

# Primêre Skool Stoneridge

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**MOTTO: "WYSHEID IS MAG"**

TITLE OF THE POLICY:	SUPPORT STAFF	No: 81
EFFECTIVE DATE		
DATE OF NEXT REVIEW		
LEGISLATIVE FRAMEWORK		

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**1. PREAMBLE**

1. This policy framework calls for the commitment of the SGB, SMT and support staff to be responsible for monitoring cleaning of buildings, Health and Safety of the grounds and premises.
2. Our support staff take their work very seriously and feel privileged to be able to play an important role in cleaning and maintaining of the school buildings and premises.
3. The school commits to upholding and contributing to these framework stipulations.

**2. PURPOSE**

- 1) To render an efficient and effective support service and provide the most desirable and most cost effective environment for education at the institution.
- 2) In accordance with relevant caretaking guidance and current Health and Safety regulations the SMT, SGB and support staff will be required to ensure the school premises and grounds provide a clean, safe and secure working environment.
- 3) The school expects that all parents/carers and visitors to our school behave in an appropriate and respectful manner to school staff and support staff at all times. Support staff at the school have a right to a safe and supportive work environment.
- 4) The school expects that all parents/guardians and visitors to our school behave in an appropriate and respectful manner to school support staff at all times.

**3. MAIN OBJECTIVES**

- a) Cleaning of school/institution
- b) Gardening/Maintaining sports fields
- c) Minor maintenance of school buildings
- d) Safety and security of school premises
- e) Support service for school extra-curricular activities/events etc

**4. ALL WORK HAS VALUE AND DIGNITY**

- 1) It is not only teachers and administrators who create a school culture for students; the custodial, support staff, cafeteria, and office staffs contribute greatly as well. The secretary's smile, the lunch lady's encouraging comment, and the custodian's explanation of how something works can create a positive environment that may not be evident in some student's interactions with teachers and administrators. No instructional staff members, in other words, should be considered full members of the school team.
- 2) Members of the support staff also play an essential role in students' school experiences, and should be regarded as full partners in the effort. When students (and certainly their parents) enter the school's office, a secretary greets them; school-bus drivers, cafeteria workers, and playground aides also set the cultural tone for their areas of work, and custodians and maintenance workers help keep the school running while serving as additional adult role models for students. The entire staff, not only the teachers and administrators, creates the culture of a school.

- 3) Because of their critical role in establishing the school's culture and implementing its policies, support staff members should also help revise those policies. Members of the office staff will have insights about how to make a new attendance policy work, for example, and thus should contribute to its development.
- 4) The inclusion of support staff in the life of the school extends beyond helping to develop policies and practices. Because support-staff members make important contributions to the life of the school, they should be invited to full-staff meetings and parties; they should not, in other words, be made to feel like second-class citizens. Faculty-only meetings for working on instructional matters have their place, of course, but the school is more than only the instructional program.

## 5. EQUIPMENT

Type of Equipment	Equipment's
Gardening equipment	(Lawnmower, weed eater, spades, garden forks, pickaxe, rakes, water pumps, sprinklers, trimmers, weeding hook, hoses, and wheelbarrows)
Cleaning equipment	(Polisher, vacuum cleaner, brooms, mops, buckets, cloths, dustpans and dusters)
Maintenance equipment	(Ladders, hammers, measuring tape, screwdrivers, spanners, pliers and drill)
Safety equipment	(Goggles, torch, keys, safety clothing and footwear)

