

## CHESHIRE EAST COUNCIL

### JOB DESCRIPTION QUESTIONNAIRE

<b>JOB TITLE</b>	<b>Bursar - Primary School</b>	<b>JOB REF NO</b>	<b>AAAD5139</b>
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#### **BASIC JOB PURPOSE**

To support and advise the Head teacher and governors in the interpretation, planning, decision making and monitoring of Local Management of the school.

<b>NO</b>	<b>MAIN RESPONSIBILITIES</b>
<b>1.</b>	Monitor and control the implementation and virement of funds to ensure that the budget is administered according to the agreed School Development Plan.
<b>2.</b>	Monitor and review the school budget and advise the Headteacher and Governing Body on the strategic budgetary position to ensure over and under spending areas are identified, and proposals made, to enable corrective action to be taken.
<b>3.</b>	Prepare reports, including recommended action, on financial matters for the Governing Body and attend meetings to give advice to facilitate the decision making process.
<b>4.</b>	Administer the personnel support service within the school, including the issue of Statements of Written Particulars, and maintenance of personnel records, to ensure that staff are correctly contracted, paid and advised of personnel matters.
<b>5.</b>	Lead, motivate, develop and train clerical staff and / or other non teaching staff to ensure their effective deployment for the benefit of the school.
<b>6.</b>	Develop, implement, coordinate, review and manage the school's office, administrative and financial systems to maximise the effective coordination of all school support activities.
<b>7.</b>	Liaise with contractors/suppliers concerning the ordering of goods and supply of services to the school. Monitor the service provided to ensure the optimum use of resources and best value.
<b>8.</b>	Oversee the maintenance of pupil records, including registration, admission and transfer procedures and associated statistical analysis for Headteacher, LEA and DFEE returns to meet management and statutory requirements.
<b>9.</b>	Input and maintain all financial information (including raising orders and processing invoices to ensure accurate information is available and financial regulations are followed.
<b>10.</b>	Administer the Imprest Account and / or financial activities not financed from the school funds. Maintain appropriate accounts and reconcile bank statements to ensure that funds are controlled in accordance with financial regulations
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

#### **1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES**

<b><u>No and FTE</u></b>	<b><u>Levels / grades</u></b>	<b><u>Types of work</u></b>	<b><u>Where based</u></b>
Varies	Clerical assistants	General clerical and administration, reprographics and other office work	School office

**What does the supervision / management of these employees involve? (eg allocating work, training for the job, assessing performance - see guidance notes)**

Line management responsibilities – recruitment, induction, on the job training or identification of training needs, allocation and checking of work, day to day performance and absence management and appraisal.

**Other Employees supervised by jobholder (not in a direct line relationship)**

<b><u>No and FTE</u></b>	<b><u>Levels / grades</u></b>	<b><u>Types of work</u></b>	<b><u>Where based</u></b>
Pt – number varies	Midday Assistants	Setting up tables, assisting at mealtimes with pupils	School
PT – number varies	Cleaners	Cleaning of designated areas of school	School
1	Caretaker / Site Maintenance Officer	Maintenance of buildings and site	School

**What does the supervision of these employees involve?**

Recruitment, induction and day to day absence and performance management, deals with holidays and other personnel issues.

Maintains an overview; responsibility for day to day supervision is carried out by other school staff.

**Does the job involve supervision, direction or management of people who are not employees? eg contractors, students on secondment**

<b><u>No and FTE</u></b>	<b><u>Levels / grades</u></b>	<b><u>Types of work</u></b>	<b><u>Where based</u></b>
variable	Contractors	Builders, electricians, joiners etc	Working on school site
variable	Supply teachers to cover for planned and unplanned absence	Teachers	School

**What does the supervision of these people involve?**

Arranges and oversees maintenance. Specifies contract requirements relating to goods and services. Agrees timescale, monitors work, ensures health and safety and security of site is maintained and log book signed.

Contacts supply staff to cover absence, general school induction, completion eg pay documentation.

Arranges cover for absent support staff.

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? Yes**

**If yes, give details**

The jobholder

Gives advice and information to staff, Head Teacher and Governors on pay, contractual and other personnel issues.

Works with the Head Teacher and gives appropriate advice when formulating pay and personnel policies for governing body approval. E.g. Appointments policy, absence policy

Provides training on financial matters to senior teachers.

