

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

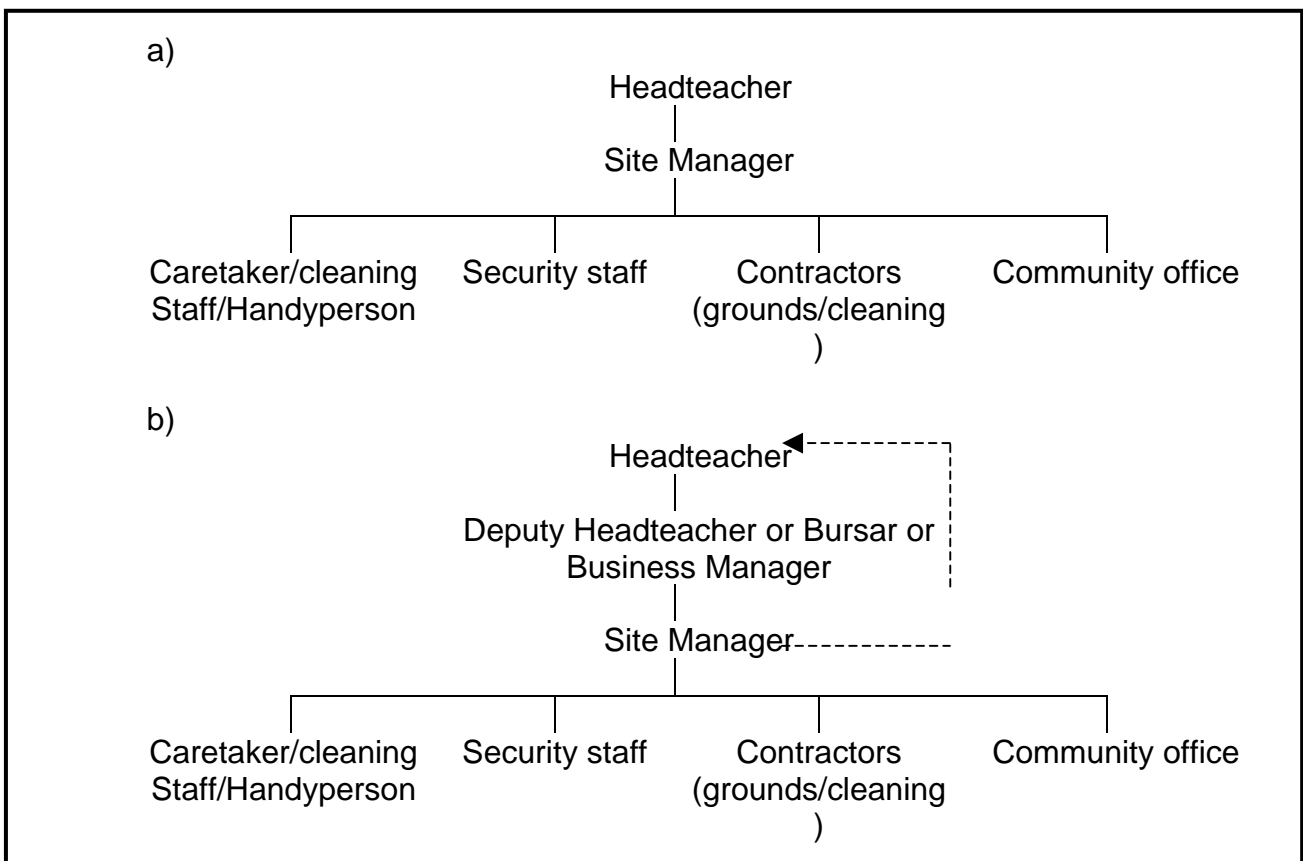
**ROLE PROFILE FORM**

**Section A**

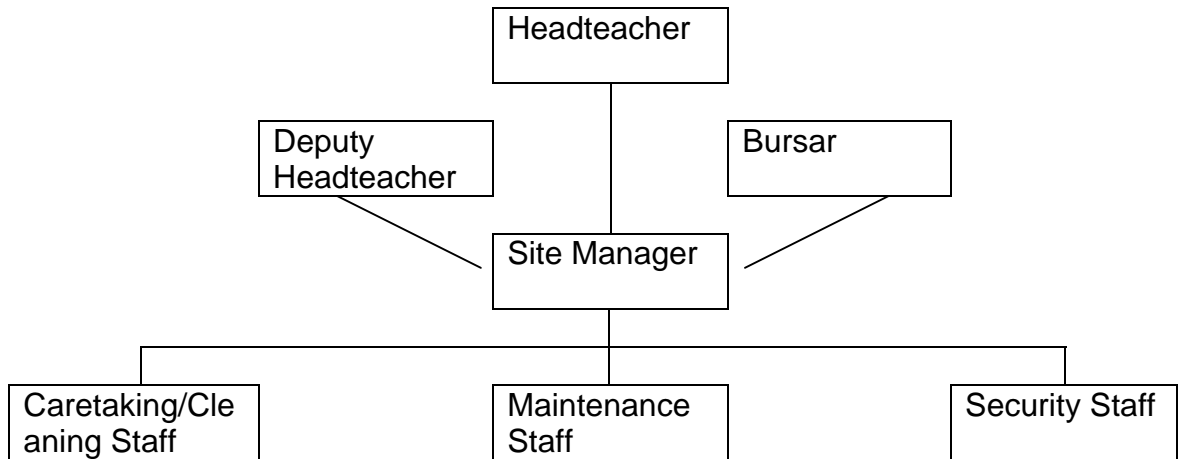
<b>Role profile ref:</b>	02139
<b>Department/Section:</b>	Education (School)
<b>Role Title:</b>	Site Manager Schools - Generic
<b>Reports To - (Supervisor/manager's role title) :</b>	Member of School Management Team (e.g. Bursar, Deputy Headteacher, Headteacher)
<b>Role Purpose:</b> (why the role exists)	To manage and maintain the physical resources on the site (buildings, grounds, materials and equipment) so that optimum use can be made of them for school and community purposes

**Section B Organisation**

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



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**Section C**

**ROLE REQUIREMENTS**

*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

Accountabilities	Accountability Statements	% of Time
<b>Cleaning</b>	Develop and operate a cleaning specification/ schedule of cleaning for the site. Allocate resource to meet all agreed standards/operational needs.	
<b>Maintenance</b>	Develop and manage programme of planned and preventive maintenance. Make recommendations on potential sources of energy savings.	
<b>Supervision of contractors</b>	Select contractors having regard to value for money etc. Monitor overall performance, raising issues with contractors and overseeing specialist work. Liaise with contractors regarding specialist cleaning and maintenance requirements.	
<b>Management and use of site</b>	In conjunction with the Head, encourage use of the school site within the local community Organise and manage use of premises outside normal school hours; promote and market extraneous use of site to generate income; negotiate with hirers fees for use	
<b>Health and safety</b>	Ensure systems are in place so that all practices and emergency procedures are safe and adhere to H&S requirements.	

