

CHESHIRE WEST AND CHESTER BOROUGH COUNCIL
JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Administration Officer – Primary School	JOB REF NO	AAAD5052
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BASIC JOB PURPOSE

To be responsible for the effective and efficient administration of office procedures.

NO	MAIN RESPONSIBILITIES
1.	Develop, implement, coordinate, review and manage the school's office and administrative systems to maximise the effective coordination of all school support activities.
2.	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.
3.	Provide general clerical support for the school including word processing, photocopying, filing, collation of information, distribution of mail, diary organisation etc to ensure the efficient and timely provision of information.
4.	Collect, count and bank cash and cheques received e.g. dinner monies, uniform, donations etc. and maintain accurate records of all monies received to ensure that all monies are accounted for.
5.	Maintain and update school files, and pupil records to ensure that accurate information is stored securely and available for use by appropriate persons.
6.	Deal with telephone and face to face enquiries to ensure that all calls/visitors are handled efficiently and effectively and good relations fostered.
7.	Maintain, review and update pupil records, including health care plans, medical information and medication records, ensuring that accurate, current and confidential information is securely maintained and made available only to authorised persons. Promote and support the health, welfare and wellbeing of pupils by liaising with NHS services and other appropriate health professionals to facilitate vaccinations, health checks and other relevant interventions; monitoring medication held within school; and administering, recording and monitoring medication in accordance with individual health care plans, prescribed instructions and relevant school policies and procedures.
8.	Receive goods and other items (including pupil's personal possessions) and ensure they get to the correct destination.
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

Employees directly supervised by jobholder

Not Applicable

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

Not applicable

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

Not Applicable

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

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Varies	Contractors	Repair and maintenance of equipment, Builders, electricians, joiners etc	Working on school site
	Work experience students, volunteers, teachers on teaching practice	Clerical support, classroom support	Working on school site
	Supply teachers from agencies or Cheshire agency	Qualified teachers	Contracted to work at school
	Visiting professionals (Education Welfare Officers, Connexions, Nurse, doctors etc	Professional specialism	Working at the school

What does the supervision of these people involve?

1. Report to jobholder who directs to site maintenance officer or deals directly with contractors if unavailable, ensures logbook signed
2. Carries out general induction into the school. Maintains an overview of progress whilst in the school.
3. Contacts supply staff to cover absence, general school induction, completion of pay documentation

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

Not Applicable

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Cash handling and processing: eg dinner money, trip money, school fund. Collects cash and cheques and maintains records, counts and reconciles receipts against records, prepares for banking.		Daily

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

Not Applicable

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
General office equipment: PC, printer, fax, laminator, photocopier etc	Shared responsibility for safe use, resolves straightforward break downs and demonstrates correct usage to new staff.	<i>Daily</i>
Stocks and Supplies:	Orders and maintains adequate stocks of office stationery items eg. toners for photocopier	Daily
Records and information: • Pupil records • Diaries and calendars of events. • Exam documents including external exam papers	Sets up files, enters data, updates and ensures accuracy, security and confidentiality of data. Enters information onto Compass data base. Where appropriate extracts data and generates periodic financial and personnel reports Maintains diaries and calendars of events, including shared office calendar and website. Co-ordination of pupil assessment process, pupil attendance records, safekeeping of exam papers and assessment materials, distribution to relevant persons. Development of administrative systems to improve the efficiency of office procedures.	Daily
Word Processed Documents • Newsletters and correspondence • School documentation – school handbook, prospectus, induction policy records	• Takes minutes, types up and distributes • Drafting and typing of general correspondence and Headteacher's correspondence.	
Equipment: • PC's, copiers, printers, fax and other non-curriculum equipment	• Day to day use and maintenance • Organizes repairs and maintenance and stock where applicable	Daily