## 2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
<p><b>School LMS Delegated Budget and Standards Funds:</b> Monitors, reconciles and reviews expenditure, provides regular reports to Governors, makes proposals for corrective action where there are over or under spends of budget. Implementation of end of year procedures.</p>		
<p><b>Imprest account:</b> Administration of imprest account, obtaining receipts, making cash payments, reconciliation of cheques books and bank statement. Reconciliation of credit card statement.</p>		
<p><b>Invoices and cash handling and processing:</b> Development, implementation, coordination and supervision of procedures relating to the collection and banking of income, invoice processing and maintenance of account records.</p>		
<p><b>Unofficial school fund:</b> Coordinates and supervises the administration of the school fund, recording income and debits, security of cash, preparation of annual accounts for external audit.</p>		
<p><b>Income:</b> Triggers and makes claims from long term sickness scheme. Raises internal and external invoices and recharges.</p>		

**Does the jobholder develop policy or provide advice and information which impacts on financial resources?** **Yes**

**If yes, give details :**

- Provides advice to the Headteacher and Governors when developing policies related to financial administrative procedures
- Gives advice to Headteacher, Governors and senior staff on budget related matters
- Researches and presents best value options for goods and services.
- Development and maintenance of internal financial procedures manual



#### 4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Giving advice on a variety of school related matters including admissions and transfers and responding to telephone and personal enquiries	Pupils, parents, professionals, contractors, general public., governors	Accurate information given, enables teaching staff to focus on teaching responsibilities
Coordinates Health and Safety of site, buildings	School community and visitors	Safe, hygienic surroundings
Oversee administration of recruitment process for all staff – advertising, letters for interview, obtaining all checks (CRB, medical, OHU, references), notification of appointment and issue of contract.	Staff and potential staff. Pupils and parents	Efficient recruitment service. Suitably qualified and checked staff engaged.
Oversees checking of attendance registers and takes appropriate action on absence; contact parent, EWO, Social Services	Pupils, parents, Education Welfare Officers, Social Services.	Prompt action taken, good attendance encouraged, potential problems highlighted
Servicing Governors and other meetings, including taking minutes and giving advice.	Governors and the school community	Timely implementation of decisions, timely circulation and receipt of information
Oversee organisation and coordination of external assessment procedures (eg SATS)	Pupils, staff, parents	Pupils are able to sit external exams, teachers are supported In making arrangements

**Does the Jobholder develop policy or provide advice and information which impacts on people?** **Yes**

**If Yes, give details:-**

The job holder gives advice and information to the head Teacher and Governors that informs decisions about pupil issues such as attendance, behaviour, medical or social issues. As Clerk to the Governors, gives legal and procedural advice and information to the Head Teacher and Governors on rules and regulations related to the organisation of the Governing body.

#### 5 KNOWLEDGE

<b>Type of knowledge</b>	<b>What knowledge is essential?</b>	<b>Why are these needed?</b>	<b>How is it normally acquired?</b>
<b>Qualifications, Experience and Specialist Knowledge</b>	Knowledge of systems relating to finance and personnel administration. General office and administrative skills Supervisory skills Basic knowledge of personnel policies and procedures	To set and monitor budget, effective administration of personnel information and to set up and use systems. Giving HR advice Managing staff effectively.	NVQ3 or equivalent standard + 3 -5 years experience in financial administration with some supervisory experience
<b>Equipment and tools</b>	Ability to use general office equipment.	Day to day use, maintenance and trouble shooting.	On the job experience
<b>ICT skills</b>	Word processing and financial software packages, Email + SIMS (in-house database). Spreadsheets	Develop systems for record keeping, and day to day financial management and data input / reporting	Internal training + on the job experience
<b>Organisational</b>	General knowledge of CCC Education Service and support services (payroll, personnel, AEO's etc)	To understand who does what, where to obtain information & resolve problems	On the job experience
	Knowledge of other professionals and partner organizations associated with school	To know where to contact them and associated procedures	
	Detailed knowledge of mechanics of Governing body, procedures and legal requirements	To Clerk Governors meetings, advise Governors on legal and procedural matters	
	Knowledge of school buildings, local contractors & Council Buildings Management	To facilitate site maintenance	
	Registration, admission and transfer procedures for all pupils	Enable effective administration of pupil procedures.	
<b>Policies and Procedures</b>	Working knowledge of: H & S, Data protection, DDA, CCC Financial Regulations, Personnel procedures, Child Protection, LEA and School policies and procedures	To ensure compliance and to implement and develop systems and procedures. To respond to changes in policy.	On the job experience

**How long would it take for a jobholder to become fully operational?** Within 3 to 6 months the jobholder should be operating pupil, financial and personnel systems but it would take a year to experience the full academic year and financial cycle and acquire the specific local and council knowledge including support mechanisms and develop range of contacts.

