

CHESHIRE EAST COUNCIL JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Caretaker (with staff) (Secondary School)	JOB REF NO	AAAE5002B
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BASIC JOB PURPOSE

Maintain the security of the premises and its contents; including being a registered key holder. Ensure that the lighting and heating systems are in good working condition.

Carry out cleaning of designated areas; monitor the cleaning carried out by Assistant Caretakers and Cleaners on a day-to-day basis.

Undertake minor repair and portering duties.

MAIN RESPONSIBILITIES

NO	
1	Maintain the school building, including effecting minor repairs and improvements and general maintenance tasks to ensure that the school and site are maintained in satisfactory condition that meets required standards.
2	Monitor and operate the engineering systems (ie, heating, etc) and advise Line Manager of any faults in order to ensure the most economical use of fuel and water.
3	Liaise with contractors engaged by school and monitor their work (as directed by Line Manager) to ensure specified standards are achieved.
4	Operate and maintain appropriate site security systems, including opening and closing the building at the beginning and end of the school day, lettings outside school hours and responding to call outs as necessary in order to provide satisfactory security arrangements.
5	Maintain Health and Safety standards, reporting to Line Manager any failures to comply with the school's statutory obligations in this area and ensure that contractor's work meets Health and Safety Regulations.
6	Carry out portering and cleaning duties (including the moving of heavy furniture) which will secure the most efficient use of resources.
7	Maintain the necessary stock of appropriate resources. Receive delivery of supplies, furniture and parcels and ensure their correct distribution.
8	Supervise Assistant Caretaker(s) and Cleaning staff, and monitor work being carried out by them.
9	Carry out banking duties as required by the school.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES**Employees directly supervised by Job Holder**

No and FTE	Levels / grades	Types of work	Where based
Few F/T and/or P/T	Assistant Caretakers	Security and maintenance of School premises.	Secondary School

What does the supervision / management of these employees involve? *(eg allocating work, training for the job, assessing performance - see guidance notes)*

Work allocation and ensuring that all tasks have been undertaken and completed correctly, on the job training and development of safe working practices.

Other Employees supervised by Job Holder (not in a direct line relationship)

No and FTE	Levels / grades	Types of work	Where based
	NONE		

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

No and FTE	Levels / grades	Types of work	Where based
	Specialist and Contract Cleaners	Contract and specialist cleaning of School premises.	Secondary School
	Contractors – plumbers, electricians, etc.	Maintenance and refurbishment of School premises.	Secondary School

What does the supervision of these people involve?

Work allocation and ensuring that all tasks have been undertaken and completed correctly (contractual matters, etc are the responsibility of the School Business Manager/Head Teacher).

Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees? No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Cash handling: – banking cash from school takings, – collecting money for school lettings, – petty cash for purchase of small tools, etc.	A few £00s per trip.	Regularly

Does the Job Holder develop policy or provide advice and information which impacts on financial resources? No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of Job Holder	How often is the responsibility exercised?
Buildings	1. A named key holder for the School; ensuring doors and windows are locked, alarms set, etc. 2. Undertaking/supervising School maintenance and refurbishment, cleaning, etc. 3. Utilities – ensures heating system is maintained and operational, monitors fuel consumption.	Daily Daily Weekly
Tool and Equipment	1. Uses power and hand tools to undertake repair work throughout the school. 2. Operation of powered cleaning machines, waste skips, etc.	Daily
Furniture and Equipment	Room layouts for meetings, parents evenings, exams, lettings, etc.	Daily
Supplies and Stocks	Shared responsibility for maintaining the stock of toilet tissue, paper towels and photocopying paper; issues as required.	Daily

Does the Job Holder develop policy or provide advice and information which impacts on physical resources? No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
Ensuring that the School is fully operational at the start and end of day (eg, heating systems and toilets are working, etc).	Students and Staff; external organisations that use the facilities.	School facilities fully operational.
Carrying out minor repairs and cleaning of a designated area; calling out contractors for more serious repairs.	Students and Staff.	School facilities fully operational, clean and hygienic.
Setting up rooms and facilities for events and functions (eg, parents' evenings, school plays, any joint use facilities managed by County or local Borough Council, etc).	Students, parents, local community groups/ organisations that use the facilities.	Use of school facilities that are conducive to users' needs.
Operating and maintaining site security systems, including opening and closing the building.	Students, staff, visitors.	Safe, secure environment.
Monitors Health and Safety standards, reporting any failures to comply to Line Manager.	Students, staff, visitors, contractors.	Safe environment.

