



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust





<b>Job Title:</b>	<b>Site Technician</b>
<b>Grade:</b>	<b>3</b>
<b>SCP:</b>	<b>SCP 10 – SCP 13</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Principal / Headteacher / Head of School</b>

## Job Purpose

To work under the direction and instruction of senior staff to provide routine cleaning and/or caretaking tasks to support the effective operation of the school.

## Key Responsibilities

### Security and Safety

- Unlock and secure premises at agreed times and maintain the key(s) in their possession for emergency call-out.
- Check that the heating and lighting systems are operating satisfactorily and checking their efficiency with regard to energy conservation.
- Check fire and/or security alarms are working satisfactorily.
- Ensure that premises are in a safe, tidy and satisfactory condition prior to use. In the morning, this will normally require attendance until a member of staff arrives.
- Maintain vigilance for Health and Safety concerns in and around the building including checking outside area for syringes, broken glass etc. and disposing appropriately.

### Maintenance and Cleaning

- Dispose of such waste materials arising from the use of the premises as are not covered by alternative arrangements.
- Replace such consumables on the premises in appropriate locations as are not covered by alternative arrangements, e.g. toilet rolls, soap, towels, etc.
- Clean designated areas not covered by alternative arrangements, e.g. outside areas, car parks, drains, boiler house, stores etc. This may include cleaning up after contractors during school closure periods.
- To arrange to clear blockages, remove foreign matter from sinks, toilets, drains, and clean up spillages as required.
- In the event of a burst or leaking water pipe, the water supply should be turned off, spillage removed and furnishings cleaned.
- Remove spillages and resultant stains from floors and other surfaces.
- Carry out the removal of debris from gullies, drains etc. and that the school and ground are litter free. Litter bins are to be emptied and the contents disposed of on a daily basis.
- Ensure clear and safe pedestrian access to the school particularly in adverse weather conditions (e.g. snow clearing, gritting).

### Minor Repairs

- Minor repairs to include minor plumbing, joinery, electrical work and internal decoration and maintenance, e.g. replacing door handles, replacing light bulbs/plugs with appropriate training.
- Minor plant maintenance in accordance with agreed working practices, e.g. lubrication of heating pumps as appropriate.

### **Painting and Decorating**

- Temporary making good of colour wash, e.g. when cabinets are moved, and the blotting out of graffiti. Making good paint work e.g. touching up scratch damage. To undertake repairs, projects and redecoration tasks as appropriate.

### **Joinery**

- Minor repairs to fixtures and fittings such as replacing locks.
- Minor repairs to furniture, replacing door and window catches.
- Minor improvements such as the erection of small shelves, display and notice boards.

### **Plumbing**

- Unblocking sinks, traps and waste pipes. Adjustment and re-washing of taps. Stopping leaks.

### **Resources**

- General portage and collection activities as required including setting up and clearing away furniture.
- To attend to, where necessary, personnel visiting the site such as contractors, representatives of utilities (gas, electric) and monitor any work being carried out within the post holder's area of responsibility.
- Attend to the replacement of paper towels, toilet rolls and soap in toilets and teaching areas,
- e.g. Technology, Science, Art and Craft.

### **Health and Safety**

- The post holder will be expected to observe safe working practices in carrying out the required duties and ensure that instructions specified by technical consultants, contractors and manufacturers are adhered to.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## **Qualifications and Experience**

### **Qualifications/Training**

- NVQ 2 School support staff or equivalent qualification, or experience in a relevant discipline.

### **Experience / Knowledge / Skills**

- Some experience of working in a security, safety, cleaning or maintenance environment.
- Good understanding and ability to use specialist equipment/ technology.
- Ability to work constructively using own initiative in the absence of senior staff and as part of a team.
- Ability to relate well to children and to adults.
- Working knowledge of health and safety codes of practice/ legislation.
- A good standard of practical knowledge

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH 27.01.2022**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***