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<p><b>Management of staff</b></p>	<p>Carry out recruitment, induction, training, supervision and appraisal of site/cleaning team Allocate work in accordance with schedules</p> <p>Manage and maintain records in line with HCC and legislative requirements eg safety and personal records. Review training and development needs to meet ongoing requirements</p>	
<p><b>Stock mgt/admin</b></p> <p><b>Security</b></p>	<p>Requisition caretaking supplies within budget allocation. Manage budget for contractors/site maintenance. Ensure reporting responsibilities are met</p> <p>Review security procedures and make proposals to security as appropriate</p>	
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> <li>• Be familiar with county council/school health and safety requirements and ensure these are consistently met by those using the site</li> </ul>	
<p><b>Section D -The key decision making areas in the role</b></p>		
<p><b>Recruitment/Deployment of staff</b> – decide (in some schools, in consultation with member of SMT)</p> <p><b>Use &amp; deployment of contractors</b> – decide (whether internal/external likely to be discussed with mgr)</p> <p><b>Security/safety of users</b> – decide (occasional consultation with line manager)</p> <p><b>Use of school for extraneous purposes</b> – decide (occasional consultation with line manager)</p> <p><b>Spending decisions</b> – decide against agreed annual plan</p> <p><b>Maintenance priorities against rolling programme</b> - decide</p> <p><b>Replacement equipment</b> – decide against agreed budget</p> <p><b>Substandard contractor performance</b> – decide and action, where appropriate</p>		

**Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)**

**Budgets** – will vary from school to school but maintenance budget likely to be up to £30K in some instances with discretion to spend on any one project amounting to £000s. Will also include monitoring of other budgets (e.g. cleaning contractors up to £100K) and overseeing capital works on site (could be up to £250K) paid for by school.

