

HAMPSHIRE COUNTY COUNCIL

ROLE PROFILE FORM

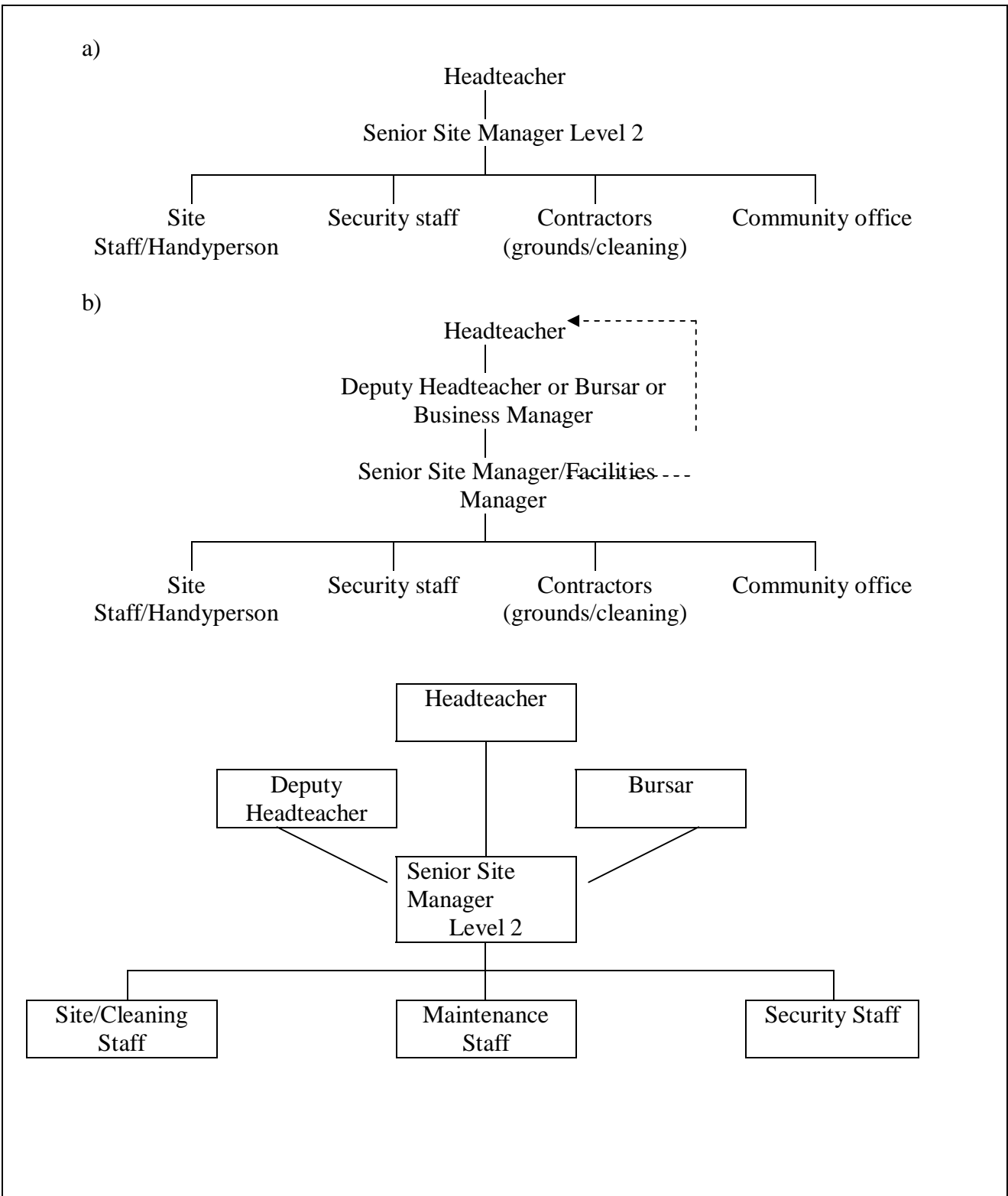
Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The information will be stored electronically and in hard copy format and made available to only to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

(See Guidance Notes)

	ROLE PROFILE FORM REF:	02814
1	DEPARTMENT	Schools
2	SECTION	
3	GROUP SPECIALISM	
4	ROLE TITLE IN FULL	Senior Site Manager Level 2
5	SAP ROLE TILE (No greater than 40 characters long)	As above
6	STATUS OF ROLE PROFILE (i.e. New; revision; generic; challenge; deleted)	New
6a	Date of change in status	
7	ROLE REPORTS TO (Supervisor/manager's role title)	Bursar/Headteacher
8	ROLE PURPOSE (Why the role exists)	To manage, maintain and develop the physical resources on the site (buildings, materials, equipment, and staff) so that optimum use can be made of them for school and community purposes

9. ORGANISATION

Please provide a simple line drawing indicating where the role sits within the organisation. To draw, hold cursor over word toolbar 'diagram icon' & select 'organisation chart'.



