

Groundsperson

ROLE DESCRIPTION

REPORTS TO	Principal
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CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K-12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

The Groundsperson under the direction of the principal contributes to the effective and efficient operation and environment of the school by providing a high level of maintenance and upkeep of the schools' grounds. The Groundsperson will be required to support the school with (including but not limited to) building and grounds maintenance, cleaning and opening/closing the school premises.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Demonstrated experience performing maintenance tasks unsupervised;
3. Demonstrated ability to manage the school's maintenance program;
4. Experience in managing and maintaining school grounds and buildings or similar experience ;
5. Experience or willingness to comply with relevant security provisions;
6. Demonstrated understanding of current Work Health and Safety requirements.

QUALIFICATIONS/ACCREDITATIONS

- Current paid Working with Children Check (WWCC) number
- Certificate III or Trade Certificate in relevant field (desirable)

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> Nil
INTERNAL	<ul style="list-style-type: none"> Principal Assistant Principal(s) School Staff CSO staff and designated Assistant Director Parishes Shared Services Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)
EXTERNAL	<ul style="list-style-type: none"> School and CSO networks Family and community partners Contractors

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Groundsperson** is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues 	<ul style="list-style-type: none"> Compliance with Accreditation to Work, Teach and Lead Category A Supporting the sacramental, liturgical, ritual and prayer life of the school

- Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way
- Promoting and supporting system and school pastoral care policies and programs
- Demonstrating a commitment to social justice and action in the school community

- Actively support the Catholic ethos of the school and to respect the rights, dignity and worth of all members of the school community

OPERATIONAL SUPPORT*Provide a high level of service within the area of knowledge and expertise*

RESPONSIBILITIES (AS REQUIRED)	EXAMPLES OF IMPACT
<p>Duties may include but are not limited to:</p> <ul style="list-style-type: none"> • Perform maintenance tasks unsupervised • Contribute to the management of the school's maintenance program • Contribute to the management and maintenance of the grounds • Contribute to the maintenance of school buildings • Comply with security provisions • Liaise with contractors and tradespersons • Keep all public spaces neat and tidy • Ensure appropriate upkeep for lawns, gardens, and other areas, and may use tools such as lawn mowers, hose, working mulch, water, edging, and gardening beds • Report any defects/hazards or repairs and replacements identified to the Supervisor or Principal • Clean, paint, repair and maintain buildings, grounds and facilities • Willingness to build a culture of safe work practices at the school • Repair broken windows, screens, doors, fences, barbecues, picnic tables, shelves, cupboards and other items; replaces defective items such as lightbulbs; repairs and paints interior and exterior surfaces such as walls, ceilings and fences; • Clear rubbish leaves from driveways and grounds; mows lawns and cultivates gardens; • Adjust doors and windows; replace tap washers; put up handrails and grab rails, moving furniture 	<p>To be determined in consultation with School Principal</p>

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contribute to the delivery of School and System Improvement priorities relevant to own area of responsibility 	To be determined in consultation with School Principal

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Adhere to the school code of conduct, policies and professional standards Present a professional image in personal presentation and in all communication and interaction 	To be determined in consultation with School Principal

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Effectively manage resources to contribute to improved outcomes Comply with school and system policies and procedures to ensure compliance, minimise risk and a strong safety culture 	To be determined in consultation with School Principal

FUNCTIONAL REQUIREMENTS

- Typically medium to heavy range physical demand level
- Constantly stands and walks and generally moves about the worksite as required. (Does not usually sit down)
- Forward reaching is an occasional to frequent requirement
- Squatting or crouching movements are likely to be performed occasionally as part of work tasks
- Body or neck twisting is likely to occur on an occasional basis
- Contact with skin irritants and water may occur given the varied tasks and physical contact with a range of substances and building materials
- Lifting, carrying and pulling or pushing is likely to be an occasional to frequent requirement.
- Bending is frequent for positions of this type, especially when lifting is required
- Climbing of ladders or steps while carrying loads is also likely to be an occasional to frequent requirement
- Repetitive movements are occasionally required for many tasks such as shovelling, operation of machinery, hammering or using nail, rivet or staple guns

- Driving is required on occasional basis
- Use of a wide range of hand tools of a simple, mechanical and electrically driven nature is constant including grasp and full upper limb range of motion