## 6. JOB OUTPUT AND ACTIVITIES:

<b>Main objectives:</b> (Key performance area/Main area of work to be performed)	<b>Job Output:</b> (What should the result be that indicates that the main objectives had been achieved successfully?)	<b>Activities:</b> (Specific activities, which need to be done in order to achieve the desired output.)	<b>Target Date/Frequency:</b> (Indicates a commitment date for completion of output)	<b>Standards:</b> (Qualitative and/or quantitative)
Cleaning of school/ institution.	Cleaned classrooms, library, administrative blocks, school hall, toilets, club house and swimming pool	<ul style="list-style-type: none"> <li>• Sweeping.</li> <li>• Mopping.</li> <li>• Dusting.</li> <li>• Empty waste bins in classroom.</li> <li>• Washing basins and toilets.</li> <li>• Disinfect toilets and passageways.</li> <li>• Refilling toilet paper holders.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Weekly.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Removing refuse.</li> <li>• Vacuuming.</li> <li>• Washing walls and doors.</li> <li>• Washing windows.</li> <li>• Polishing floor.</li> <li>• Cleaning filters and pool surface.</li> <li>• Treating pool with chemicals.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly.</li> <li>• Quarterly.</li> <li>• Monthly</li> <li>• Quarterly.</li> <li>• Quarterly.</li> <li>• Monthly.</li> </ul>	
	Cleaned grounds.	<ul style="list-style-type: none"> <li>• Removing refuse.</li> <li>• Cleaning gutters.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Quarterly.</li> </ul>	
	Cleaned storeroom.	<ul style="list-style-type: none"> <li>• Sweeping.</li> <li>• Mopping.</li> <li>• Vacuuming.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly.</li> <li>• Weekly.</li> <li>• Weekly.</li> </ul>	
	Cleaned kitchen.	<ul style="list-style-type: none"> <li>• Sweeping.</li> <li>• Washing and drying dishes.</li> <li>• Mopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> </ul>	
Gardening/ Maintaining sports fields.	Well-kept gardens.	<ul style="list-style-type: none"> <li>• Preparing soil.</li> <li>• Applying fertilizer.</li> <li>• Planting flowers, grass, plants and shrubs.</li> <li>• Mowing lawn.</li> <li>• Trimming hedges</li> <li>• Pruning.</li> <li>• Raking leaves.</li> <li>• Irrigating garden.</li> <li>• Removing waste and weeds.</li> <li>• Applying insecticide.</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> <li>• Bi-weekly.</li> </ul>	
	Well-kept sports fields.	<ul style="list-style-type: none"> <li>• Maintaining all sports fields:</li> <li>✓ Rugby/soccer/ hockey/athletic fields</li> <li>✓ Cricket pitch and field</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonally.</li> <li>• Weekly.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Irrigating grounds</li> <li>• Removing waste and weeds.</li> <li>• Applying insecticide.</li> <li>• Applying fertilizer.</li> <li>• Liming of sport fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Monthly.</li> <li>• Monthly.</li> <li>• Monthly.</li> </ul>	
Minor maintenance of school buildings.	Minor maintenance done.	<ul style="list-style-type: none"> <li>• Seeing to the general condition of cleaning, gardening and other equipment.</li> <li>• Minor repairs to locks, doors, desks, sanitary ware, fencing, sport pavilion etc.</li> <li>• Replacing light bulbs and windowpanes.</li> <li>• Doing touch-up painting where necessary.</li> <li>• Un-blocking drains.</li> <li>• Minor repairs to wheelchairs, bicycles and walking aids (ELSEN schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly.</li> <li>• Occasionally.</li> <li>• Occasionally.</li> <li>• Occasionally.</li> <li>• Occasionally.</li> <li>• Occasionally.</li> </ul>	
Safety and security of school premises.	Secured and safe environment.	<ul style="list-style-type: none"> <li>• Locking and unlocking classrooms and toilets.</li> <li>• Following safety rules and regulations as per school's safety plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Daily.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Storing machinery and equipment.</li> <li>• Patrolling grounds.</li> <li>• Securing and monitoring access points to the premises.</li> <li>• Removing dangerous objects from grounds.</li> <li>• Overseeing safety of playground equipment.</li> <li>• Reporting theft and dangers on the premises.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Daily.</li> <li>• Quarterly.</li> </ul>	

		<ul style="list-style-type: none"> <li>Controlling that safety equipment is in good working order e.g. fire extinguishers.</li> </ul>		
Support service for school extra curricular activities/ events etc.	Completed ad hoc tasks pertaining to the purpose of the post.	<ul style="list-style-type: none"> <li>Providing logistical support at school functions and sporting events: <ul style="list-style-type: none"> <li>✓ i.e. ensuring the preparation of hall/ sound system/sport fields/braai facilities.</li> </ul> </li> <li>Assisting in the preparation of the venues for extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Quarterly.</li> </ul>	

## 7. COMPETENCY PROFILE

Job Knowledge and Skills	Personal Attributes	Learning Fields
<p><b>Basic knowledge of</b></p> <ul style="list-style-type: none"> <li>Repairs</li> <li>Gardening/equipment</li> <li>Plumbing</li> <li>Welding</li> <li>Carpentry/woodwork</li> <li>Basic vehicle maintenance</li> <li>Basic safety precautions in handling hazardous material/ liquids</li> <li>Maintenance / care of cleaning equipment</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Serving clients/customers</li> <li>Basic communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Responsible</li> <li>Good self-esteem</li> <li>Reliable</li> <li>Honest</li> <li>Ethical standards</li> </ul>	<ul style="list-style-type: none"> <li>Basic electrical course – 2 to3 days</li> <li>Basic construction course – 2 to 3 days</li> <li>Welding course – 2 to 3 days</li> <li>Plumbing course – 2 to 3 days</li> <li>Painting course – 2 to 3 days</li> <li>Plastering course – 2 to 3 days</li> <li>Bricklaying course – 2 to 3 days</li> <li>Gardening service course – 2 to3 days</li> <li>Building maintenance course – 2 to 3 days</li> <li>Knowledge of handling hazardous materials</li> </ul>

