Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

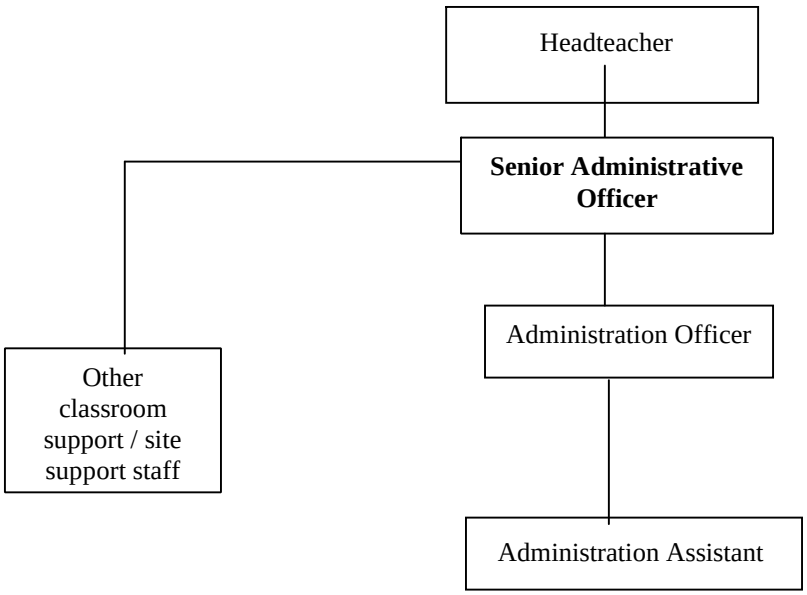
ROLE PROFILE FORM

Section A

Department/Section:	Education (schools)
Role Title:	Senior Administrative Officer (generic)
Reports To - (Supervisor/manager's role title) :	Headteacher
Role Purpose: (why the role exists)	Promote the delivery of efficient and effective finance planning, administrative systems and procedures, providing and deploying team management and resources to meet school requirements.

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C

ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Customer Service	• Adopt the lead role in establishing an effective hospitality and reception service for a wide range of customer contacts. Take an active role in organisation-wide core management activities	10
Administration / Finance support	• Manage the delivery of office systems, processes and procedures. • Prioritise workloads and balance resources • Act as the schools' principal adviser on all financial and/or administrative matters • Attend meetings of the governing body • Member of the senior management team	60
Staff management and teamwork	• Takes the lead role in management of all support staff in school • In some cases, has operational responsibility for classroom and site support staff • Ensures appropriate resources available including taking a lead in recruitment and selection of staff	20

Welfare	• Develop and maintain resources/information on welfare and related services for staff and pupils	5
Corporate and statutory initiatives - equalities/health and safety/egovernment/ sustainability	• Complying with relevant legislation e.g. Health & Safety and Fire Regulations. • Maintaining sustainability	5

Section D -The key decision-making areas in the role

Staff Management eg recruitment of staff, training needs, first line disciplinary action (Decides)

Fire and Health & Safety Risk Assessments for school premises (Decides/refers)

Budget Planning with Headteacher (decides on the limits and makes recommendations/ prepares budget / monitors spending)

Supply cover for teacher absence (decides)

Purchasing/choosing suppliers (decides on suppliers and approves best practice/best value on products and services and makes recommendations to internal customers)

Stock Control i.e stationery (monitors levels of stock and maintaining supplies by deciding when to place orders)

Customer Complaints (decides, refers dependent on complaint)

Responsible for cash and payments and system security

Key holder

Responsible for Site Security

General Office service procedures – (decides)

Produce bids for extra funding for the school

Ensuring that all payroll and standard funds are submitted within deadlines in order to obtain payment of Government grants

Areas of responsibility will vary with school size.

Areas/Buildings may be on different levels or sites.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

School Budget amounts allocated from headteacher would be dependent on size and number on the school roll:

3-6 (direct) reports

Teachers/support staff reporting to Administration Officer depends on size of school

40 calls per day (direct) – varies to size of school

14 visitors per day (direct) – varies to size of school

8 machines (direct) – varies to size of school

suppliers/contractors (direct)

30 correspondence send out per week – varies dependant on number of children on roll

Financial responsibility

Authorised signatory

Section F - The main contacts – external/internal customer contacts and purpose

Internal contacts –

- Headteacher (daily to discuss work priorities)
- All staff; (daily to discuss work priorities and raising queries and seeking guidance on completion of forms, Class Lists and Registration, day to day operational issues).
- Governors (frequent) involvement with Governing Body, Chair of Finance on financial matters
- Pupils – (daily) – admissions, secondary transfer, medical, SIMS, Hampshire Caterers – Residential & Educational visits, transport, telephone calls and pupil supervision
- Contractors – (daily)

External contacts

- OFSTED – intensive every 5/6 years
- Professional External agencies e.g. Education Welfare Office, School nurse, Speech Therapists, Psychologists (daily to visit pupils)
- Parents – letters to parents, School Association, Fundraising
- Community – daily to arrange “Lettings” or generally establishing partnership with the local community
- Auditors – Intensive every four years
- Contractors – occasionally to carry out maintenance work within school

Section G - Working conditions – environment, and physical effort or strain.

Balancing various conflicting requirements of different stakeholders (daily)

Noxious substances e.g. photocopiers/toners

Nausea (children being unwell)

Public (verbal abusive – occasionally/regular)

Children (verbal abusive – regular)

Section H - Context/additional information

Need to make sure don't overspend on a very tight budget

PROGRESSION IN ROLE

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

- Previous sustained successful experience of working at a senior level in administration
- Normally a formal relevant higher qualification
- Experience of managing staff, budgets and financial accounting

Section J – Initial induction/training required to become effective in the role

- Competent in carrying out the management of staff in line with Management of staff Council's procedures
- Familiar with terms and conditions of employment
- Familiar with the Schools/Councils office, equipment, telephone and computer systems
- Confident in dealing with telephone enquiries
- Knowledge of and ability to develop skills in use of Schools Information Management System primary modules
- Previous experience of Hampshire County Council's Financial Management System
- Aware of education organisation staffing structures and immediate contacts
- Knowledge of School's and Council's policies and procedures
- Good working knowledge of council's corporate financial management systems and internal control procedures
- Familiar and understanding of financial accounting processes operated by the school
- Familiar with common coding and cost structures
- Awareness of payroll processes
- Knowledge of Health and Safety/Security regulations and procedures
- Training provided by Finance and Payroll departments

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Able to conduct and fully aware of Audit standards and requirements (without supervision)
- Familiar with school's budget and spending (without supervision)
- Development of risk management and internal control procedures (with assistant)
- Familiar with statutory and legislative issues governing transaction processing i.e. performance and cost reports (without supervision)
- Understanding of business plans, goals and measures (with others)
- Become competent in basic financial accounting costs and management (without supervision)
- Able to manage effectively support staff in the school
- Mentoring and Coaching others
- Assisting with necessary training requirements
- Networking with other schools, sharing good working practices and learning

<u>Section L</u> - Adding value: What characteristics will the advanced role holder demonstrate?

- Implementation of a performance management system for support staff
- Full and effective membership of school Senior Management Team
- Promoting/marketing the school through IT systems, publications.
- Making decisions on the engagement of contractors etc
- Promoting the use of the school outside normal school hours and securing income generation
- Enhancing the school's public relation's image through monitoring the development and implementation of quality procedures throughout the school
- Attainment of recognised and relevant qualifications