JOB DESCRIPTION

Job Description: Cleaner	**Reporting To:** Cleaning Supervisor

Line Reports: Site Manager, Director of Estates

Job Purpose: To maintain a high standard of cleanliness throughout the school.

Key Responsibilities

General:

1. Support the School Cleaning Team at all times and present a positive image to the customer.
2. Organise and carry out all allocated work to fulfil operational requirements.
3. Contribute to the efficiency and quality of the service and undertake training as required.
4. Maintain personal health and safety and carry out all work in accordance with healthy, safe working practices.
5. Maintain security and confidentiality
6. Develop and maintain effective relationships with customers, members of the public and colleagues.
7. Observe the requirements of all identified cleaning procedures and action plans.
8. Carry out all other appropriate work as directed daily by the Cleaning Supervisor.

Specific:

The specific duties of a cleaner will be reviewed on a regular basis and will change as the aims and objectives of the School change, and as and when the Head of School deems it appropriate. Initial areas of responsibility will include:

- Operation of vacuum cleaners
- Operation of buffing machines
- Use of cleaning chemicals under COSHH regulations
- Manual handling of cleaning equipment, resources, materials
- Working at height off small steps to clean surfaces and wipe down
- Damp wiping down flat surfaces, sinks and doors and architraves
- Cleaning and polishing furniture
- "T" sweeping
- Mopping
- Cleaning windows (internally)
- Cleaning walls and skirting boards
- Floor stripping
- Floor polishing
- Cleaning toilets, showers and changing rooms
- Sweeping and moping stairs
- Operation of wet pick up machine
- Operation of floor scrubber
- Operation of carpet shampoo machine
- Operation of large sports hall floor scrubber

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The postholder will undertake any other duties at the request of the Executive Principal appropriate to the remit.

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

Ethical Leadership Qualities Competencies and Behaviours

Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.