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

Not Applicable

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Administers pupil admission and transfers process and external assessments process	Pupils, teachers and parents	Smooth, efficient and coordinated administrative process, teachers and Head Teacher relieved of administrative duties
Reception of visitors, Responding to telephone enquiries and organisation of school visits by new pupils, parents & potential pupils	Pupils, parents, professionals, contractors, general public	Comfortable, welcoming impression, accurate information given
Checks attendance register & 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
Organisation of diary of school appointments, visits, events	Headteacher and school community	Effective use of time
School visits – books transport (on behalf of teachers, liaises with venue re visit	Pupils, Teachers	Co-ordinated arrangements made for visits
Administration of medicines and inhalers – with parental permission	Pupils, parents and staff	Timely administration of essential medication

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

If Yes, give details:-

The jobholder gives information to Head teacher and Governors related to pupil issues such as attendance, behaviour, medical or social issues.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Qualifications, experience and specialist knowledge	- General office and administrative skills, filing, record keeping and organisational skills - Good literacy & numeracy skills including fractions & percentages	To develop office systems, handle cash. To compose letters & newsletters To set up and maintain records and systems	NVQ2/3 level or equivalent + 3 to 5 years experience in general administration
Equipment and tools	Ability to use general office equipment	Day to day use and maintenance	On the job experience
ICT skills	Word processing, Email + Compass (in-house database), spreadsheets	To word process documents, maintain records, manage finance, input data	Internal training + on the job experience
Organisational	General knowledge of CWaC Education Service + support services	To understand who does what, where to obtain information & resolve problems	On the job experience
	Knowledge of other professionals associated with school	To know who to contact and where they are based	On the job experience
	Understanding of examination and annual review processes and associated procedures	To administer and coordinate process	On the job experience
	Understanding of admissions and transfers process	Effective administration and coordination	On the job training
Policies and Procedures	Understanding of: School context, including external links. Structure and layout of School	To be aware of staff roles & responsibilities, Enable networking and sharing of information	Induction and on the job experience
	Working knowledge of school policies and procedures, CWaC guidelines including cash handling, Health and Safety and Fire Regulations, Data Protection, DDA, Child Protection	To ensure compliance to meet deadlines and to ensure confidentiality is maintained To ensure compliance and respond to changes in policy	Induction and on the job experience

How long would it take for a jobholder to become fully operational?

Within a few weeks should be able to carry out basic routine tasks, filing, word processing etc. but a few months to become familiar with the school cycle and assimilate school specific knowledge re staff, parents, external organizations etc. It would take a year to experience the full academic year and acquire the specific local and Council knowledge 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 Admissions – the jobholder has to plan to ensure that all the information required is sent out to prospective parents and to ensure that deadlines are met. Once admitted the jobholder enters all the relevant information onto the Compass database and administers an annual review of the data.

Example - Information gathering – Gathering and collation of information (manual and computerised) eg, attendance, medical, SEN, etc for completion of statistical returns such as PLASC (statistical snapshot of pupil data).

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Judgement	Responding to varied enquiries, determining who to refer enquiries to. Establishing when a complaint can be dealt with by the jobholder and when referral is necessary
Fact finding	Gathering and collation of data for statistical reports.
Organisational/Planning	To co-ordinate cycle of events, ensuring all documentation, notifications etc are in place Collation of information and administration of annual admissions processes. To meet deadlines
Creativity	Development of systems to improve efficiency of administrative procedures Production of attractive school information and presentation of letters

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Written:– good punctuation and grammar required and good presentation – information must be concise and easily understood. mainly factual, straightforward information, some may be confidential	• Compose letters and newsletters • Take messages • Set up diary/calendar schedule • Completion of LEA and DFEE returns • Record keeping	Staff, parents, LEA, outside agencies, other schools, community, pupils, governors, Area Education staff, new parents, CWaC staff
Oral skills – tact, diplomacy and sensitivity required when dealing with parents who may be upset or angry	• Respond to telephone calls and receive visitors to reception, checking ID and ensuring signing in procedures carried out • Give precise and accurate instructions, resolve problems • Obtain and give information • Front of House Public Relations Role • Liaison on behalf of school	Pupils, parents, staff, professionals, education staff, transport drivers, contractors, suppliers, governors, general public, hirers of school facilities

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand/eye co-ordination and dexterity	Keyboard skills – to input accurate data, maintain records, word process documents – fundamental to job	Accuracy – good speed to deal with high volumes

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

Most routine work is cyclical with known deadlines, other work is reactive to issues as they arise – telephone, incidents, staff requests, new appointments etc.

