



Oakgrove Integrated Primary School and Nursery

BUILDING SUPERVISOR (with Supervision)

Candidates Booklet

March 2024

Oakgrove Integrated Primary School and Nursery

CHARACTER AND ETHOS

Integrated schools recognise and engage with both historic divisions and the increasing diversity in Northern Ireland. They are child-centred, inclusive and committed to reconciliation and parental partnership.

The integrated ethos at the core of an integrated school is founded on four principles:

Equality • Social responsibility • Parental Involvement • Faith & Values

Oakgrove integrated school was set up by families and friends interested in educating Catholic and Protestant children together with others in a spirit of openness and acceptance. It opened in September 1991 with 69 pupils and grew rapidly to our present enrolment of c. 400 primary and 52 Nursery pupils.

Oakgrove is an all-inclusive, UNICEF Rights Respecting integrated primary school.

We promote the holistic development of every pupil by prioritising:

Integration • Wellbeing • Community • Respect • Learning • Equality

Care, welfare and safeguarding underpin our positive behaviour management policy. We provide a learning environment in which pupils feel safe and happy at school, and in their learning.

Through careful planning, monitoring and evaluation, Oakgrove IPSN ensures that the learning environment encourages pupils to realise their potential and achieve success in all aspects of school life. This is communicated to pupils, parents and staff through presentations and displays within the school.

19 Limavady Road
Derry-Londonderry
BT47 6JY

Tel: 028 7134 349 644

Email: info@oips.lderry.ni.sch.uk
Website: www.oakgroveschool.co.uk



Principal: Mrs Ashley Donaghey B.Ed, Hons, MSc, PQH(NI)

19 Limavady Road
Derry~Londonderry
BT47 6JY
Tel: 028 7134 9644
Fax: 028 7131 2945
Email: info@oips.londerry.ni.sch.uk
Web: www.oakgroveschool.co.uk

Dear Applicant,

Thank you for responding to our advertisement seeking a Building Supervisor for Oakgrove Integrated Primary School and Nursery. This candidates booklet contains a job description, person specification and all relevant information relating to the advertised post, also a summary below of the origin and aims of our school.

The idea of starting an integrated school in the City was launched at a public meeting on 9 November, 1990. Afterwards, parents and local people, helped by the Northern Ireland Council for Integrated Education, formed a Charitable Trust, which became Foyle Trust for Integrated Education. The aim of this Trust is to promote integrated education by establishing nursery, primary and secondary-level integrated schools in the north west of Northern Ireland.

Oakgrove Integrated Primary School was the first fruit of this initiative. The school opened in September 1991 with an enrolment of 68 pupils and grew rapidly: it now has an enrolment of over 400 pupils. This was followed by Oakgrove Integrated College in September 1992, and Oakgrove Nursery in September 1993.

Oakgrove is an integrated co-educational school, which welcomes, respects and cherishes children of all faiths and none, whilst retaining its Christian character. It is committed to educating Protestant and Catholic children together, and maintains a balanced enrolment, with a minimum of 40% of pupils from the Protestant tradition and 40% from the Catholic tradition. A similar balance exists among staff and governors.

Our purpose is to provide child centred education in an integrated environment. We involve pupils, families and the wider community, regardless of creed, race, gender or ability. We embrace difference, actively celebrate diversity and learn together for life.

At Oakgrove we are keen to challenge our children and staff and the rest of our school community. Exposure to a variety of experiences and challenges helps children, staff, families and ultimately our community to grow.

Integrated schools want to lead the way for education in Northern Ireland. 94% of the children in our country are educated in a school system where their peers are of the same religious and cultural background. We want to challenge this, on a local and global level.

Our close links with Oakgrove Integrated College gives pupils the opportunity to enjoy integrated, coeducational all-abilities education throughout their school lives.

Further information about the school and its activities and achievements can be found on our website at www.oakgroveschool.co.uk/ and also our social media pages via Facebook, Twitter and Instagram. I look forward to hearing from you.

