
WAIKATO DIOCESAN SCHOOL FOR GIRLS: Job Description & Perf. Appraisal Document



WAIKATO DIOCESAN
School for Girls

NAME:

DATE: 2021

JOB TITLE: Laundry Services Supervisor

DIRECTLY RESPONSIBLE TO: Property Manager

FUNCTIONAL RELATIONSHIPS WITH: Caretakers
Commercial Manager
Cleaning Supervisors
Facilities Hire Coordinator
Dean of Boarding
All school staff
Students

KEY OBJECTIVE: To achieve Waikato Diocesan School's Mission:
To achieve excellence in education within a caring family atmosphere under the influence of the standards and practices of the Anglican Church in Aotearoa New Zealand and Polynesia.

PRIMARY OBJECTIVES: **To maintain the school buildings and facilities in a clean and hygienic state, ensuring a safe, pleasant and well-presented workplace environment for the wider Dio community.**

EMPLOYEE SIGNATURE: SIGNATURE: DATE:

MANAGER SIGNATURE: SIGNATURE: DATE:

WAIKATO DIOCESAN SCHOOL FOR GIRLS **STRATEGIC PLAN OVERVIEW (2020-2022)**

Mission Statement

To achieve excellence in education within a caring family atmosphere under the influence of the standards and practices of the Anglican Church in Aotearoa New Zealand and Polynesia.

Our Vision

Preparing confident, resourceful and resilient young women to make a positive difference in their world.

Our Values

In achieving this vision, the WDSG community will promote its values of Courage, Empathy, Integrity, Tolerance, Respect and Diligence, underpinned by the Christian faith.

Special Character Statement

Our school seeks to cultivate an awareness and love for God, care for oneself and for one another, compassion for the needy and care for creation.

Our Goals

1. Nurturing

Provide a safe, caring and supportive Christian environment where all members of the school community are valued and respected, and shaped by our values in an Anglican context.

2. Learning

Our Girls : Provide integrated learner-centred programmes that meet the needs and aspirations of all girls and inspire a passion for lifelong learning.

Our People : Attract, develop and retain inspiring staff who are mentors and facilitators of powerful learning and living.

3. Growing

Foster the physical, cultural, personal and social development of each girl.

4. Connecting

Engage meaningfully with the wider school community and other local, regional, national and global communities.

5. Resourcing

Develop, maintain and efficiently utilise physical and financial resources to support the school's strategic goals, ensuring long-term sustainability and on-going development.

Underpinning all that we do is the Anglican faith. One of the ways that we support this is through our understanding and putting into action of our Dio values of

Courage, Empathy, Integrity, Tolerance, Respect and Diligence:

Kia mātātoa – to be courageous

Kia ngākau aroha – to show empathy

Kia ngākau pono – to have integrity

Kia ngākau mahaki – to show tolerance

Kia ngākau whakaute – to uphold respect

Kia pukumahi – to demonstrate diligence

Key Accountabilities and Key Result Areas:

Rating Scale Key

Use the following Rating Scale to evaluate the Employee's performance:

- ME** - **Met Performance Expectations**
NM - **Not Met Performance Expectations**

Notes:

1. **O - Outstanding Performance:** The Manager may consider that the Employee's performance on one or more agreed projects/KRAs may be "outstanding". To achieve this recognition, the Employee will need to have:
 - Delivered the agreed results significantly ahead of time and/or budget;
 - Achieved a result demonstrably far in excess of what the Manager had expected, that was highly beneficial.
2. It should be noted that the proposed KRAs will be reviewed during the performance appraisal process, and throughout the year as required. This may result in new accountabilities and associated KRAs being agreed with the Employee.

Key Result Areas (Tasks / Projects)	Performance Achievements (Measures)	Self Evaluation Evidence/Comments	Annual Performance Appraisal Evidence/Comments/Feedback	Overall Performance Rating (ME / NM)	
		(Self)	(Appraiser)	Self	Appraiser
1. Planning					
1.1 Provide information to the Property Manager, as required, to produce the annual laundry budget.	1.1.1 Accurate information is provided.				
1.2 Develop a laundry service roster.	1.2.1 Roster is developed, ensuring the provision of a consistent and timely laundry service.				
2. Laundry Duties & Management					
2.1 Undertake laundry duties across the Dio site.	2.1.1 Laundry from the across the Dio site is cleaned and dried, meeting expectations and timeframes. Departments/areas include: <ul style="list-style-type: none"> ▪ Boarding houses ▪ Kitchen ▪ Sickbay/Health Centre ▪ Science department ▪ Food technology ▪ Sports Centre ▪ Conferences ▪ etc 2.1.2 Ironing is completed to a high standard as required. Some items requiring ironing include: <ul style="list-style-type: none"> ▪ Tablecloths ▪ Pillowcases ▪ Uniforms eg kitchen ▪ etc 				
2.2 Ensure the laundry room is clean and tidy.	2.2.1 Laundry room and work areas are left in a clean and tidy manner at the end of each day.				
2.3 Order laundry supplies and equipment.	2.3.1 Supplies and equipment are ordered, adhering to correct procedures. 2.3.2 Sufficient supplies are always in stock and equipment is available to complete tasks.				
2.4 Ensure laundry supplies and equipment are correctly used,	2.4.1 Laundry supplies and equipment are used, adhering to manufacturer's instructions. 2.4.2 Laundry chemicals are correctly stored. 2.4.3 Equipment is regularly maintained in good working order.				