Does the Job Holder develop policy or provide advice and information which impacts on people? No

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Literacy and Numeracy skills	Basic English and Maths.	- To write simple reports for Line Manager, order stock, take messages. - To make basic calculations when carrying out routine repairs of equipment.	Secondary education.
Technical	- Operation of cleaning equipment, power and hand tools. - Site services and their location and isolation points. - Building maintenance & cleaning skills. - Breakdowns, faults and repairs.	- To carry repair and maintenance work. - Safe operation of site. - To clean and carry out repairs & maintenance. - Safe operation of site.	On-the-job training and experience.
Health and Safety	Understanding of Health and Safety legislation (including COSHH) and County Council/School procedures.	Ensuring all cleaning and maintenance work on site is undertaken in a safe manner; ensuring contractors follow health and safety procedures.	On-the-job training and experience (including Caretakers course).
Financial Procedures	Cash handling procedures and guidelines.	Uses petty cash to purchase tools and equipment for repairs & bank school monies.	On-the-job training and experience.

How long would it take for a Job Holder to become fully operational?

Up to 1 month to achieve basic competencies; up to 12 months to experience full range of tasks/duties, as some only occur annually (eg, during Summer school holidays).

6 MENTAL SKILLS

a) What sort of situations/problems does the Job Holder typically have to deal with?

Example

When the heating system fails, the Job Holder investigates to determine the cause (eg, lack of fuel, no power, pilot light out, or some other more serious failure requiring the services of a specialist service engineer).

Example

Recommending best layout of School Hall (furniture, etc) for events and functions.

b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.

Example:

Resolving problems and issues caused by acts of vandalism on school premises (eg, repairs, remedial cleaning, etc).

c) Approximately how often would the example in (b) occur?

Once per month

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Judgemental/Analytical	- Determine the causes of breakdowns/failures of equipment or buildings systems (eg, boilers, drains, etc) and where appropriate take remedial action. - Establishes what tools, equipment & materials are required to carry out a repair or maintenance task.
Planning	Plan and allocate work, up to 2 – 3 days ahead – in accordance with the needs and demands of the academic year timetable.
Organisational	Ensures work is completed in timely fashion e.g. room layouts, minor repairs etc so that there is minimum disruption to school timetable.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Oral and Written	▪ Providing basic instructions on maintenance and repairs, etc required around the school; including health and safety standards, practices and procedures. ▪ Simple reports/memos on progress of contractors' work; recommendations on repairs/ refurbishments needed to maintain the school environment at optimal efficiency.	▪ Assistant caretakers, cleaning staff, external Contractors. ▪ Line Manager
Persuasion/ Motivation - including tact/ Negotiation Skills.	• Receiving and giving instructions (some negotiation about priority maintenance work); obtaining information. • Day-to-day supervision, induction, demonstration of tasks, etc • Encouraging persons to leave the building, change behaviour, etc.	▪ Staff, students, parents, governors, contractors, visitors ▪ Assistant caretakers ▪ Students and staff

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand/eye co-ordination and dexterity.	• Operating cleaning equipment, hand- and power-tools for carrying out basic repairs and maintenance of buildings and equipment, etc. • Setting/operating security and fire alarm systems.	• Precision more important than speed.

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the Job Holder?

Written or verbal instructions/requests from Line Manager, teaching and/or administrative staff. Job Holder prioritises instructions/requests.

b) What is a typical cycle for allocating work to the Job Holder eg hourly, daily, weekly?

Daily cycle that changes throughout the day due to emergencies and ad hoc events/ requests for work.

Scope for initiative

c) How much freedom/discretion does the Job Holder have:

to change the way work is done and to allocate their time to duties?

(e.g. recommending changes in policy, procedures, resources)

Limited - the Job Holder determines and allocates work within set procedures/schedules and instructions received.

d) What is the level of guidance/instruction available?

Guidance/instructions given by Line Manager and/or County procedures; County guidance on use of contractors.

e) What sort of direction, management or supervision is given to the Job Holder?