Yours sincerely
Jonathan Gray
Chair, Board of Governors

JOB DESCRIPTION

JOB REFERENCE:	2024 OIPSN Building Supervisor
JOB TITLE:	Building Supervisor (With Supervision)
JOB PURPOSE:	To provide on-site supervision, keyholder responsibility, cleaning and non-cleaning services under the direction of the designated line manager or other authorised person and in accordance with the practices and procedures of the Board of Governors.
CONTRACT TYPE:	Permanent (subject to 6 months probation)
STATUS:	Full-Time
HOURS:	36 hours per week
WORKING PATTERN:	Monday-Thursday 7.45 am-12 noon and 2.15pm-5.30pm Friday 7.30 am-12 noon and 2.15pm-5.00pm
SALARY:	Building Supervisor (With Supervision) NJC pts 12-17 £26,421-£28,770 per annum (under review)
RESPONSIBLE TO:	The Office and Finance Manager
RESPONSIBLE FOR:	Supervision of the grounds staff and cleaning staff
ANTICIPATED START DATE:	Monday 3 June 2024 (subject to appointment)

MAIN DUTIES AND RESPONSIBILITIES

Security

- Security of the premises (including school meals accommodation) and its contents.
- Open and close the premises and grounds, except in circumstances where the school/designated line manager or other authorised person authorises another person to do so.
- Ensure that all windows are closed, doors and gates, both internal and external are locked at the end of each day.
- Safe custody of the keys of the premises, the allocation of keys to cleaning staff (where appropriate) and ensuring that keys used by the cleaning staff are returned at the end of each working day.
- Operate and monitor security camera system including changing and storing of used tapes where appropriate.
- Operate fire alarm, burglar alarm and building security systems and report any faults.
- Attend after-hour break in and vandalism at the premises and ensure that the premises are secure and cleaned at the earliest opportunity when clearance has been given and any unauthorised entry or damage is reported to the designated line manager or other authorised person.
- During normal working hours report any suspicious activity of persons immediately to the designated line manager or other authorised person to ensure a safe working environment for site users.
- Report any breach of security to the designated line manager or other authorised person. A breach would include the finding of used needles, or suspicious illegal substance abuse in accordance with school policy.
- Apply grit/rock salt in times of snow and frost to ensure pathways and entrances are free from snow and ice.
- Monitor and maintain safe travel of pedestrians and vehicles in and around school grounds.
- Promote the safeguarding, child protection and welfare of children.
- Ensure that all Oakgrove IPSN Safeguarding and Child Protection policies, procedures and practices are followed.

Mechanical and Electrical Services

- Safe and efficient operation of the boiler/heating system ensuring value for money and energy conservation in accordance with school policy.
- Lighting and heating of the premises and the routine maintenance of plant including school meals accommodation where there are common services.
- Ensure adequate fuel is requisitioned in good time.
- Monitor and document the usage of fuel, water and electricity.
- Replace lamps, tubes and plugs to a level of 3.35m using appropriate equipment, except where access from above can be gained.
- Inspect and report any defects on firefighting equipment to the designated line manager or other authorised person.
- Chemically dose, clean and maintain water levels of any equipment, sensory resources etc.

Cleaning

- Clean and maintain high standards of cleanliness throughout the premises.
- Plan, organise and control the work of cleaning staff (if appropriate) to ensure that school standards are met, it being understood that the building supervisor personally undertakes cleaning duties.
- The duties and responsibilities of a school cleaner as part of the cleaning team with a designated area to clean daily.
- Plan periodic work in consultation with service users and report plans to the designated line manager or other authorised person.
- Recommend and implement changes in work procedures in accordance with the designated line manager or other authorised person to improve economy, standards or ease of operation.
- Monitor suitability and performance of materials and light equipment and advise the designated line manager or other authorised person where these are inappropriate for the task.
- Ensure that all hard surfaces and paths and ornamental grounds around the property are clean, tidy and free of litter.
- Ensure that all external surface drains and gullies and kitchen grease-traps within the site complex are free flowing and clean by removing obstructions up to 3.35m.
- Ensure that bins within the building complex are washed and cleaned (including school meals bins).
- Empty on a daily basis litter bins within the building complex.
- Provide an ongoing cleaning service to the entire premises to deal with such things as spillage, flooding, midday toilet cleaning, litter or any cleaning problem associated with weather conditions.
- Replenish toilet rolls, soaps, paper towels and any other requisites required throughout the working day.
- Daily inspection of sandpits and removal of sand from fouled areas.
- Clean and replace contents of sandpits and paddling pools as required by the designated line manager or other authorised person.
- Clean external signs, light covers, and notices up to 3.35 m.
- Clean non-electrical fittings on all portable heating and ventilation equipment.
- Ensure that adequate supplies of materials and light equipment are requisitioned and maintained at appropriate levels within the budget allocated and that equipment is kept in good condition, used and stored correctly.
- Ensure that all defects in cleaning equipment are reported to the designated line manager or other authorised person.
- Prepare the premises for after-school activities, clean and prepare the school for its normal use.
- Direct and clean all internal fixed glass surfaces up to 3.35 metres using the appropriate equipment provided to ensure safe working conditions.
- Ensure cleaning staff wear personal protective equipment and/or workwear when provided.
- Ensure that the cleaning standards within the premises meet school standards. (where appropriate) investigate complaints in respect of the cleaning provision, take corrective action and where appropriate advise the designated line manager or other authorised person.
- Cover colleagues, cleaning staff and/or grounds staff on sick leave in line with roles and procedures.

