



JOB DESCRIPTION

MINI BUS DRIVER

RESPONSIBLE TO:

MAIN CONTACTS:

JOB PURPOSE

Provide a safe and efficient transport service for the Academy ensuring the health, safety and welfare of pupils, (including those with special needs) during transportation.

MAIN RESPONSIBILITIES

- Operate designated (specially adapted) vehicles to collect and safely transport pupils (including those with special needs) to and from the academy ensuring that they arrive on time.
- Assist in the loading and unloading of passengers and/or goods using appropriate equipment (including load restraint devices, hydraulic tail lifts) where required and in line with the Department of transport Code of Practice
- Following Health and Safety protocols (including conducting appropriate vehicular checks) to ensure health, safety and wellbeing of children, reporting any incidents/issues appropriately.
- Carry out basic, routine maintenance of designated vehicles and maintain a high standard of vehicle cleanliness, ensuring any mechanical faults are reported appropriately.
- Report any involvement in a road traffic accident and vehicle defects in accordance with academy procedures

OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMITMENT & MOTIVATION (LEVEL 1)

- Displays energy and enthusiasm and has a positive attitude towards work, demonstrating commitment to achieving individual and academy goals
- Prioritises own workload
- Takes personal responsibility whilst demonstrating willingness to complete the task to a high standard
- Actively participates in learning opportunities and applies learning to develop own practice
- Effectively liaises with people showing a willingness to give and receive constructive feedback
- Responds positively to feedback and incorporates this into working practice
- Keeps self up to date with relevant information and initiatives

PROBLEM SOLVING & DECISION MAKING (LEVEL 1)

- Works to general instruction using initiative to make routine decisions within guidelines, with the ability to challenge where appropriate and relevant
- Escalates decisions outside own area of responsibility
- Gathers relevant information to assist good decision making
- Offers ideas on how things could be done differently

PLANNING & ORGANISATION (LEVEL 1)

- Organises and manages own tasks and work time effectively
- Implements operational plans for own areas of responsibility under guidance
- Prepares for a specific activity taking account of varying needs and abilities of stakeholders

IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

MANAGING OBJECTIVES (LEVEL 1)

- Has a good understanding of own role and carries out task effectively, within deadline, fulfilling short term goals of the team
- Provides agreed feedback of effectiveness and progress
- Recognises the values, learning styles, management styles and ethos of the academy

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

RAISING STANDARDS (LEVEL 1)

- Contributes to setting individual objectives and agreeing measurable targets
- Collects supporting evidence and agrees success criteria
- Maintains consistent performance
- Remains focused on delivering results
- Takes responsibility for the quality of own work and keeps manager informed of how the work is progressing

CUSTOMER FOCUS (LEVEL 2)

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / learning environment

COMMUNICATION (LEVEL 1)

- Communication of straightforward information within familiar situations, with sensitivity and confidentiality
- Communicates effectively either verbally or in writing.
- Shares information with relevant parties in a timely manner
- Responds effectively to queries and provides accurate information, knowing when to refer
- Completion of standard proformas

IMPACT & INFLUENCE (LEVEL 1)

- Understands the impact of own behaviour on others.
- Interacts positively within a team and will challenge inappropriate behaviour where appropriate.
- Develops personal networks and builds positive relationships.
- Discusses own needs and listens sensitively to the needs of other
- Shares appropriate information and knowledge with other in an open and honest manner
- Maintains confidentiality within appropriate boundaries

TEAM WORKING (LEVEL 1)

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

PERFORMANCE STANDARDS FRAMEWORK COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

QUALIFICATIONS & SKILLS (LEVEL 2)

- Knowledge of procedures for a range of tasks;
- Follows specific instructions to perform related procedural tasks.
- Operation of associated tools and equipment