



RECEPTIONIST / ADMINISTRATIVE ASSISTANT

Responsible to: School Manager
Grade: NJC L2 (point 4-5)
Hours of Work: Casual hours

PURPOSE OF POST:

To undertake a range of administrative, clerical and receptionist duties that supports the provision of high quality administrative services to the school.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Maintain and implement the processes and systems within reception that underpin the school's administration.
2. Operate the school's telephone system, dealing with general enquiries and routing calls as appropriate.
3. Serve as the first point of contact for individuals visiting the school for any reason, maintaining appropriate sign-in logs and issuing visitor badges as required.
4. Deal with all general administrative emails and distribute messages as appropriate.
5. Operate the security system and liaise with Facilities and Premises staff and senior staff on duty to deal with emergencies and other incidents, contacting parents as required.
6. Open and distribute incoming post, assist staff without-going post and maintain and balance the postage sheet for out-going post, including the use of the franking machine.
7. Undertake tasks that support Assessment, Recording and Reporting and Data to include assisting teaching staff with student records, admissions, chasing absences, arranging appointments and contacting parents as required.
8. Assist teaching staff with general clerical duties as required.
9. Respond to queries from students, parents and colleagues as appropriate, to include providing references for former students.



10. Organise hospitality for visitors to the school as required and provide support for organisers of parents evening and other school activities.
11. Provide cover for the administrative office.
12. Any other ad hoc duties requested by the line manager.

Generic Responsibilities of all staff

- 1 To consistently uphold the school's aims and strive to attain school targets.
- 2 To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
- 3 To work with students within the framework of the school in a courteous, positive, caring and responsive manner.
- 4 To take an active and positive role in the school's commitment to the development of staff and review procedures.
- 5 To seek constantly to improve the quality of the school's provision.
- 6 To present oneself in a professional way that is consistent with the values and expectations to the school.
- 7 To be responsible for promoting and safeguarding the welfare of children and young persons.

The Chiltern Learning Trust is committed to working in wider partnership, which will promote wellbeing outcomes for young people.

All personnel may be required to work across all schools by agreement with the Chief Executive.

DIMENSIONS:

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Office equipment, the telephone system, the security system and supplies.



Safeguarding Children

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

Disclosures are handled in accordance with the DBS Code of Practice, which can be accessed via www.disclosure.gov.uk

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary. Office equipment.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.'



PERSON SPECIFICATION

RECEPTIONIST / ADMINISTRATIVE ASSISTANT

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable clerical or administrative experience. Demonstrable experience in the use of IT i.e. spreadsheets and database packages. Experience of using photocopiers. Demonstrable customer service experience in a position dealing with the public.	1,2 1,2,5 1,2 1,2	Some experience of Microsoft Office, including Word.	1,2
Skills/Abilities	Able to develop constructive working relationships with colleagues, students and senior managers. Able to helpfully deal with and give accurate information to visitors, colleagues, parents, students, etc. Able to organise workload to meet conflicting demands and deadlines. Able to write straightforward reports, read and comprehend written information that may not be straightforward. High level of literacy and numeracy skills – able to write straightforward letters and read and comprehend instructions. Able to maintain accuracy and attention to detail in written work and in record keeping, both hardcopy and electronic. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2 1,2 1,2 1,2 1,2,5 1,2,5 1,2,5		



Equality Issues	Able to recognise some forms of discrimination, which commonly exist.	1,2		
Specialist Knowledge		1,2		
Education and Training	GCSE Maths and English grade C or above or equivalent	1,2		
Other Requirements	Willing to undertake training and development activities. Willing to undertake first aid training and apply this in school. Willingness to adjust working arrangements to suit the changing needs and demands of the school. Willing to provide hospitality for meetings and school events.	1,2 1,2 1,2 1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the posts.

The Jobholder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.