Grounds Maintenance

- Work as a member of the Grounds Maintenance School team and be responsible for carrying out grounds duties.
- Assist the school Grounds staff to maintain play facilities, including the basic setting out and marking of playing facilities along with maintenance of sport and amenity areas.
- Constructional labouring duties associated with the post and assisting more skilled operators in their duties
- To assist the Grounds staff to prepare, plant and maintain grass, tree and shrub areas, e.g. pruning, hedge cutting, seeding, turfing and grass maintenance.
- Drive, use and routine maintenance of all powered plant, vehicles, tractor operated equipment.
- Maintenance of site facilities to a high standard, including cleaning of outdoor structures and shelters, gulleys, gutters and drains etc
- Any other duties commensurate with the post that may reasonably be required by the Office and Finance Manager or other supervising officer, Vice Principal and Principal.

Porterage

- Receipt and transport of stores and materials and other goods including school meals and school milk materials that have been delivered to the building premises and their distribution to and from appropriate points of storage.
- Despatch laundry, goods and other materials from the building.
- Where part of the school premises are used dually for the consumption of food and educational purposes the caretaker will be required to assist with the setting out and removal of tables and chairs and will be responsible for the cleaning of the room (other staff being responsible for the removal of food debris and litter from the tables and the room).
- Transport all refuse bins to and from their collection point.
- Prepare rooms for examinations and other purposes.
- When required, transport refuse to the local refuse/recycling depot.
- Transport equipment to and from local venues when required.
- Transport outdoor play equipment and resources for play in and out of the building.

Administration

- Prepare reports on the cleaning of premises and any defects in the premises externally and internally.
- Organise as authorised by the designated line manager or other authorised person the employment of outside contractors or workmen using the School's reporting system and monitor their presence reporting any deviation from their work routine.
- Complete all paperwork associated with the post and writing reports when required.
- Maintain records of consumable stocks and inventory of equipment.
- Ensure that defects in electrical floor equipment are reported immediately to the designated line manager or other authorised person and that a record of equipment repaired is kept and that all equipment is cleaned and stored safely.
- Ensure that all records in respect of staff attendance, holidays absence are completed, authorized and returned in good time.

Handyperson Duties

- Carry out handyperson duties within the competence of the post-holder.
- Monitor, maintain, install and fix indoor and outdoor play equipment and resources.

Provision and Maintenance of ICT as School System Manager (e.g. C2K)

- Within the competency of the post holder, carry out ICT maintenance, management and support of school owned computer devices and peripheral devices.

Provision and Maintenance of Library Facilities

- Within the competency of the post holder, assist with the delivery of library services. These include liaising with the Literacy Co-ordinator, registering users, shelving, filing, tidying and routine maintenance of resources and the library management system.

General Conditions

- All duties must be carried out to comply with:
 - a) The Health and Safety at Work (NI) Order 1978;
 - b) Acts of Parliament, Statutory Instruments and Regulations and other legal requirements;
 - c) COSHH Regulations
 - d) Codes of Practice.

Training

- Building supervisors will accept any training to facilitate the undertaking of duties for jobs up to and including their own grade.
- Building supervisors will accept training for jobs graded at higher levels than their own. Payment will only be made where there is a requirement by the authority for the higher level duties to be carried out.
- Building supervisors will carry out induction and refresher training of cleaning staff (if appropriate), keeping a record of such training.

Elections

- In the event of a school being used for election purposes the building supervisor will be required to carry out such duties relating to elections as are determined by the joint negotiating committee. Copies of the precise nature of these duties will be issued when required.

Other Duties

- Falling within the responsibilities of the grade as required.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.

The Selection Panel reserves the right to enhance the shortlisting criteria in order to facilitate a manageable shortlist.