## 6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

**Example Planning and developing new systems** – The jobholder is required to set up new systems to meet new requirements and guidelines, eg setting up a school asset register. This involves obtaining relevant information, carrying out research into options and developing a system that suits the school, briefing staff on it's use and implementing the system. After implementation, evaluating, reviewing and, as necessary, updating or improving the system.

**Supply and Replacement staff** - Staff reporting absent are required to phone the school office. On receipt of the call, the job holder sources replacement staff from a list of suitable people. From time to time, the job holder sources (by advertising) other supply teachers who were previously unregistered. The job holder carries out all administrative procedures related to the recruitment process.

**Supervision of team** – The job holder oversees the work of the clerical staff including cash handling activities. If errors / discrepancies are identified, the job holder is responsible for the analysis of records and receipts to identify where the error occurred and take appropriate corrective action, which may include coaching or training staff to ensure they understand their responsibilities.

- b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

**Example – Stock Requisition** – A large order for stock and resources is made once a year. The jobholder checks prices and quantities against the previous year's spreadsheet and the current catalogue and updates the spreadsheet accordingly. The jobholder cross checks information to find best value, collates the order, checks off the items when delivered and chases up any missing items until the order is completed.

- c) **Approximately how often would the example in (b) occur?**

<p><b>Annual event but ongoing throughout year</b></p>
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**Give details below of the mental skills required in the job and reasons why they are needed.**

<b>Mental Skill</b>	<b>Why Needed?</b>
Development and design	School administration systems including financial reporting systems to meet the needs of school
Analytical	Monitoring and reconciliation of budget statements against local records. Analysis of data to provide reports and statistics.
Fact finding and problem solving	Determining where financial errors have occurred and taking steps to have them rectified To import best practice in order to improve school systems and procedures.
Planning	Responding to the needs of the annual school cycle.
Judgement	Effective deployment of staff. Allocation of budget across school departments. Dealing with complaints.

## 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

<b>Skill</b>	<b>Used for?</b>	<b>With whom?</b>
Written skills – High standard of presentation and accuracy essential. Some documents highly confidential.	<ul style="list-style-type: none"> <li>• Statements of Written Particulars and job advertisements</li> <li>• Draft correspondence on behalf of Head Teacher</li> <li>• Set up of standard letters</li> <li>• Giving clear, practical instructions</li> </ul>	Parents, governors, staff, outside agencies, Head teacher, suppliers, contractors, area office
Oral skills – tact, diplomacy and sensitivity required	<ul style="list-style-type: none"> <li>• To deal with more complex calls referred by other school staff.</li> <li>• To give precise and accurate instructions</li> <li>• Obtain and give information, advice and help</li> </ul>	Pupils, parents, staff, professionals, education staff, contractors, suppliers, governors, general public
Supervisory	<ul style="list-style-type: none"> <li>• Recruitment, Induction, personal development and on the job training</li> <li>• Day to day supervision</li> <li>• Motivation of staff</li> </ul>	Clerical assistant, midday assistants, cleaners

	<ul style="list-style-type: none"> <li>• Performance and absence management</li> </ul>	
Persuasion and negotiation with tact and diplomacy	<ul style="list-style-type: none"> <li>• To obtain best price, agree suitable timescales, after sales service according to specific school requirements</li> <li>• To engage the services of supply and replacement staff</li> <li>• To impart unwelcome information to parents, eg, enforced school closures.</li> </ul>	Contractors, suppliers, outside agencies, staff, parents. Supply and replacement staff
Advisory	<ul style="list-style-type: none"> <li>• Advice on procedural personnel issues including interpretation of rules and regulations</li> </ul>	School staff and Governors.

## 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

<b>Physical skill</b>	<b>Used for?</b>	<b>Any precision/speed requirements?</b>
Hand/eye co-ordination and dexterity	Keyboard skills – to input accurate data, maintain records, word process documents, cross check records – fundamental to the job.	Accuracy

## 9 INITIATIVE AND INDEPENDENCE

### Allocation of work

#### a) How is work allocated to the jobholder?

There are delegated tasks which are discussed with the Head Teacher. The nature of the job means that the job holder has responsibility for running the school office and therefore, once a plan has been agreed for key tasks, the job holder progresses these by use of own initiative. The Head Teacher checks progress on a regular basis.