Key Result Areas (Tasks / Projects)	Performance Achievements (Measures)	Self Evaluation Evidence/Comments	Annual Performance Appraisal Evidence/Comments/Feedback	Overall Performance Rating (ME / NM)	
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3. Conferences					
3.1 Undertake all conference laundry duties, as required by Facilities Hire Coordinator/Property Manager.	3.1.1 Laundry conference requirements are discussed / determined and planned for. 3.1.2 Sheets and mattress protectors are washed within an 8 hour turnaround period.				
4. Health & Safety and Compliance					
4.1 Demonstrate a commitment to Health & Safety related policies and procedures to ensure a safe and positive working environment.	4.1.1 Behaviours and attitudes are supportive and reflective of Health & Safety requirements, & relevant policies & procedures are adhered to at all times. 4.1.2 Participate in the development and promotion of Health & safety related policies and procedures, as required, to ensure a safe and positive working environment.				
4.2 Ensure that all laundry activities comply with school requirements and relevant legislation.	4.2.1 All activities conducted comply with the required standards, regulatory and legislative requirements.				
5. Professional Development					
5.1 Participate in performance appraisals, personal and professional development in line with the schools needs and identified personal and professional objectives.	5.1.1 Performance Appraisal process is undertaken within expected timeframes. 5.1.2 Personal and professional development needs are identified and actioned, in conjunction with (and approval from) the Property Manager &/or Commercial Manager. 5.1.3 Employee provides and receives constructive feedback and suggestions positively.				

Key Result Areas (Tasks / Projects)	Performance Achievements (Measures)	Self Evaluation Evidence/Comments	Annual Performance Appraisal Evidence/Comments/Feedback	Overall Performance Rating (ME / NM)	
		(Self)	(Appraiser)	Self	Appraiser
6. Other					
6.1 Maintain regular communication with the Property Manager regarding any laundry needs.	6.1.1 Communication is regular and effective, ensuring relevant plans are adhered to and the school's needs are met.				
6.2 Attend relevant meetings and undertake allocated activities.	6.2.1 Tasks/activities are completed, meeting expected outcomes and timeframes.				
6.3 Undertake all activities as required to fulfil the requirements of the role.	6.3.1 Effectively and efficiently undertakes activities as required.				
6.4 Adhere to school wide policies and procedures.	6.4.1 School policies and procedures are adhered to at all times.				
6.5 Act as an effective and professional role model, reflecting the Special Character of the school.	6.5.1 Behaviours, attitudes & presence reflect the Special Character of the School at all times.				

PERSON SPECIFICATION / CORE COMPETENCIES

LEADERSHIP

- Leads by example, in particular, accountability for actions and the delivery of consistent quality outcomes and achievements

PROBLEM SOLVING & ANALYSIS

- Can effectively analyse, and confidently address, issues
- Able to make systematic and rational judgments based on all relevant information
- Able to work with conflicting priorities, yet adhere to timeframes and deliver agreed results

CUSTOMER SERVICE & RELATIONSHIP MANAGEMENT

- Shows a commitment to, and the delivery of excellent customer service
- Able to establish and maintain positive working relationships within the school community
- Demonstrated experience in establishing and maintaining relationships with relevant regulatory agencies, external contractors and suppliers of products and services
- Able to establish and maintain short term relationships with customers during problem solving

INTERPERSONAL STYLE

- Demonstrates a strong personal commitment to school wide excellence, honesty, integrity and the special character of the school
- Is thoughtful, resilient, calm and stable in challenging situations
- Demonstrates professional confidence
- Shows initiative, decisiveness and openness
- Is personable and gets on well with people
- Demonstrates effective communication – oral and written
- Demonstrates an ability to understand and interpret oral and written instructions
- Has high standards with an eye for detail
- Displays and maintains a good level of personal presentation

ROLE SPECIFIC SKILLS & EXPERIENCE

- Proven knowledge/experience in the use of cleaning products and laundry equipment
- Physically able to undertake the requirements of the position
- Able to bend, kneel, lift and twist
- Willing to wear the WDSG uniform/identifying badge appropriately

QUALIFICATIONS / EXPERIENCE

- Relevant training and qualifications
- Previous experience is a similar role

TABLE I**Personal / Professional Development Plan – 2020/2021**

Agreed Target Areas	Actions	Outcomes
Long Term Career Plans / General Comments:		