## Person Specification – HR Administrative Assistant Level 3

# Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# Essential

|  |  |
| --- | --- |
|  | GCSE Maths & English Grade C or above (or equivalent) |
|  | Experience of providing administrative support in a busy office environment |
|  | Experience of working in a team |
|  | Excellent interpersonal skills in order to deal confidently with managers and staff at all levels |
|  | Excellent communication skills both verbally and in writing |
|  | A high level of accuracy and excellent attention to detail |
|  | Ability to use Microsoft packages such as Word, Outlook, Excel and PowerPoint, and other IT system |

# Desirable

|  |  |
| --- | --- |
|  | Previous HR experience or qualification |
|  | Knowledge of Arbor/SAM people software packages |
|  | Excellent organisational skills including ability to prioritise tasks and use own initiative. |
|  | Working knowledge of HR policies/codes of practice/legislation |

# Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

|  |  |
| --- | --- |
| 1 | Honesty, integrity, a professional outlook |
| 2 | Successful and co-operative team work at different levels within an organisation |
| 3 | Sociable, confident and professional presence |
| 5 | Has attention to detail |

|  |  |
| --- | --- |
| 6 | Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people 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     - attitude to use of authority and maintaining discipline. |

# Desirable

|  |  |
| --- | --- |
| 7 | Ability to self-motivate |
| 8 | Knowledge of relevant legislation (e.g. Data protection, right to work) |
| 9 | Excellent health, attendance and punctuality record |
| 10 | Sense of humour. |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | No | Structured discussion with pupils | No |
| Written Task | No | Other (specify) | No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate from Disclosure & Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | Medical clearance |
| 4 | (For qualified teachers only) Professional registration with the General Teaching Council for England |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |

**Guidance Notes**

**General**

* The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
  + Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
  + Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can’t justify, as other evidence of ability may be just as relevant. If you can’t justify the inclusion of a criterion, don’t use it:
  + Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE’s, degree level.
  + Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can’t justify why it is essential.
  + Do not use age as a condition or indicator of experience or maturity.
  + Avoid unjustifiable physical requirements that could exclude people with a disability.

**Part A: Application Stage**

* + Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

# Part B: Assessment Stage

* + Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

# Part C: Additional Requirements

* + Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.