Type of Direction	From Whom	How Often
Informal supervision	Line Manager	Daily/as required

f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
The boiler has failed to work. Post Holder is required to investigate a number of options to ascertain why the boiler did not start, e.g. lack of fuel, no power, pilot light out, or serious problem, which would require contractor to be called out.	Job Holder's experience and initiative.	Regularly
Problems with/absence of specialist contract staff on School site – Job Holder contacts contract company to resolve problem, when Line Manager is unavailable.	Job Holder's experience and initiative.	Regularly
Unexpected problem	Nature of available guidance	Typical Frequency
Power cut or failure of electricity supply during School hours.	Experience, initiative, knowledge of operating procedures and features of the power system; established School procedures for such "emergencies".	Occasional

g) Give two examples of problems or decisions the Job Holder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
A repeatedly blocked drain or toilet, which may be symptomatic of a serious problem that requires a specialist contractor to be called out.	Line Manager.	Occasional
A major and/or high-cost repair required to the School buildings or premises.	Head Teacher/Business Manager via Line Manager.	Occasional

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting and carrying - receipt and distribution of deliveries of parcels, materials, equipment and furniture throughout school.	Short bursts	Daily	Computers, desks, chairs, filing cabinets, boxes of books, photocopier paper, etc. - up to 50 kgs.
Physical Effort: - operation of equipment (eg, "Billy goat" leaf collecting machine, etc); - general repairs (eg, glazing, plumbing, joinery, painting, laying paving slabs, etc); - cleaning maintenance (eg, drains, science lab sumps, etc); - climbing ladders to access roofs, gutters, etc (for cleaning and general maintenance). Stamina required – Job Holder on feet throughout working shift.	Up to 45 minutes Up to 4 hours Up to 2 hours Up to 1 hour	Daily Regularly Regularly Occasionally	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Operation of power- and hand-tools, industrial cleaning machines.	Sensory concentration.	Up to 2 hours	Frequently Daily
Use of potentially hazardous cleaning materials.	Sensory and mental concentration.	Up to 15 minutes	Frequently
Writing simple reports, calculating/measuring materials, cleaning materials, maintaining adequate stocks of supplies etc.	Mental concentration.	Up to 15 minutes	Regularly
Monitoring, operating and maintaining site security systems.	Awareness, alertness, attention to detail.	Ongoing	Daily
Monitoring of Health and Safety standards.	Awareness, alertness, attention to detail.	Ongoing	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures /interruptions	Source	For how long?	How often?
Interruptions	▪ Failure of school equipment or systems (eg, heating, lighting, drains, etc) that requires urgent resolution. ▪ Enquiries/requests for information/guidance from assistant caretakers, cleaners, contractors, teaching staff etc. ▪ Requests for work to be done when the jobholder is already engaged on a task. ▪ There may be a need to respond immediately to a request.	Up to half a day	Regularly
Deadlines	▪ School timetable requirements for equipment, rooms, etc to be available for teaching; mostly predictable but occasionally there is a last minute requirement for work e.g. room to be set up. ▪ general cleaning/maintenance of school site. ▪ Completion of maintenance tasks/jobs during holiday periods, in time for re-opening of School.		Daily Termly

12 EMOTIONAL DEMANDS

Nature of the task being performed by Job Holder.	Behaviour/source of the emotional demand	Frequency (per day/wk/month)
Controlling/supervising School premises out of hours – eg, during lettings.	Angry/frustrated community groups who may be unhappy with facilities offered by School.	Occasional
Carrying out/supervising repairs to malicious damage on school premises.	Acts of vandalism, either by school students or trespassers.	Occasional

13 WORKING CONDITIONS

a) In what kind of places does the Job Holder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School – offices, classrooms, workshops and grounds.	100%

b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Yes – School gates must be unlocked, hard surface areas cleaned, essential repairs/ maintenance carried out, etc daily irrespective of weather conditions.

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Cleaning toilets, unblocking drains; removal of waste; litter picking and emptying bins; etc.	Up to 1 hour	Regularly
Verbal abuse from students, parents and other users of School premises.	Few minutes	Occasional

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Protective waterproof clothing, footwear and gloves (PPE).

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

Working alone in the building in the evenings and on call outs.