<ul style="list-style-type: none"> <li>• Good teamwork skills</li> </ul>		(insecticide, cleaning materials, etc)
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## 8. MAIN RESPONSIBILITIES AND TASKS

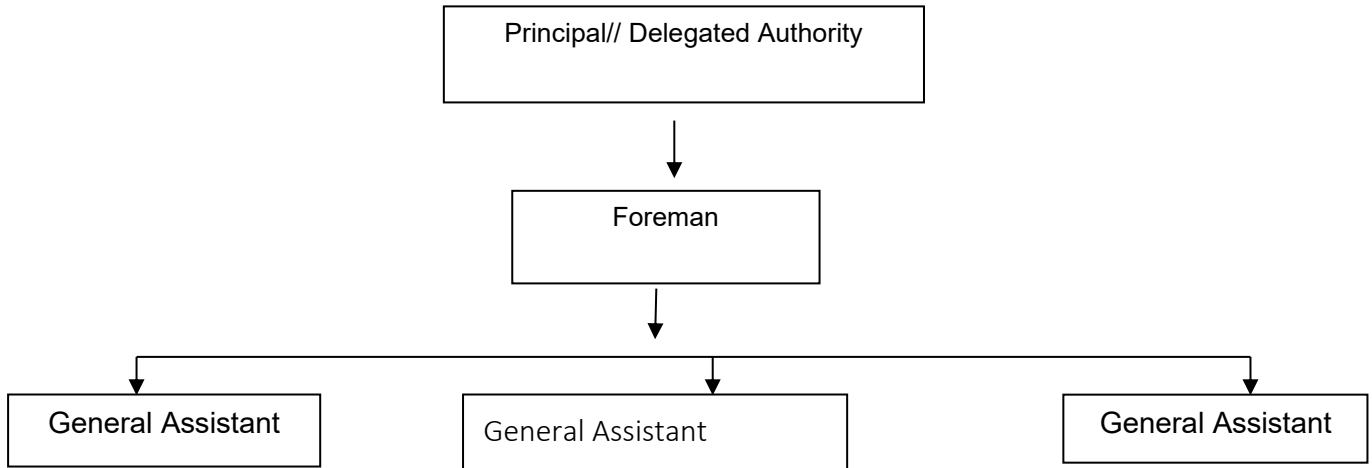
- 1) To be an additional key holder and to be responsible for the routine opening of the school and occasional non-routine closing of the school and the setting of alarms in the absence of the senior site manager.
- 2) To provide a first point of contact for all visitors to the site in the absence of the senior site manager, outside of normal working hours and to be responsible for ensuring that all visiting contractors and deliverers act in accordance with the health and safety policy.
- 3) To ensure proper security and adherence to the health and safety policy at all events held outside of the school day, including meetings, open evenings, lettings and special events.
- 4) To maintain security of the premises together with its contents, attend to the Intruder Alarms where applicable, board up and make secure the building(s) following acts of vandalism.
- 5) To patrol the site to check for hazards, damages and intruders when opening and closing and to record any actions.
- 6) To liaise with Contractors as appropriate, regarding access to the site, monitor and log the progress of the work and ensuring that work is carried out to the required standard, as appropriate.
- 7) To ensure that all lights, heaters and gas controls within school are kept in good working order are turned off at night before locking up.
- 8) **Storing materials and goods**
  - a) Ensure the proper and safe storage of all equipment and materials.
  - b) Ensure the proper maintenance of all machinery related to the above categories.
- 9) Maintain records and auditing all stock related to these categories and any maintenance/repair of equipment.
- 10) To be responsible for monitoring Health and Safety of the grounds, premises and furniture by:
  - 11) Checking fire equipment and taking part in any Fire Drill and logging dates of drills.
  - 12) Oversee the work by contract workers, ensuring their work is carried out to specification and in accordance with Health and Safety regulations.
- 13) Read water, electricity, and gas meters weekly and inform Finance Assistant of readings.
- 14) To be responsible for deliveries made to the school to include

## 9. ORGANOGRAM

Maintenance related and support personnel

Reports to : Foreman

Organogram :



## 10. IMPLEMENTATION AND REVIEW OF POLICY

- This Policy of the school becomes effective as from the date when the stakeholders of the school adopt it.
- The policy will be reviewed by the stakeholders of the school at the start of each year to ensure that it complies with the changing legislation.

**THIS POLICY HAS BEEN ADOPTED:**

**DATE:** \_\_\_\_\_

**PLACE:** \_\_\_\_\_

<b>Stakeholders</b>	<b>Initials &amp; Surname</b>	<b>Signature</b>
Principal		
Deputy Principal / DH		
SGB Chairperson		
SGB Secretary		

The policy shall be reviewed every \_\_\_\_\_

**Circuit Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_