



# JOB DESCRIPTION

## CARETAKER LEVEL 1

**RESPONSIBLE TO:**

**MAIN CONTACTS:**

### JOB PURPOSE

Be responsible for ensuring a safe environment by carrying out maintenance and security of the Academy.

### MAIN RESPONSIBILITIES

- Ensure security of the site at all times, being responsible for opening and closing of the academy in line with agreed procedures, including for emergency call outs
- To be responsible for the safety of the site carrying out routine inspections in line with Health and Safety protocols (including COSHH) identifying any issues and remedying or reporting appropriately to ensure the health, safety and wellbeing of children and staff
- Ensure that the site is maintained and fit for purpose carrying out minor repairs and maintenance to the site ensuring work is completed to the appropriate standard
- Act as point of contact in relation to premises related contractors directing workmen to the location of repair and maintenance work
- Ensure building systems are operated in accordance with issued instructions and are maintained and tested to the required standard and frequency
- Ensure appropriate and accurate records are kept, maintained and preserved for inspection as and when required.
- Undertake general portage duties including the movement and arrangement of furniture and equipment as directed.
- Carrying out routine maintenance procedures and inspection of caretaking and cleaning equipment to ensure it is in safe working order and inform the Headteacher of any defects.
- To be responsible for the receipt and distribution of materials and equipment to designated points.
- Undertake school lettings in accordance with the lettings procedures, preparing the site for after-school activities and ensuring accommodation is prepared for normal school use.
- Ensure the premises and furnishings are cleaned in accordance with the required standards

### 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 2)

- Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility
- Identifies own development needs and seeks learning opportunities understanding learning priorities that link with academy's/trust's aims and objectives
- Engages in every learning opportunity and reflects on and develops own practice
- Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others
- Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions
- Monitors own performance against high standards
- Actively seeks feedback, to inform self-development plans

### 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
- Provides feedback to inform planning

### 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 tasks 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/trust

# 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)

- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Contributes to the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / leaning 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 2)

- Recognises when standards or measurable outcomes have not been met and takes appropriate action
- Shares and utilises best practice.
- Offers support & assistance to colleagues without prompting
- Positively contributes to dialogue and supports and coaches colleagues
- Sees own team within the context of the academy/trust

### QUALIFICATIONS & SKILLS (LEVEL 3)

- NVQ 2