



## Person Specification – Facility Maintenance Operative

### Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

#### Essential

1	Experience of working within facilities management in an educational or business establishment
2	Ability to communicate effectively with staff, visitors, contractors, members of the public and the Emergency services.
3	Ability to help manage site maintenance budgets and prepare cost estimates and monitor expenditure if required
4	Able to undertake basic administrative tasks including ordering, record keeping, reporting and ordering procedures, if required
5	Ability to work effectively with colleagues at different levels
6	Ability to maintain high standards
7	Pro-active and systematic approach to problem solving
8	Excellent organisational, prioritising and time management skills.
9	Ability to undertake minor repairs and maintenance within the building
10	Ability to work in accordance with the school's health and safety policies
11	Ability to travel between sites, full driving licence

#### Desirable

12	BICS or give a commitment to work towards the award
13	Experienced in using various cleaning machines
14	Conversant with all Health & Safety Regulations
15	Use of own vehicle

### Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

#### Essential

1	Experience of working with a variety of groups with diverse needs
2	Fair but challenging so that high standards are achieved
3	Able to work professionally with other stakeholders and external agencies
4	Has attention to detail
5	Willingness to participate in job related training

6	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> <li>▪ motivation to work with children and young people</li> <li>▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>▪ emotional resilience in working with challenging behaviours</li> <li>▪ attitude to use of authority and maintaining discipline.</li> </ul>
7	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
8	A knowledge of cleaning techniques, equipment and materials
9	A willingness to undertake a variety of tasks and duties
10	

### **Desirable**

11	Knowledge of moving and handling procedures
12	Ability to work within tight financial constraints
13	Willing to work outside normal working hours if the need arises

The following methods of assessment will be used:

<b>Method</b>		<b>Method</b>	
Interview	Yes	Presentation	No
Lesson Observation	No	Structured discussion with pupils	No
Other (specify)	No	Other (specify)	No

### **Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	List 99 and/or POCA List (residential establishments only) check
3	Medical clearance
5	Two references from current and previous employers (or education establishment if applicant not in employment)

## **Guidance Notes**

### **General**

- The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
- Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
- Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criterion, don't use it:
  - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
  - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
  - Do not use age as a condition or indicator of experience or maturity.
  - Avoid unjustifiable physical requirements that could exclude people with a disability.

### **Part A: Application Stage**

- Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

### **Part B: Assessment Stage**

- Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

### **Part C: Additional Requirements**

- Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.