



Toyndbee School

Bodycoats Road
Chandlers Ford
Eastleigh
Hampshire
S053 2PL

Appointment
of Weekend Site Supervisor

Contact Details:

Tel: 023 80269026
Email: recruitment@toyndbee.hants.sch.uk
Website: www.toyndbee.hants.sch.uk/recruitment

APPLICATION DETAILS

I have enclosed with this pack the following details:

- Job description
- The Senior Leadership Team structure
- A letter from the Headteacher

An application form (support staff) is available to download from Toyndbee School website. See link: www.toyndbee.hants.sch.uk/recruitment

Employment Checks

Employment checks will be undertaken to establish positive outcomes in the following areas dependent upon role:

1. Personal Identity
2. Right to Work in the UK
3. Police check/Enhanced Level Disclosure and Barring Service Check (previously CRB disclosure)
4. Employment History
5. Qualifications
6. Health
7. References

Equal Opportunities Statement

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider.

This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

Our staff are encouraged to demonstrate their commitment to equality by taking active steps to: eliminate discrimination, promote equality of opportunity and promote good race relations.



Toynbee School Job Description

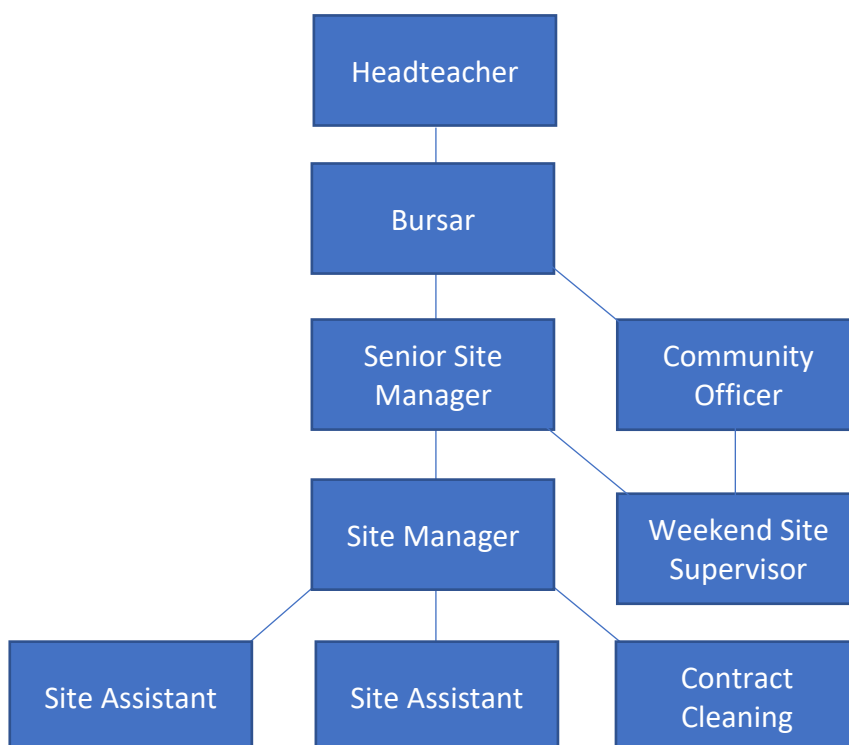
Post	Weekend Site Supervisor	Current Post Holder	New Post
Allowance/ Scale	EHCC Grade D	Date Reviewed	
Reports to	Senior Site Manager/Community Officer	Signed	

Accountability:

The Weekend Site Supervisor will be responsible to the Senior Site Manager and Community Officer

Section B

Organisation



Section B

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
Cleaning	Develop and operate a cleaning specification/ schedule of cleaning for the site. Allocate resource to meet all agreed standards/operational needs.	
Maintenance	Develop and manage programme of planned and preventive maintenance. Make recommendations on potential sources of energy savings.	
Supervision of contractors	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.	
Management and use of site Health and safety	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; Ensure systems are in place so that all practices and emergency procedures are safe and adhere to H&S requirements.	
Management of staff	Carry out recruitment, induction, training, supervision and appraisal of site/cleaning team Allocate work in accordance with schedules 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	
Stock mgt/admin	Ensure reporting responsibilities are met	