#### b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?

Most routine work is cyclical with known deadlines, eg weekly etc, other work is reactive to issues as they arise – telephone, incidents, staff requests, callers etc. Special projects are requested by Head teacher on ad hoc basis

### Scope for initiative

#### c) How much freedom/discretion does the jobholder have:

##### to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

- Suggests improvements to current practices to improve efficiency.
- Works on policy development relevant to finance and administration procedures in conjunction with the Head Teacher, for approval by governors.
- Deploys staff effectively

##### to allocate their time to duties?

Total scope but within known priorities and deadlines. The Head Teacher may request reprioritization for specific piece of work.

#### d) What is the level of guidance/instruction available?

School and LEA policies and procedures and CCC procedures and guidelines, including personnel, finance and health and safety. Job holder is relied upon to offer interpretation of these for colleagues and Governors.

#### e) What sort of direction, management or supervision is given to the jobholder?

Regular contact with Head Teacher to agree common goals for events and tasks. There are regular school briefings and team leader meetings, plus formal meetings to discuss school diary and plan joint projects. Expected to use initiative to deal with some unexpected issues. The Head Teacher will be available for advice and guidance on serious problems.

- f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

<b>Expected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
Obtaining supply and replacement staff – often at short notice.	Initiative, experience, knowledge of personnel procedures	Few times a week
Check and reconcile the IBS web report to ensure correct staff payment	Council financial regulations and payroll systems	Several times a year
<b>Unexpected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
School closures due to oil shortage, power failure, water cut off etc. The job holder would take initiative to get the decision re school closure made and then take steps to implement.	Experience, precedents, knowledge of procedures	Occasional

- g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

<b>Problem or decision</b>	<b>Point of referral</b>	<b>Typical Frequency</b>
Personnel code of conduct issues, Staff requests for leave in term time for non-medical reasons	Refer to Head teacher and / or governors for decision	Occasional
Parental complaints or expressions of dissatisfaction following refusal of pupil admission request.	Refer to line manager in accordance with admission procedure	Several times a term
CBS related issues – related to satisfaction with service	To Head teacher	Occasional

<b>10 PHYSICAL DEMANDS</b>	<b>Typical Duration</b>	<b>How often?</b>	<b>Other details (eg how heavy?)</b>
<b>Physical Demand</b>			
Using keyboard together with normal office demands, eg filing.		Throughout working day	

## 11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
<ul style="list-style-type: none"> <li>• Draft and issue of Statements of Written Particulars</li> <li>• Preparation and formulation of budgets</li> <li>• Monitoring and checking budget statements including year end and following up discrepancies</li> <li>• Maintaining financial records</li> <li>• Reconciliation of imprest</li> <li>• Overseeing cash handling</li> <li>• Completion of staffing forms</li> <li>• Clerking of Governors meetings, including giving advice.</li> <li>• Oversees the processing of invoices, raising orders &amp; invoices</li> <li>• Oversees the maintenance of pupil and staff records (computer and manual)</li> <li>• Extraction of data for statistical returns and compilation of reports.</li> </ul>	Concentration, accuracy & attention to detail, awareness & alertness, checking the work of others and identifying where errors have occurred. confidentiality of information. Listening and interpreting information		
Dealing with visitors and responding to more complex phone calls	Awareness, alertness to security issues, Attention to detail		

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions – inherent part of job	From phone, callers, pupils, governors, external bodies and organisations, parents, staff –the jobholder often has to leave job in hand to deal with new demand		Throughout working day
Deadlines	Monthly payroll documentation, pupil and other statistical returns eg form PLASC, year end returns. Job holder responds to statutory requirements for submission of statistical and other information. Governors meeting cycle.		

Conflicting demands	Job holder has to mentally switch between a wide range of enquiries, respond to staff needs and meet unexpected situations arising during the working day.
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**If the jobholder is subject to any other form of mental demand, please give details below.**

Not Applicable

## 12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Typing up reports and entering data re; staff on pupils that is highly confidential	Privy to sensitive and confidential information, and awareness of the need for strict confidentiality	Few times a year

## 13 WORKING CONDITIONS

**a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?**

**If more than one, give approximate proportion of time in each.**

Location of work	Proportion of time
Office within primary School	100%

**b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?**

No

**c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)**

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
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Verbal abuse from parents – either face to face or on the phone		Few times a year
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**d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.**

**None**

**OTHER CONSIDERATIONS**

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

There is a constant need to keep up to date with new procedures, education initiatives and other imposed changes to ways of working.