



JOB DESCRIPTION

SITE MANAGER LEVEL 1

RESPONSIBLE TO:

MAIN CONTACTS:

JOB PURPOSE

To be responsible for ensuring a safe environment by carrying out maintenance and security of the academy site, overseeing the work of a team of cleaners to provide a service to agreed standards.

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 undertaking regular risk assessments in line with Health and Safety regulations (including COSHH) identifying any issues and remedying or reporting appropriately to ensure the health, safety and wellbeing of children and staff
- Contribute to the planning of a programme of scheduled maintenance
- Ensure that site is maintained and fit for purpose carrying out minor repairs and maintenance to the site ensuring work is completed to the appropriate standards; organise emergency repairs as required
- Assist in the procurement process for routine maintenance work and liaise with onsite maintenance contractors to ensure that work is completed to required standards and within required timescales
- Operate and regularly check building systems ensuring they 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.
- Allocate and monitor the work of the cleaning team ensuring deadlines and quality standards are met, identifying and providing training where required



- Monitor stock and order supplies to ensure appropriate resources are available to complete set tasks, distributing accordingly

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 2)

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions without formal guidelines
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

PLANNING & ORGANISATION (LEVEL 2)

- Plans, prioritises, implements, managing own workload with guidance using available resources
- Contributes to development plans and considers resource allocation
- Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives

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

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

MANAGING OBJECTIVES (LEVEL 2)

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the academy/trust and applies these in own and teams working practices
- Keeps up to date with trends and developments

RAISING STANDARDS (LEVEL 2)

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

CUSTOMER FOCUS (LEVEL 3)

- Understands key factors affecting progress
- Establish mechanisms to seek out and respond to feedback from pupils & stakeholders
- Contribute to the safeguarding and welfare of pupils
- Contributes to the development of policies and procedures
- Has full regard for H&S in all of their actions. Identifies problems and implements change as required

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 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve academy's aims and objectives.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

MANAGING PEOPLE (LEVEL 1)

- Supervises the work of others, responsible for basic discipline escalating HR matters appropriately
- Works effectively with others to support their work

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 4)

- NVQ 3