**Staff Management** – may be small (2-3) if much in school sub-contracted (although responsibility for managing contract will then be greater) or up to 25 if not sub-contracted

**School Assets** – will be substantial and valuable ( into seven figures in all cases). Includes managing access to assets where substantial changes (e.g. capital works) are occurring.

**Dispersal of Site** – will be significant factor where accommodation and buildings spread over large area or, in some cases, over more than one site. There are substantial variations in size of secondary school sites which will impact on scale of responsibilities (e.g. playing fields, floor area).

**Complexities of contract management** – will vary from school to school but, in cases where there is significant use of contracts, is expected to contribute to development of specification and ensure contract obligations are delivered

**Other** – 4/5 major deliveries per week; regular generator of large orders

**Section F - The main contacts – external/internal customer contacts and purpose**

- **Own Team** – daily to manage work and share information
- **Other school staff up to and including headteacher**– daily for various purposes
- **Students/pupils** - daily
- **Other school users including community groups** – daily to discuss needs, use of school premises, etc
- **Member of School Governing Body** – occasional to advise on site issues
- **Neighbours** – regular to maintain good relationships
- **General Public** – regular to provide information and guidance
- **HCC Depts (e.g. Architects)** – regular for information/guidance purposes e.g. Building Surveyor
- **External Contractors & Suppliers** – regular to pursue school issues
- **Other external agencies e.g Police, Fire Brigade** – occasional normally for security purposes

**Section G - Working conditions – environment, and physical effort or strain.**

Regular exposure to the elements (weather)

Manual handling/lifting – lone working requiring strong health and safety emphasis (use of radio/mobile phones) – can be significant call-out component/primary key holder

Shift working covering late evenings/early mornings and week-ends

Will be some handling of dangerous substances and exposure to difficult customers, intruders

Regular reassessment of site priorities to ensure requirements of users are met

May be constrained, depending on circumstances in specific schools, by limitations in use of office space

**Section H - Context/additional information**

This role requires regular movement around the school site, bringing the postholder into regular contact with pupils with whom professional relationships must be maintained. It is usually directly accountable to a member of the school management team and will operate autonomously and independently within prescribed budget limits.

The size, condition and geographical layout of the school will create different demands (e.g. high/low levels of vandalism; old/new buildings; dispersed or tightly defined site) and the context for the role will change during school holiday periods/public holidays when, wherever possible, minor works and maintenance will be prioritised.

**PROGRESSION IN ROLE**

**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Skilled in routine maintenance activities
- Management skills
- Strong and effective inter-personal skills
- Good communicator (orally and in writing)
- Good organisational ability
- Working knowledge of health and safety legislation (e.g. CoSHH)
- Financial awareness
- IT literate
- Budget mgt experience

**Section J – Initial induction/training required to become effective in the role**

<b>Estimated time to become operationally effective</b>	<b>9 months</b>	Induction 3 months, further learning 6 months
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- Awareness of school policies – evacuation, fire, other emergency procedures
- Knowledge of and showing empathy for school priorities i.e. on curriculum, use of buildings, use of site for community purposes/lettings
- Specific health and safety legislation as it relates to schools
- Beginning to manage people effectively
- Financial elements of work
- Relationships with contractors
- Familiarisation with school standards including contractor specifications
- Significance of school context (relationships with children, safety of users)
- Appreciation of security dimensions

**Section K – Operationally effective: How would effectiveness in role be demonstrated?**

- Safe working environment
- Compliance with site regulations by users
- Skilled in technical health and safety factors as they relate to the school environment
- Good relationships with staff/students/users/other external school contacts
- Sensitive and responding appropriately to changing school and community priorities
- Ability to anticipate and address potential site security and health and safety issues
- Proactive in work programming
- Contributing to planning for change in school environment
- Delivers work targets on time
- Enjoys confidence of own staff
- Is demonstrating how can improve quality of school environment
- Achieving cost effective solutions to school site issue

**Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

- Takes pride in and achieves high standards in the quality of the school environment
- Very highly regarded in school and by whole school community
- Will challenge the “status quo” and always pursue what is in the best interests of the school
- Regarded by wider school community as natural and direct contact on matters to do with the use of the school premises outside normal school hours
- Promotes appropriate and effective extraneous use of the school and generates additional income
- Is able to produce high quality work whilst ensuring optimum use of school maintenance funds
- Highly autonomous in the school with wide discretion to take decisions
- Can achieve consistently good results whilst never compromising health and safety standards
- Has achieved high level of education of others in appropriate and positive use of school site
- Strong staff developer of own team