



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title: Reception and Facilities Officer
Grade: 4
SCP: SCP 13– SCP 16
Conditions of Service: Support Staff Contract
Responsible to: Executive Assistant of the Trust

Job Purpose

Provide a reception service to the Trust's Head Office. Undertake admin tasks to support the wider Head Office Team where required.

To coordinate premise and facilities duties to help to ensure that the building and grounds remain safe, clean and welcoming.

Provide day to day support to ensure that IT conferencing equipment is functional.

Key Responsibilities

Reception/Admin Support

- Provide a professional greeting service to all visitors to the trust including monitoring and management of contractors or visitors into the trust.
- Organise meetings according to the schedule by sending electronic invites (for face-to-face and online meetings) and ensuring all appropriate personnel are included.
- Maintain and record room bookings on the trust room booking system.
- Receiving telephone calls through reception, referring and taking messages as appropriate
- Managing the enquiries email, referring and responding as appropriate.
- Receiving and forwarding SET post.
- Managing outgoing post from the Trust, including recorded and tracked items.
- Administration services to Directors e.g. typing, reprographics, shredding etc.
- Maintaining stock levels of SET supplies, placing orders and raising purchase orders.
- Distribution of items to schools as requested.
- Distribute documentation and display as required (e.g. notice boards, TV etc.)
- Maintaining car pass database and issuing of relevant passes.
- Accept and record deliveries to trust informing appropriate individual/s.
- Complete circulation of documentation including any photocopying and routine word processing duties.

Premise Support

- Liaise with cleaning staff to ensure high standards of cleanliness.
- Liaison with the school caretaking team with regards to the building and grounds upkeep.
- Acting as the first point of contact for visitors and contractors to Head Office ensuring that sign in/out procedures are followed.
- Act as first point of contact for staff to report building matters e.g. temperatures, etc.
- Report building issues to the nominated contractor.
- Supervise contractors undertaking small works and repairs for example, fixing white board, broken window, etc.
- Maintain SET Photo Walls/celebration displays.
- Maintaining SET kitchen (tidying/dishwasher etc).
- Oversee general upkeep of the site and identify any issues requiring attention or repair.
- Maintain facilities stock levels e.g. washroom supplies, etc.

Health and Safety Support

- Carry out routine building checks including fire safety equipment, emergency lighting, and health and safety protocols, etc.
- Maintain accurate records to ensure the facilities meet all statutory requirements.
- Conduct risk assessments for the buildings and grounds, identifying hazards and implementing measures to mitigate risks.

Digital Support

- Maintain content of digital displays located around the Head Office.
- Ensure that conferencing equipment is functional.
- Provide assistance to staff and visitors in the use of conferencing equipment.
- Ensure that photocopiers are functional and stocked.
- Assist staff and visitors in the use of photocopiers.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position. This list is not exhaustive and may include other tasks delegated.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- GCSE's in English and Maths (minimum Grade C)
- NVQ 3 Business and Administration or equivalent qualification
- Experience in relevant discipline.

Experience / Knowledge / Skills

- Very good numeracy/literacy skills.
- Experience of reception systems.
- Dealing with stakeholders.
- Experience of communicating with third parties, parents and children.
- Effective use of ICT and other specialist equipment/resources, including Microsoft Word, Excel and PowerPoint.
- Knowledge of relevant policies/codes of practice and relevant legislation is desirable.
- Ability to relate well to children and adults.
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Good organising, planning and prioritising skills.
- Good interpersonal skills.
- Driving licence and own car essential.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

SW 10.09.2025

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.