

JOB DESCRIPTION

Job Description: Assistant Premises Manager	Reporting To: Premises and Safety Manager	Hours of work: 37 Hours
<p>Job Purpose:</p> <p>To manage the day to day delivery of caretaking and site maintenance services, ensuring that the school premises and associated facilities are available for both educational and allied usage and kept to a clean, secure safe and well-maintained standard.</p> <p>To ensure that the caretaking staff are provided with clear direction, resulting in a caretaker team that is responsive, professional, highly effective and trained to carry out safe working practices</p>		
<p>Key Responsibilities</p> <p>General:</p> <ul style="list-style-type: none"> • Management of the budget provision for consumables and maintenance materials using Sage accounting package. • Organising periodic replacement of consumable materials and spares including items of Personal Protective Equipment (PPE) and retention of accurate inventories. • Daily monitoring of the site litter, waste product management and recycling. • Safe storage and cleanliness of daily “ in use “ equipment such as tools, ladders and lifting equipment and consumable spares such as fluorescent tubes, light bulbs, door and toilet furniture and the premises used for storage purposes. Maintenance of a COSHH Register for all substances used by the Caretaking Team. • Ensure efficient and economic use of energy through regular monitoring of boiler use, building temperature, internal and external lighting levels and daily water consumption and recommending changes to procedure and practice where appropriate. • Planning and preparation of facilities for school events, meetings and exams. Consultation with staff or members of the public. • Preparation of a Monthly working schedule based on known events to be published for review in week 3 of the preceding month. • Ensure that all supplies and equipment requested by staff are received, securely storage and dispatched in a priority order. • Liaison with contractors, Scheduling minor works, ordering, escorting and provision of access to buildings as required. Checking the completion and standard of work and, if necessary, reporting deficiencies and major issues to the Premises and Safety Manager. • The daily management of caretakers and day time cleaners, prioritising and delegating tasks including proactive, reactive and scheduled repair and maintenance works via the electronic maintenance system. • Plan and compile a schedule of minor works prior to each school holiday designating priorities where appropriate. • Reporting of deficiencies and maintenance defects on buildings, site infrastructure and equipment. • Carry out site audits as directed • Assist in the development and maintenance of an electronic Premises Management System with the Premises and Safety Manager. • Supporting the premises and safety manager to deliver services to Hub Primaries schools in accordance with SLA’s. <p>Specific:</p> <p><u>Staff Management and Supervision</u></p> <ul style="list-style-type: none"> • Create and maintain effective working relationships and practices with caretaking staff, day time cleaners and duty First Aid staff through line management, supervision and support. • Effectively liaise with the Premises and Safety Manager to provide an immediate response to premises related issues. • Manage all administrative and HR tasks (appropriate to the grading of the post) including checking and authorising time sheets, overtime, annual leave, conducting return to work and wellbeing meetings and addressing capability and discipline issues. • Carrying out key holder responsibilities and working shift rotas when required to cover. • Undertake emergency/out of hour’s callout on an ad-hoc basis. • Undertake new employee staff interviews and carry out Probationary and Performance Development Reviews in line with current School policy. <p><u>Training</u></p> <ul style="list-style-type: none"> • Provide appropriate induction and on-site training of <u>all caretakers</u> in boiler plant, alarm operation, key holder duties, specialist equipment, COSHH and emergency callout procedures. Maintain the currency of the training in line with system upgrades and replacements. • Identify any training needs required for staff (in consultation with the Premises and Safety Manager) relating to work practices and through personal development reviews. • Ensure staff training records are kept up to date through liaison with Schools Training Administrator. 		

Health and Safety

- Maintain a safe working environment through good Health and Safety practice such as manual handling, provision and use of equipment, training /supervision and implementation of Safe Systems of Work.
- Review and maintain a record of Risk Assessments and Method Statements prior to any contractor working on site.
- Maintain current records relating to daily occurrences, minor in house repairs and maintenance records for plant, machinery, and all work equipment where necessary arranging service visits and repairs/renewals.
- Carry out Water, Fire, Asbestos and Site Security checks as required to ensure the site is compliant to current policies and legislation.

