

## JOB DESCRIPTION and PERSON SPECIFICATION

**ORGANISATION:** St Cuthbert's Roman Catholic Academy Trust      **GRADE:** 2-3  
**JOB TITLE:** Administrative Assistant      **DATE PREPARED:** 5<sup>th</sup> March 2020  
**EVALUATION DATE:** 5<sup>th</sup> March 2020      **JE NUMBER:**

**DIGNITY AT WORK:** To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Schools Equal Opportunities in Employment Policy.

**PURPOSE:** To promote the school positively and under the direction/guidance of the Office Manager and other senior staff: provide general administrative/low level financial support to the school (and Trust when required). To undertake reception and telephone duties answering enquires from staff, pupils, parents and the general public. Ensuring all visitors are warmly and professionally welcomed and records kept of their arrival and departure.

### **PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

1.	To promote and safeguard the welfare of children and young people.
2.	To support the Office Manager with the monitoring and management of the physical resources, e.g. receiving schools resource orders, storing them and cataloguing the resources and undertaking audits as required.
3.	Under the supervision of the Office Manager, assist with financial administration procedures which would include petty cash and school fund.
4.	Responsible for supporting the office in maintaining manual and computerised records/information systems, inputting data onto the schools' databases and generating simple reports including pupil absence.
5.	To undertake typing, word processing and IT based tasks eg SIM's/update online sites with school information linked to personnel and data protection.
6.	Using relevant equipment/ICT software, e.g. Office 365, SAGE, SIMS, Parentpay etc. under the supervision/direction of the Office Manager the post holder is expected to ensure electronic and manual school data is input accurately in a timely manner adhering to statutory regulations, including pupil absence so that the school may draw upon this information.
7.	Handle routine and non-complex reception/visitor matters – using initiative to refer complex/challenging matters to the Office Manager.
8.	Undertake appropriate duties in relation to the smooth running of the Parentpay system.
9.	When required provides all aspects of administration duties to the Senior Leadership Team, e.g. writing letters, arranging meetings.
10.	Works within a school as part of the Trust Business Support Team.
11.	Assists with refreshments for visitor and team meetings, when required.
12.	Participate in training and other learning activities and performance development as required. Recognises own strengths and use these to positively support others.

19.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy. Effectively carry out Emergency Evacuation responsibilities in line with local procedures.
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**GENERAL:** The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the school.

**DIMENSIONS:**  
**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:**

None

**2. Responsibility for Customers/Clients:**

Responsible for presenting a professional, friendly, welcoming reception to visitors, parents and members of the school community.

**3. Responsibility for Physical Resources:**

Responsible for own equipment such as photocopiers, telephones, fax machine, office computers. Responsible for supporting with the receipt and storage of deliveries.

**WORKING RELATIONSHIPS:**  
**All sections should be completed – if there aren't any state 'none'**

**1. Within Service Area/Section:**

Pupils, Parents, Staff, Parish Partners and Directors.

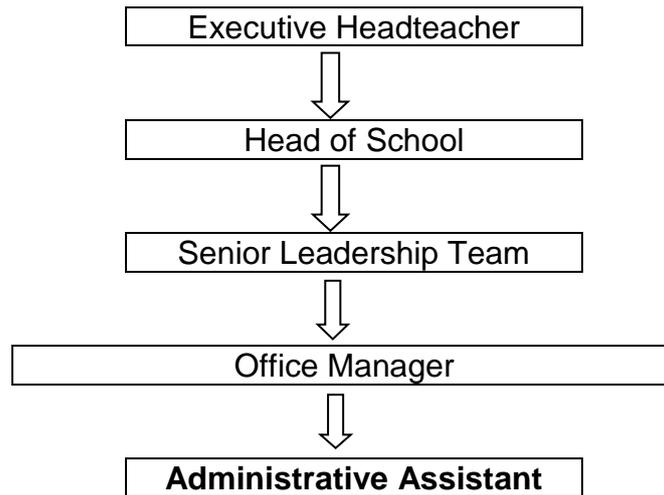
**2. With Any Other School Areas**

Works collaboratively within the TRUST.

**3. With External Bodies to the School and TRUST**

When required and under direction with outside agencies, businesses, suppliers and other service providers.

## ORGANISATION CHART



	<i>Tick relevant level for each category</i>						<b>Supporting Information (if applicable)</b>
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Intense</b>	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		X					Minimum effort required to move administration resources and supplies around the office (e.g. when deliveries are received).
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		X					Could be on occasion exposed to verbal abuse from pupils in school and parents/carers on the telephone or visiting school. <b>This would be managed by a more senior staff member.</b>
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		X					Could be exposed to highly confidential information.

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>		<b>List code/s*</b>
<b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b> <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
		<b>1. Qualifications:</b>		
	GCSE Maths and English, Grade C or above (or equivalent) or significant equivalent experience	X		AF, CQ
	Administrative qualifications ICT qualification in Microsoft Office, SIMS.	X		AF, CQ
	Safeguarding level 1		X	AF, CQ
	Willingness to work towards personal development, attending relevant training courses to support the school's progress	X		AF
	Willingness to undertake first aid training		X	I
<b>2. Relevant Experience:</b>				
	Experience of using computer information systems including SIMS, FMS and Microsoft packages	X		AF, I
	Experience of administrative work in a busy office environment within an educational setting		X	AF, I
	Experience of administration procedures	X		AF, I
<b>3. Skills (including thinking challenge/mental demands):</b>				
	Motivation to work with children and young people		X	AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		AF, I
	Strict confidentiality – Must be able to keep a high degree of confidentiality and discretion.	X		AF, I
	Ability to work on own initiative, knowing when to take direction and support from line manager/other.	X		AF, I
	Accurate and well organised approach to work, with ability to plan and prioritise workload.	X		AF,I,R
	Ability to work well as part of a team, independently or under direct instruction.	X		I,R
<b>4. Knowledge:</b>				
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		AF, I
	Know the importance of the impact of good first impressions	X		AF, I
	Knowledge of educational statutory returns e.g. pupil census, school workforce census etc		X	AF, I
	Working knowledge of current policy and practice relating to an education setting including safeguarding and data protection		X	AF, I
<b>5. Interpersonal/Communication Skills:</b>				
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of internal and external partners/colleagues and children and young people	X		AF, I
	Ability to communicate effectively in writing with a wide range of professionals inside and outside the TRUST	X		AF, I

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
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	Ability to exchange verbal information clearly and sensitively with children and adults	X		AF, I
	Effective enquiring skills, to draw out the pertinent information when taking messages.	X		I,R
	Pleasant, friendly telephone manner	X		I,R
<b>Written Skills</b>				
	Ability to complete forms legibly and accurately	X		AF, I
	Good written communication skills	X		AF, I
	Excellent literacy, numeracy and ICT skills	X		AF, I
<b>6.</b>	<b>Other:</b>			
	None			
<b>8.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>9.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)