

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1069	General School Domestic Assistant	Grade 2	NJC 299	April 2008

Statement of Purpose

To assist in the maintenance of a clean and tidy domestic environment and manage lost property.

Support to Pupils

- Cleaning and tidying of designated areas.
- Management of lost property.
- Checking and spot cleaning (if necessary) of pupil toilets after break times.
- Assisting with the supervision of pupils during lunchtimes.
- Stacking of chairs and tables after lunchtime.

Support to Staff

- Preparing staffroom refreshments for break time.
- Tidying of staffroom and other designated areas.
- Cleaning equipment in ICT suites.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the working hours.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

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**Person Specification
General School Domestic Assistant
Level 1**

Essential Criteria	Measured By
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Basic literacy and numeracy 	AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good organising and prioritising skills. • Knowledge of health and safety procedures and precautions. • Awareness of health and hygiene procedures. • Demonstrate and assist in the safe and effective use of materials and equipment. • Ability to communicate effectively using various methods. • Able to work flexibly to suit client needs. 	AF/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF/I

AF - Application form | - Interview

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Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***