies and procedures of the school, the local authority and the children's trust.<br>Able to understand the issues for students' education in an urban, multicultural context.                                                                                                                                                                                                                                                                                                                                                                                         | 1,2          |                                                                           | 1,2          |

|                               |                                                                                                                                                                                                                  |                   |                                                                              |       |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------|-------|
| <b>Specialist Knowledge</b>   | Knowledge of Estates Management and Health and Safety.                                                                                                                                                           | 1,2,3             | Knowledge of COSHH.                                                          | 1,2,4 |
| <b>Education and Training</b> | Qualifications or experience relevant to the role.<br>GCSE Grade C or above in English/Maths.<br>Willingness to undertake relevant training including first aid training and relevant Health and Safety courses. | 1,2,4             | NVQ4 or above in Facilities Management.<br>IOSH Managing Safety Certificate. | 1,2,4 |
| <b>Other Requirements</b>     | Able to adapt to changing operational demands in terms of tasks undertaken.<br>Able to work flexibly to meet the needs of the school (this will include some evening meetings).                                  | 1,2<br>1,2<br>1,2 | Ability to drive.<br>Clean, full driving license.                            | 1,2   |

(1 = Application Form    2 = Interview    3 = Test    4 = Proof of Qualification    5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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