*Creating Brighter Futures*

# JOB DESCRIPTION

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| **Job Title:** | **Customer Services Officer** |
| **Base:** | **Bronte Girls Academy** |
| **Reports to:** | **Office Manager** | **Grade:** | **S2 NJC03 to NJC04** |
| **Staff Responsibility for:** | **N/A** | **Salary:** | **£24,027 to £24,404** |
| **Term:** | **Permanent, Full Year****Full Time - 37 hours a week** |
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**JOB PURPOSE**

To contribute to the development of a school that is transforming the educational standards and character enhancement of our young people with an emphasis on creating a culture that inspires personal growth, development and performance driven outcomes.

1. **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**
	1. Deal with telephone and personal enquiries from staff, parents and members of the public, ensuring accurate messages are clearly relayed to recipients
	2. Signing in visitors, ensuring that the safeguarding procedures are maintained in line with school policy
	3. Taking delivery of parcels
	4. Hospitality – providing refreshments for visitors
	5. Assist with school events during the school day, e.g., visits by the school nurse, photographer, linked schools, parents, etc.
	6. Undertake word processing and other ICT based tasks including the production of letters, reports, schedules, etc.
	7. Provide general administrative support, e.g. reprographics, photocopying, filing, emailing, faxing and completing routine forms and responding to routine correspondence.
	8. Maintain manual and computerised records and/or management information systems.
	9. Sorting and distributing the internal and external mail.
	10. Undertake routine administration of school lettings and other uses of school premises.
	11. Provide routine clerical support in relation to examination invigilation as and when required.
	12. Provide routine clerical support in relation to the production and distribution of specific materials, e.g. school newsletters, school prospectus, etc.
	13. Manage small administration projects
	14. Administer the schools’ electronic communication system
	15. Manage the schools’ room bookings
	16. Collate and distribute the Staff Weekly Briefing Notes
	17. Operate office equipment, e.g. photocopier; fax machine etc, and ICT packages (Word Excel etc) in accordance with manufacturer’s instructions.
	18. Maintain stock and supplies of resources, cataloguing and distributing as required.
	19. Provide general advice and guidance to staff, pupils and others.
	20. To provide quality services that are what our customers want and need.
	21. To give customers the opportunity to comment or complain if they need to.
	22. To work with customers and do what needs to be done to meet their needs.
	23. To inform your manager about what customers say in relation to the services delivered.
	24. Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
	25. Be aware of and support difference to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
	26. Contribute to the school ethos, aims and development/improvement plan.
	27. Work as part of a team, appreciating and supporting the role of other people in the team.
	28. Attend and participate in meetings as required.
	29. Undertake personal development through training and other learning activities, including performance management as required.

# PERSON SPECIFICATION

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|  | **Assessed by:** |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/Task** |
| **QUALIFICATIONS** |
| 1. | 5 A\*-C at GCSE including English and Maths | **E** |  |  |
| 2. | NVQ Level 2 or above in Business Administration or equivalentqualification. | **D** |  |  |
| 3. | Evidence of continued personal and professional development | **E** |  |  |
| **EXPERIENCE** |
| 4. | Minimum of two years’ experience in an administrative/reception role | **E** |  |  |
| 5. | Experience of working within an educational environment | **E** |  |  |
| 6. | Proven experience of dealing with people, either in person orover the telephone to the required standards of service | **E** |  |  |
| 7. | Effective use of ICT packages, especially MS Office 7 or above | **E** |  |  |
| 8. | Effective use of e-mail systems/VLE | **E** |  |  |
| 9. | Experience of SIMS computerised systems | **E** |  |  |
| 10. | Understanding of school roles and responsibilities | **E** |  |  |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
| 11. | Organised and efficient administrative skills | **E** |  |  |
| 12. | IT software packages, e.g. MS Office and data bases and itsapplication in schools | **E** |  |  |
| 13. | Good understanding and ability to use relevant technology e.g.photocopier | **E** |  |  |
| 14. | Understanding of relevant processes and systems in usewithin schools to deliver effective customer care. | **E** |  |  |
| 15. | Understanding of how to provide a welcomingenvironment | **E** |  |  |
| 16. | Understanding how to develop and maintain effective filingsystems. | **E** |  |  |

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| **PERSONAL QUALITIES** |
| 17. | Willingness to participate in further training and developmentopportunities offered by the school and county, to further knowledge | **E** |  |  |
| 18. | Willingness to maintain confidentiality on all school matters | **E** |  |  |
| 19. | Excellent communication skills both face to face and over thetelephone. | **E** |  |  |
| 20. | High expectations of all pupils; respect for their social,cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | **E** |  |  |
| 21. | Customer Care – Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for thebenefit of the service users. | **E** |  |  |
| 22. | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve ourability to deliver better services and reduce disadvantage. | **E** |  |  |
| 23. | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration anddemonstrate concern for their development as learners | **E** |  |  |
| 24. | Ability to work effectively and respond well under pressure | **E** |  |  |
| 25. | Demonstrate and promote the positive values, attitudes andbehaviour they expect from the pupils with whom they work | **E** |  |  |
| 26. | Ability to work collaboratively with colleagues and carry outrole effectively, knowing when to seek help and advice |  |  |  |
| 27. | Work constructively as part of a team, understanding schoolroles and responsibilities and your own position within these. | **E** |  |  |
| 28. | To be able to respond to management instruction to ensuretasks are completed within specified timeframes | **E** |  |  |
| 29. | Self-motivated, with the ability to work with minimalsupervision | **E** |  |  |
| 30. | Able to liaise sensitively and effectively with parents and carersrecognising their role in pupil learning | **E** |  |  |

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| 31. | Able to improve their own practice through observations, evaluations and discussion with colleagues. | **E** |  |  |
| 32. | Good health record – good timekeeping | **E** |  |  |
| 33. | Able to work in a busy school environment and relate effectively with children and adults | **E** |  |  |
| 34. | Highly organised. | **E** |  |  |
| 35. | Personal resilience, persistence and perseverance | **E** |  |  |
| 36. | Sympathetic to and supportive of the ethos of the School. | **E** |  |  |
| 37. | Highest levels of professional and personal integrity. | **E** |  |  |

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