Security	Review security procedures and make proposals to security as appropriate	
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Be familiar with county council/school health and safety requirements and ensure these are consistently met by those using the site	

Section D -The key decision making areas in the role

- Recruitment/Deployment of staff** – decide (in some schools, in consultation with member of SMT)
- Use & deployment of contractors** – decide (whether internal/external likely to be discussed with mgr)
- Security/safety of users** – decide (occasional consultation with line manager)
- Use of school for extraneous purposes** – decide (occasional consultation with line manager)
- Spending decisions** – decide against agreed annual plan
- Maintenance priorities against rolling programme** - decide
- Replacement equipment** – decide against agreed budget
- Substandard contractor performance** – decide and action, where appropriate

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

- 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 weekends

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

Estimated time to become operationally effective

9 months

Induction 3 months, further learning 6 months

- 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
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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
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This job description contains an outline of the typical functions of the job and is not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties. The job holder’s actual responsibilities, tasks, and duties might differ from those outlined in the job description, and other duties commensurate with this level of responsibility may be either permanently or temporarily assigned as part of the job. In addition, you undertake other such specific duties which may from time to time be reasonably assigned by the senior leadership team. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it should be amended accordingly. This job description will, in any case, be subject to periodic amendment whenever the appraisal process helps reveal and define significant changes in your role within the school.

The Toynbee Senior Leadership Team 2021-22

Headteacher:	Responsible for the overall strategic leadership of the school.
Deputy Headteacher:	Responsible for Pastoral and Safeguarding
Deputy Headteacher:	Responsible for Curriculum and Examinations
Assistant Headteacher:	Responsible for Teaching and Learning
Assistant Headteacher:	Responsible for Continued Professional Development
Senior Leader x4:	Responsible for the leadership of specific elements of the School Improvement Plan
Bursar:	Responsible for Financial and Facilities Management
HR Officer:	Responsible for Human Resources Management

Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering applying to be Weekend Site Supervisor at Toynbee School. We are proud to be a holistic and inclusive school that promotes the highest expectations of our pupils. It is an exciting time in our development as a school and we are determined to further improve on our journey to become "outstanding". We are proud of our successful OFSTED inspections in 2015 and 2019, however, we are never complacent and know that there is always more we can do to improve Toynbee for pupils, staff and the wider community. Our pupils know that they are at the centre of all we do and as a result they play a significant role in shaping the school's improvement.

Toynbee is a friendly school with a strong reputation in the local neighbourhood for excellent results and delivering on its 'Personal Best ethos'. Our parents have described the school as "a gem in Chandler's Ford", and our pupils' aspirations and dreams for their future are the central focus of our work here. We believe that only through full participation in school life can our pupils become the most incredible person they can be. We want them to thrive and develop their potential through every opportunity offered to them, both within and beyond the classroom. Our pupils can enjoy exceptional teaching, with friendly and respectful support alongside some of the best extra-curricular provision the County has to offer.

Our academic curriculum is traditional and there is plenty of choice for all pupils' talents to be recognised. We pride ourselves on finding flexibility for individuals' needs and whilst this is provided for across the schools' academic and extra-curricular activities, it is especially evident in our Visually Impaired Resource Centre that supports VI pupils across Hampshire and beyond.

When pupils join Toynbee they are put into one of four houses and it is through our House System that pupils are given the chance to earn rewards, achievement points and enter inter-house competitions, which both reinforce and celebrate the gifts and talents of our pupils.

Alongside the impressive exam results our pupils achieve; we want them to grasp every opportunity to learn a new skill or participate in an event which stretches and enriches them. We believe that opportunities taken open doors and develop the whole person. None of this could be achieved without our excellent Guidance Support Team who enable our pupils to flourish and grow in confidence and ability during their time with us.

If you are ready for the next challenge in your career, and would like to be part of this dynamic, exciting journey, we look forward to receiving your application.

Yours sincerely,

Matthew Longden
Headteacher