Please note the onus is on the candidates to provide sufficient detailed information on their application forms in order to demonstrate how they meet each of the criteria. Failure to do so may result in a candidate not being shortlisted, since the Selection Panel cannot make assumptions in the absence of essential information.

PERSON SPECIFICATION

NOTES TO JOB APPLICANTS

1.	You must clearly demonstrate on your application form under each question, how, and to what extent you meet the required criteria as failure to do so may result in you not being shortlisted. You should clearly demonstrate this for both the essential and desirable criteria, where relevant.
2.	You must demonstrate how you meet the criteria by the closing date for applications, unless the criteria state otherwise.
3.	The stage in the process when the criteria will be measured is outlined in the table below.
4.	Shortlisting will be carried out on the basis of the essential criteria set out in Section 1 below, using the information provided by you on your application form.
5.	Please note that the Selection Panel reserves the right to shortlist only those applicants that it believes most strongly meet the criteria for the role.
6.	In the event of an excessive number of applications, the Selection Panel also reserves the right to apply any desirable criteria as outlined in Section 3 at shortlisting, in which case these will be applied in the order listed. It is important therefore that you also clearly demonstrate on your application form how you meet any desirable criteria.

ESSENTIAL CRITERIA FOR APPOINTMENT TO THIS POST

In **Section 1** are essential criteria which will initially be measured at the shortlisting stage and which may also be further explored during the interview/selection stage. You should therefore make it clear on your application form how, and to what extent you meet these criteria. Failure to do so may result in you not being shortlisted.

SECTION 1 - Essential Criteria, Method of Assessment: Application Form

Experience	Have a minimum of 1 year's demonstrable experience in working as: <ul style="list-style-type: none"> • an assistant building supervisor • and/or building supervisor • and/or caretaker • and/or cleaner in a school environment • and/or grounds/building maintenance
	Have experience of supervising staff
Other	As a key holder, be prepared to respond to call outs at short notice, including during unsociable hours

The criteria listed in **Section 2** will be tested at interview and do not need to be demonstrated in the application form

SECTION 2 - Essential Criteria, Method of Assessment: Interview

Knowledge	Demonstrable knowledge of the following: <ul style="list-style-type: none"> • The requirements of a Building Supervisor (with supervision) • Health and Safety regulations and requirements relevant to the role • Manual Handling regulations • Use of security systems • The requirements of a cleaner, including cleaning methods, procedures and equipment
Skills / Abilitie	Demonstrable effective people management skills to successfully motivate and manage a team Evidence of ability to work effectively and collaboratively as part of a team Excellent interpersonal and communication skills Proven effective administrative, planning and decision-making skills to meet deadlines
Values	Evidence of how your experience and approach to work reflect the school's values/ethos. You will find information about the school's values/ethos on our school website

SECTION 3 - DESIRABLE CRITERIA, Method of Assessment: Application Form

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

Qualifications / Experience	1) Have a minimum of 2 year's demonstrable experience in working as: <ul style="list-style-type: none">• an assistant building supervisor• and/or building supervisor• and/or caretaker• and/or cleaner in a school environment• and/or grounds/building maintenance
	Or
	1) Have a minimum of 1 year demonstrable experience in working as <ul style="list-style-type: none">• an assistant building supervisor• and/or building supervisor• and/or caretaker• and/or cleaner in a school environment• and/or grounds/building maintenance and a relevant qualification such as NVQII or III in a building trade qualification
	2) Current valid driving licence
	3) A minimum of 1 year's experience in a paid capacity of working in a role which must include one or more of the following: <ul style="list-style-type: none">• Security• Mechanical and electrical services• Porterage• Handyperson duties

DISCLOSURE OF CRIMINAL BACKGROUND

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 defines working directly with children or young people or in specified places as 'regulated activity'.

In the event that you are recommended for appointed to a post that involves 'regulated activity', you will be required to undertake an Enhanced Disclosure of Criminal Background. Please note that you WILL be expected to meet the cost of an Enhanced Disclosure Certificate. Details of how to make payment will be sent to you at the pre-employment stage.

Further information can be accessed at: NI Direct or the Department of Justice (www.nidirect.gov.uk/vetting) or (accessni.org.uk).

OUR VALUES

Through the selection process we will also seek evidence that the personal values of candidates align with those of Oakgrove IPSN. This will include evidence of commitment to equality and excellence in service delivery. These reflect our aim, which is to meet the needs of all our children and young people equally, removing barriers to learning and ensuring equality of access to excellent education services so that every child can develop to his or her full potential.