Transport

- Undertake transport management of all school vehicles ensuring service, routine maintenance, MOT and rotation of vehicles are undertaken on time.
- Arrange for driver assessment permits through the schools training administrator. Carry out, record and maintain an annual check of permit holder driving licences.
- Ensure vehicle daily use, fuel and mileage records are maintained on the database.
- Manage all booking from internal departments and ensure small vehicle permits are available when required.
- Carry out weekly vehicles checks ensuring they are cleaned and damage has been reported.
- Liaise with transport providers and deal with any related site issues when necessary.

Sports Centre

- When required inspect, evaluate and resolve maintenance requests through either in house measures or liaison with contractors to insure value for money is achieved.
- Scheduling minor works, ordering, escorting and provision of access to buildings as required. Checking the completion and standard of work and, if necessary, reporting deficiencies and major issues to the Premises and Safety Manager and the Sports Centre Manager.

Trust HQ

- When required inspect, evaluate and resolve maintenance requests through either in house measures or liaison with contractors to insure value for money is achieved.
- When required scheduling of minor works, ordering, escorting and provision of access to buildings as required. Checking the completion and standard of work and, if necessary, reporting deficiencies and major issues to the Premises and Safety Manager and the Sports Centre Manager.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the CEO, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	<ul style="list-style-type: none"> Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. Prioritising our long-term purpose first, above short-term goals. Managing emotions and helping others to manage their emotions. Keeping promises. Having a genuine interest in others, seeking to understand the whole person. Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding. 	<ul style="list-style-type: none"> Live our values every day. Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. Do what is right, rather than what is popular. Be accountable to your colleagues, students and the community, acting in service to other. Influence the behaviour of those around you. Take time to develop high trust relationships. Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	<ul style="list-style-type: none"> Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively. 	<ul style="list-style-type: none"> Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. Anticipate the future and help people prepare for change. Be open to opportunities and commit to learning every day. Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	<ul style="list-style-type: none"> Demonstrating respect, generosity of spirit, understanding and good temper. Being kind to others, seeking opportunities to serve others for the greater good Leading with compassion and care, listening and engaging with the person, not the job role. Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others. 	<ul style="list-style-type: none"> Be humble Bring your authentic self to work. Have the courage to be genuine. Lead with compassion, empathy and kindness. Show people you care about them. Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	<ul style="list-style-type: none"> Doing what is right, rather than what is popular or easy. Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust. 	<ul style="list-style-type: none"> Be accountable to others and serve our purpose. Be morally brave and stand up and be counted for what you believe in. Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	<ul style="list-style-type: none"> Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions. 	<ul style="list-style-type: none"> Walk the talk and behave in an honest, open and fair way. Channel ambition into our schools, not ourselves, developing successors. Have intense professional will and personal humility. Have a systematic approach to manage the execution and delegation of tasks and be reliable. Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	<ul style="list-style-type: none"> Striving for honesty, sharing the full story wherever possible and as early as possible. Looking in the mirror when something goes wrong. Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. Relishing challenge and finding strength in each other, building organisational resilience. Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. 	<ul style="list-style-type: none"> Give the whole truth, the back-story and the why. Have skilfully led difficult conversations. Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	<ul style="list-style-type: none"> Believing in our own ability, and the ability of others, to do what is right to change the world for the better. Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents. 	<ul style="list-style-type: none"> Believe the best in others, help people progress and unlock their potential. Remain calm, professional, reliable and consistent. Manage your emotions well and help others do the same. Have and encourage a growth mind-set, believing abilities and talents can be cultivated. Set yourself challenging goals & work hard to achieve them.
Vision	<ul style="list-style-type: none"> Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. Believing in the potential of others; helping them be the best they can be. Quickly taking in new information and translating that into recommendations, decisions, plans and projects. Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards. 	<ul style="list-style-type: none"> Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. Think creatively; formulate strategies, plans and projects, aligned to our vision and values. Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. Translate complex information with the intended audience in mind and communicate positively.