10. Accountabilities

Accountability statements are the key functions of the role which in combination make up the main purpose. Typical examples include Resource management, Finance, Systems, Supervision, Professional direction, Policy, Administration etc .

Select an appropriate series of Headings for this role & insert in the table below:

Accountability Heading(s):-	Accountability statement(s):-
Building Management Systems	Develop and maintain manual and computerised building and facilities management systems to ensure optimum use of resources and enable users including students, staff and visitors to gain maximum benefit from the site.
Sustainability	In line with LA guidance, develop and promote an ethos of sustainability within both the College and wider community, promote the use of sustainable resources including to the student body to maximise the use of resources and identify and make recommendations on potential sources of energy savings.
Supervision of contractors	Select contractors, monitor overall performance, and raise contractors and oversee specialist work, achieving value for money and high quality work
Site Development	<ul style="list-style-type: none"> ▪ Organise specifications for larger works, obtain estimates, raise orders, check works and certify invoices for payment, project manage capital developments on behalf of the school in conjunction with the County Architect and liaise with other HCC staff as required eg electrical, mechanical and structural in the planning and execution of work on site ▪ Prepare, review, implement and manage a site development, security, improvement and planned and preventative maintenance programme in order to maintain the premises in the highest order ▪ Attend and provide advice to the Governing Body and Senior Leadership team on premises issues
Management and use of site	In conjunction with the Head, encourage and

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<p>Health and Safety and accessibility</p> <p>Management</p> <p>Cleaning</p>	<p>promote use of the school site within the local community and organise and manage use of premises outside normal school hours to maximise the use of the facilities to the benefit of the school and the local community</p> <ul style="list-style-type: none"> ▪ Ensure systems are in place so that all practices and emergency procedures are safe and adhere to H&S requirements ▪ Act as the School Health and Safety Officer and act as the School Fire Safety Co-ordinator with overall responsibility for fire safety issues in the school ▪ Ensure compliance of the College and its environs with legislation on accessibility as defined in the Disability Discrimination Act. ▪ Create in conjunction with other staff the College Accessibility plan <ul style="list-style-type: none"> ▪ Recruit, manage, train and deploy staff resources to meet the needs of the school ▪ Manage allocated budgets to ensure value for money and expenditure is kept within allocation <p>Develop and operate an annual cleaning specification/ schedule of cleaning for the site, and allocate resource to meet all agreed standards/operational needs.</p>
<p>Corporate and statutory initiatives – equalities/health & safety/e-government/sustainability. <i>Corporate and statutory initiatives’ is a common accountability. Please include a statement as to how this applies to this role.</i></p>	<p>Be familiar with County Council/school health and safety requirements and ensure these are consistently met by site users</p>

11. Key Decision Making Areas in the Role

Recruitment/Deployment of staff – decide (in some schools, in consultation with members of Senior Leadership team)

Use & deployment of contractors – decide

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

Site development- recommend and action, where appropriate

Emergency situations- decide action required

12. Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

(See important guidance notes on financial relationships)

Budgets – will vary from school to school but maintenance budget likely to be up to £200,000 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 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

13. 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
- **Members 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 project management 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

14. Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence.

- Size and range of buildings, which may be on split sites/campuses
- 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
- The role covers out of hours working and requires the use and exercise of initiative as access to line manager/headteacher at these times may be limited

15. Role requirements for operational effectiveness.

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

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

- NVQ level 4/HNC/BTech Higher or experience in Premises or Facilities Management. Particularly in the application of FM systems and procedures, including computer applications.
- Knowledge and understanding of the effective application of FM policies, systems and procedures involving specific legislation and regulations..
- Ability to develop and maintain integrated working with others using effective interpersonal skills.
 - Experience of co-ordinating related activities
 - Skilled in maintenance activities
 - Experience of project management
 - Ability to manage a team
 - Strong and effective inter-personal skills
 - Good communicator (orally and in writing)
 - Good organisational ability
 - Good knowledge of health and safety legislation (e.g. CoSHH)
 - Financial awareness
 - IT literate
 - Budget mgt experience
 - 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
 - Evidence of managing people effectively
 - Financial elements of work
 - Good relationships with contractors
 - Familiarisation with school standards including contractor specifications
 - Significance of school context (relationships with children, safety of users)
 - Appreciation of security dimensions

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 issues

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

16. 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. The role is usually directly accountable to a member of the school management team but 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