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

Role profile ref:	02126
Department/Section:	Education – Schools
Role Title:	Senior Administrative Assistant (Generic)
Reports To - (Supervisor/manager's role title) :	Administrative Officer or Senior Administrative Officer or Administration Manager
Role Purpose: (why the role exists)	To develop and implement a comprehensive, effective and efficient administrative support service 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).
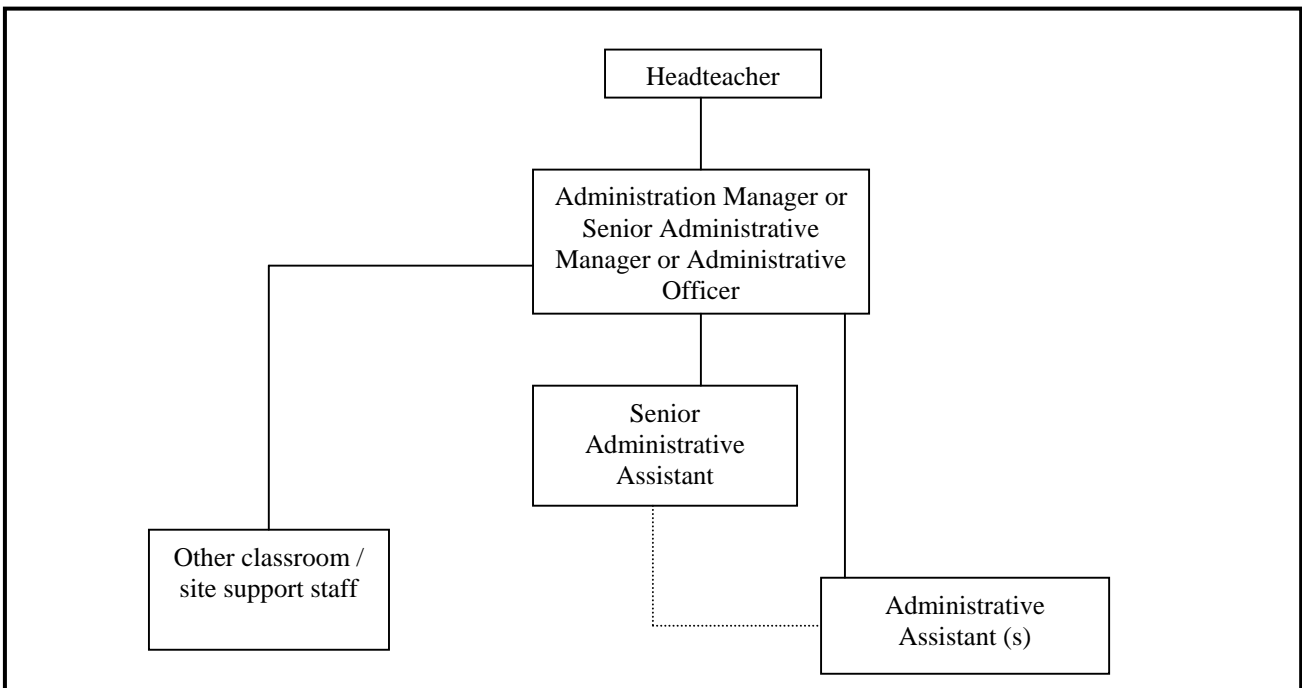
Section C

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	• Develop and maintain a system of information and contacts (mainly within the local school network), to enable provision of information and advice to colleagues and parents/pupils/visitors	25
Administration / Finance support	• Use manual and computer based information to compile and draft financial reports	60
Staff Management and Teamwork	• Prioritise work/tasks for Administrative Assistant(s)	5
Welfare	• Undertake welfare support to pupils including provision of first aid where appropriate • Administer medication as required	5
Corporate and statutory initiatives - equalities/health and safety/e-government/ sustainability	• Comply with relevant legislation eg Health and Safety	5

Section D - The key decision making areas in the role

- Prioritise requests from managers(s) for work to be carried out
- Decide appropriate contacts within the LEA, other agencies or feeder schools for sources of advice/information/contact
- Decide information required to support managers in variety of forums eg meetings with parents, Governor meetings
- Take prompt action to alert managers to particularly difficult/sensitive problems to enable appropriate and timely action to be taken

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

- Size of school. 40-400 pupils on roll (primary) 400-1600 pupils on roll (secondary) 30-135 pupils on roll (special)
- No direct financial responsibility
- May have limited responsibility for petty cash, small sums of money
- Number of telephone calls per day:

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

- Staff in the school (regular): respond to requests for advice/general enquiries
- Managers (daily):   receive and process work
- Members of the public (frequent):   handle telephone calls, process correspondence
- External agencies eg LEA: seek advice/information

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

- Normal office environment; few adverse conditions likely to be present
- Balancing conflicting requirements
- Noxious substances e.g. photocopiers/toners
- VDU safety

Section H - Context/additional information

Occasional public verbal abuse

PROGRESSION IN ROLE

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

- Relevant previous administrative experience
- Normally minimum of GCSE or equivalent in English and Maths
- Experience in a range of computer software tools

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

Estimated time to become   **Up to 4 weeks for basic**
operationally effective   **delivery of the role**

- Within academic year to become familiar with school systems, processes and procedures
- Familiar with the school's office, equipment, telephone and computer systems
- Confident in dealing with initial telephone and personal enquiries from parents and other enquirers
- Aware of Education Dept organisational structure and immediate contacts
- General knowledge of school and council's policies and procedures
- Familiar with financial accounting processes operated by the school
- Knowledge of Health and Safety/Security regulations and procedures
- Training provided by Education ICT on specific systems used in school

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

In addition to entry level skills, may utilise additional ICT applications including SIMS, databases etc.. May also co-ordinate events in the school, income generation, publicity, production of school materials eg school brochure or other marketing information. Demonstrates personal integrity and professionalism and able to manage confidential and sensitive information.

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Liaise with LEA officers

- May contribute to re-organisation of systems, and procedures in the school. May develop new approaches which support managers, staff, pupils etc.