Northumberland County Council
JOB DESCRIPTION

Post Title: Caretaker	**Director/Service/Sector:** School	**Office Use**
Band: 4	**Workplace:** Newsham Primary School	**JE ref: SG31**
Responsible to: Headteacher & SLT	**Date: Sept 26 onwards** / **Lead & Man Induction:**	

Job Purpose: To provide Caretaking Services to designated properties.

Resource Staff	Small number of Cleaners
Finance	None
Physical	Shared responsibility for the careful use of equipment. Stock control and ordering. Site security.
Clients	None.

Duties and key result areas: Carried out in accordance with the school specification for Caretaking Services, the Caretaking Operations Manual and normally under the general direction of a senior colleague, these include, but are not restricted to:-

1. Supervise the work of a team of staff, delegate work appropriately, provide clear guidance and motivate staff to achieve service objectives and quality standards.
2. Provide or ensure the provision of induction to the workplace and coaching staff in work related tasks.
3. Ensure that staff adopt safe working practices in all aspects of work.
4. Ensure that the security of the property is properly maintained that users have access at the appropriate times and that an appropriate response is made in the event of a property related incident.
5. Monitor the cleanliness of the property and ensure that the building specification and standards are achieved.
6. As a member of the team undertake cleaning related tasks as allocated.
7. Ensure that the heating and associated systems are operated and maintained in the approved manner, advise on conservation measures and take all necessary precautions against cold weather damage.
8. Monitor the usage of gas, electric and water supplies ensure that all reasonable and practicable measures are taken to minimise use and report abnormal consumption to the appropriate person.
9. Monitor and report on the general condition of the property, undertake minor repairs as required and ensure all routine maintenance tasks are carried out in a timely manner.
10. Operate and maintain all ancillary plant and equipment as appropriate.
11. Ensure that all ventilation, access and exit points operate effectively and that firefighting appliances are readily accessible and properly maintained.
12. Ensure that the external areas of the property are kept free of litter and debris, litter and rubbish bins are emptied regularly, and main access routes are kept clear of leaves, snow and ice as necessary.
13. Undertake a range of general porterage tasks that ensure the efficient movement of goods, equipment, furniture and other items around the property.
14. Ensure that adequate stock levels of appropriate supplies are maintained and distribute supplies as necessary and that corporate procedures are observed.
15. Other duties appropriate to the nature, level and grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person. The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements	
Physical requirements Transport requirements: Working patterns: Working Conditions	An active role involving walking, stretching, lifting and vacuum cleaners and polishers. None Determined by designated area, usage and contract of employment. Some outdoor work, gritting in Winter. Some exposure to cleaning agents but under controlled circumstances.

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PERSON SPECIFICATION

Post Title: Caretaker	**Director/Service/Sector:** School	**Ref:**
Essential	**Desirable**	
Qualifications and Knowledge		
Good knowledge of a broad range of practical tasks associated with a caretaking environment together with the operation of associated tools and equipment. Knowledge of Health & Safety legislation relating to a caretaking environment.	NVQ in General Maintenance and Housekeeping or equivalent.	
Experience		
Experience of working and or completing general maintenance tasks.	Relevant experience in a caretaking. Supervision of staff. Previous relevant experience in a similar or related role.	
Skills and competencies		
Literacy skills sufficient to read text and write straightforward sentences. Numeracy skills sufficient to undertake straightforward arithmetic functions. Strength, dexterity and coordination to use a range of cleaning tools and equipment. Ability to plan and organise staff and resources, including effective use of own time. Resourceful and works with initiative and without constant supervision. Listens, consults others and communicates clearly. Flexible can-do approach. Customer care skills. Appropriately follows instructions to achieve set objectives. Reliable and keeps good time. Committed to the provision of quality services to achieve leadership satisfaction. Adapts to change by adopting a flexible and cooperative attitude. Supportive and adapts to team working. Ability to understand and react to children's needs as appropriate, developing a rapport. Demonstrates integrity and upholds values and principles. Promotes equal opportunities and diversity in all aspects of work. Able to use skills and tools to maintain property and complete basic DIY projects.	A willingness to undertake job related training.	

Physical, mental, emotional and environmental demands		
Work from a standing position, need to walk, bend, lift and carry moderate weights. Short periods of concentration dispersed throughout day, week and month. Few emotional demands. Mainly indoors but with some external work and some exposure to unpleasant conditions such as toilet areas.		
Other		
The ability to respond to instructions positively. An understanding that day to day tasks may vary from the original plan.		