**GREAT OAKS SMALL SCHOOL**

**PERSONAL SPECIFICATION – SITE MANAGER ASSISTANT AND MINIBUS DRIVER**

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|  | **CRITERIA**  | **ESSENTIAL**  | **DESIRABLE**  | **EVIDENCE BASE / MODE OF ASSESSMENT**  |
|  | **SECTION 1: EDUCATION AND TRAINING**   |  |
|  **1.1**  | **A good basic standard of education, particularly in English and Maths.**  | ✓ |  |  |
|  **1.2**  | **Holder of certificates, qualifications and training relevant to the role of Site Team Assistant and Minibus Driver.**  |  | ✓ |  |
| **1.3**  | **The potential to learn quickly and adapt to new situations in the workplace.**  | ✓ |  |  |
| **1.4**  | **A commitment to continued personal and professional development.**  | ✓ |  |  |
| **1.5**  | **Holder of a clean, current driving licence.**  | ✓ |  |  |
| **1.6** | **Experience of driving larger vehicles such as minibuses / willingness to undertake training.** | ✓ |  |  |
|  | **SECTION 2: KNOWLEDGE AND EXPERIENCE**  |  |
| **2.1**  | **Experience of working successfully as part of a team.**  | ✓ |  |  |
| **2.2**  | **Experience of practical and manual work, including D.I.Y. projects.**  | ✓ |  |  |
| **2.3**  | **Experience of using problem-solving strategies in the workplace.**  | ✓ |  |  |
| **2.4**  | **Experience of basic vehicle checks.**  | ✓ |  |  |
| **2.7**  | **Experience of using a variety of basic tools, machinery e.g., power tools.**  | ✓ |  |  |
| **2.8**  | **Awareness and understanding of procedures to safeguard the welfare of all children and vulnerable adults.**  | ✓ |  |  |
| **2.9**  | **Awareness of the needs of children with communication and interaction difficulties.**  |  | ✓ |  |
| **2.10**  | **Understand and be able to apply health and safety procedures relevant to the job such as:*** **Manual handling**
* **Safe use of machinery and /or equipment**
* **COSHH**
* **First Aid and Hygiene**
* **Lone working procedures and responsibilities**
 | ✓ |  |  |

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| **2.11**  | **Able to recognise and to deal with emergency situations.**  | ✓ |  |  |
| **2.12**  | **Knowledge and application of appropriate professional boundaries for school staff.**  | ✓ |  |  |
|  | **SECTION 3: SKILLS AND ABILITIES**  |  |
| **3.1**  | **Sound organisational skills, with an ability to plan ahead.**  | ✓ |  |  |
| **3.2**  | **Good communication skills.**  | ✓ |  |  |
| **3.3**  | **Practical skills and manual dexterity.**  | ✓ |  |  |
| **3.4**  | **Able to provide basic written information including reports.**  | ✓ |  |  |
| **3.5**  | **Flexible in approach and willing to adjust to the many changing demands of a school day.**  | ✓ |  |  |
| **3.6**  | **Able to work alone and as part of a team of people.**  | ✓ |  |  |
| **3.7**  | **Able to adhere to all school policies and procedures.**  | ✓ |  |  |
| **3.8**  | **Able to promote and present the school and its community in a positive way to parents, students, trustees etc, and external stakeholders.**  | ✓ |  |  |
| **3.9**  | **Able to effectively share expertise and skills, to further the development of colleagues in school and the wider community**  | ✓ |  |  |
| **3.10**  | **Able to foster good relationships and quickly gain the respect of students.**  | ✓ |  |  |
| **3.11**  | **Holder of a valid manual driving licence and willing to undertake a minibus competency assessment.**  | ✓ |  |  |
|  | **SECTION 4: PERSONAL ATTRIBUTES**  |  |
| **4.1**  | **Set a positive example in terms of punctuality, attendance, appearance and behaviour**  | ✓ |   |   |
| **4.2**  | **Honest, reliable and with integrity.**  | ✓ |  |  |
| **4.3**  | **Able to use initiative and solve problems by being resourceful and flexible in approach.**  | ✓ |  |  |
| **4.4**  | **Personable and able to create and maintain harmonious relationships with other people in the workplace.**  | ✓ |  |  |
| **4.5**  | **A genuine respect for young people who can sometimes appear challenging.**  | ✓ |  |  |
| **4.6**  | **Value the unique contribution made by all members of the school community including students staff, parents and trustees.**  | ✓ |  |  |
| **4.7**  | **Able to follow instructions and advice as well as information from training.**  | ✓ |  |  |
| **4.8**  | **Pleasant, willing and helpful and able to deal with others courteously and in an acceptable manner.**  | ✓ |  |  |
| **4.9**  | **Interests outside school.**  | ✓ |  |  |
| **4.10**  | **Commitment to establishing a healthy work/life balance.**  | ✓ |  |  |
| **4.11**  | **Ability to remain calm in challenging situations.**  | ✓ |  |  |
|  | **SECTION 5: EQUAL OPPORTUNITIES**  |  |
| **5.1**  | **Commitment towards adherence and promotion of the principles of Equality, Diversity and Inclusion (EDI) with all students and staff.** | ✓ |  |  |
| **5.2**  | **Commitment to the adherence of the concept of equal opportunities in and outside of school, on and off line.**  | ✓ |  |  |
| **5.3**  | **Understand and be sensitive to discrimination experienced by members of minority groups and be committed to reducing this.**  | ✓ |  |  |

***Great Oaks Small School and all its personnel are committed to safeguarding and promoting the welfare of children and vulnerable adults.***

**November 2023**