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

Daily , Weekly, Monthly, ½ Termly and termly, Annual
Reactive work, as and when 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)

Suggestions about day to day work practices to improve work efficiency can be discussed with the Head Teacher and the Bursar.

to allocate their time to duties?

The jobholder is able to prioritise own work subject to school requirements, known priorities and deadlines and the directions of the Head Teacher and Bursar.

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

School policies and procedures
Health and Safety
Guidance from Head Teacher or Line Manager
DFEE guidance
Area Office support

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

Daily contact and close liaison with Head Teacher to discuss issues and agree action for jobholder or other parties. The Head teacher or Deputy Head are generally available to discuss issues as they arise and to give support and guidance but are contactable by phone for advice and guidance when away from the school.

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?

Expected problem	Nature of available guidance	Typical Frequency
Responds to straightforward queries or redirects to appropriate person	Experience, precedents, initiative, knowledge of school and staff	Daily
Attendance register checks – the jobholder would take appropriate action and notify appropriate people (parent, EWO, SENCO, Social Services etc) if a child is absent	Initiative, precedents, experience, knowledge of system, expectations, parents, pupils	Daily
If a parent has a query related to free school meals or school visits financial assistance – the job holder would give advice or refer to relevant person	Initiative, precedents, experience, knowledge of procedures	Few times a month
Unexpected problem	Nature of available guidance	Typical Frequency
School transport problems – eg a school trip returning significantly later than expected- would contact parents to advise them	Initiative, experience,	Rare
Parental complaints – the jobholder is the first point of contact and would take initial action, resolve as far as possible, and refer if insistent or difficult.	Initiative, experience, precedents, knowledge of parents	Few times weekly

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

Problem or decision	Point of referral	Typical Frequency
Complaint re member of staff or parental concerns and complaints about curriculum issues	Immediate to Headteacher	Few times a year
Parental complaints or concerns	Referral to Headteacher	Several times per year
Requests from member of staff for major or unusual expenditure that doesn't fall within expenditure guidelines	To Headteacher for approval	Few times a year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Sitting at work station to use PC plus other normal office demands such as filing etc.	Throughout working day	Daily	
Lifting, moving and carrying of deliveries and stationery	Short bursts	Few times a week	5 – 10 reams of paper

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Reception of visitors and responding to phone calls	Awareness, alertness to H & S and security issues, confidentiality of information		
Administrative tasks • Checking web reports • Administration of school fund • Ordering and checking of goods • Invoice processing • Word processing and proof reading • Data collection • Cash handling • Routine clerical tasks, filing, copying etc • Maintaining records, data input	Concentration, attention to detail, accuracy, checking documents for clarity of contents and accuracy, awareness of deadlines		

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 the job	There is a need to mentally switch between a regular flow of school telephone and reception enquiries whilst undertaking administrative duties. There are also simultaneous demands from different members of staff, parents & pupils each having their own priorities & deadlines.		Throughout working day

Deadlines	3 rd party imposed – staff, Headteacher etc Banking of cash, Statutory deadlines, annual pupil reports and IEP's, Records of Achievement for year end, Recruitment deadlines, admissions process, statistical returns.		
Conflicting demands	Balancing demands from staff and pupils requiring information and advice with routine office work. The jobholder constantly has to switch and juggle tasks and multitask		

If the jobholder is subject to any other form of mental demand, please give details below.

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 of data of pupils that is highly confidential	Privy to sensitive and confidential information and awareness for 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)?

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?
Verbal abuse from parents – either face to face or telephone	Few mins	Occasional

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not Applicable

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