

Chellow Heights School

Job Description – Administrator (Receptionist)

(Band 5 – SCP 5-6)

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.

The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role involves engaging with pupils in regulated activity relevant to children.

PRIME OBJECTIVES OF THE POST:

To provide general administrative/financial support to the school.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of senior staff.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to the health, safety, behaviour and well being of pupils and the correct use and care of materials and equipment by pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, its pupils, parents and carers.

The provision, use and storage of equipment and materials.

General responsibility for the care of all equipment within the designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. ORGANISATION

- 1.1 Undertake reception duties, answering general telephone and face to face enquiries and signing in visitors.
- 1.2 Assist with pupil first aid/welfare duties, liaising with parents/staff etc.
- 1.3 Assist in arrangements for schools trips, events etc.

2. ADMINISTRATION

- 2.1 Provide general clerical/admin. support e.g. answering and making telephone calls, photocopying, filing, faxing, complete standard forms, respond to routine correspondence, sort and distribute mail.
- 2.2 Maintain manual and computerised records/management information systems e.g. pupil attendance.
- 2.3 Undertake typing and word-processing and other IT based tasks.
- 2.4 Undertake administrative procedures.
- 2.5 Produce lists/information/data as required e.g. pupils data.
- 2.6 Take notes at meetings.
- 2.7 Maintain and collate pupil reports.
- 2.8 Undertake routine administration of school lettings and other uses of school premises.
- 2.9 Undertake the routine administration of school fund.

3. RESOURCES

- 3.1 Operate relevant equipment/ICT packages (e.g. word, excel, databases, spreadsheets, Internet).
- 3.2 Maintain stock and supplies, cataloguing and distributing as required.
- 3.3 Undertake general financial administration e.g. processing orders; processing invoices; generating cheques.
- 3.4 Operate uniform/snack/other 'shops' within the school.
- 3.5 Provide general advice and guidance to staff, pupils and others.

4. RESPONSIBILITIES

- 4.1 Be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the School's Designated Safeguarding Lead or Named Person.
- 4.2 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.3 Be aware of and support difference and ensure equal opportunities for all.
- 4.4 Contribute to the overall ethos/work/aims of the school.

- 4.5 Appreciate and support the role of other professionals.
- 4.6 Attend and participate in relevant meetings as required.
- 4.7 Participate in training and other learning activities and performance development as required.
- 4.8 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

FLUENCY DUTY

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

PERSONNEL SPECIFICATION

Bradford is an Equal Opportunities Employer and requires its employees to equality and the rights of people with disabilities both in terms of equal Council Services.

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.



carry out its policies concerning racial and sex opportunity for employment and access to the

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	Clerical, Administrative, Financial Work within a school setting. Experience of working in a team situation.	Experience of working in a school supporting pupils with additional educational needs, special educational needs or other relevant experience.	Application form, Selection process and interview.
QUALIFICATIONS	Relevant NVQ 2 or equivalent qualification or experience. GCSE English and Maths at grade C or higher or equivalent e.g. Adult Literacy/Numeracy at level 2.	NVQ level 2 Business and Administration.	Application form & Selection process. Certificates.
TRAINING	Willingness to participate in development and training opportunities. Evidence of previous personal development. Trained or willingness to train in Child Protection. Trained or willingness to train in Health and Safety, including risk assessment.	Team Teach trained. Moving and Handling Trained. In relevant school based administration and financial software.	Application Form and interview



SPECIAL KNOWLEDGE	<p>Knowledge of clerical, administrative and financial procedures within a school.</p> <p>Effective use of ICT packages.</p>	<p>Understanding of SIMS and FMS administrative systems.</p> <p>An understanding of the needs of a multicultural society.</p> <p>An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</p>	Application Form, selection process and Interview
EQUALITY	Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.		Application Form and Interview
DISPOSITION- ADJUSTMENT/ ATTITUDE	<p>Ability to relate well to pupils and adults.</p> <p>Ability to work constructively as part of a team.</p> <p>Ability to remain calm under pressure.</p> <p>Demonstrate good co-operative, interpersonal and listening skills.</p> <p>Demonstrate a commitment to working in a school with children of the relevant age.</p> <p>Ability to understand administrative and financial roles and responsibilities and your own position within these.</p> <p>Good sense of humour.</p> <p>Flexibility and willingness to accept change.</p> <p>Willingness to share knowledge, expertise and experience.</p> <p>Ability to prioritise conflicting demands and pressures.</p>		Application Form and Interview



	<p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to work proactively and independently.</p> <p>Approachable, courteous and able to present a positive image of the school to callers and visitors.</p> <p>Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</p>		
PRACTICAL & INTELLECTUAL SKILLS	<p>Excellent literacy / numeracy skills.</p> <p>Ability to use relevant technology.</p> <p>Ability to use ICT effectively.</p> <p>Ability to use relevant equipment / resources.</p> <p>Good keyboard / computer skills</p>		Application Form selection process
CIRCUMSTANCES- PERSONAL	<p>Will not require holiday leave during term time.</p> <p>Must be legally entitled to work in the UK (Immigration, Asylum and Nationality Act 2006).</p> <p>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (enhanced DBS check required).</p> <p>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</p>		



PHYSICAL/ SENSORY	<p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.</p> <p>Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</p>		
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