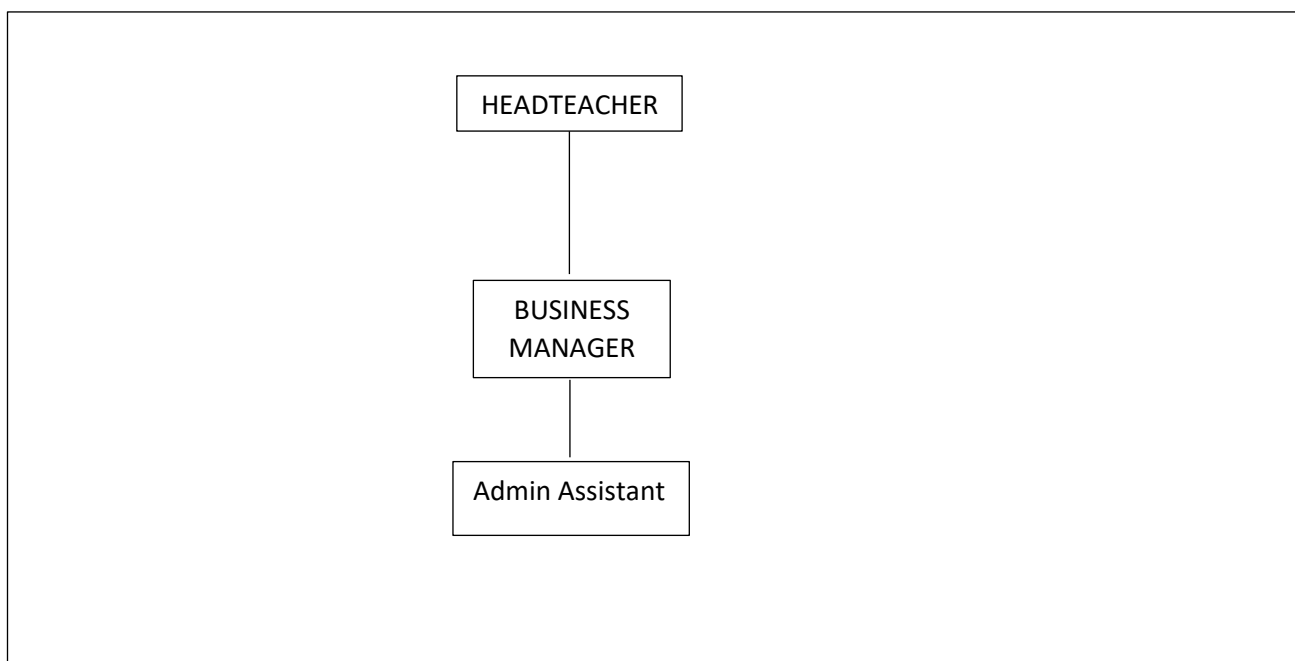




Admin Assistant Role Profile

	ROLE PROFILE FORM REF:	02125
1	DEPARTMENT	Education (Schools)
2	ROLE TITLE IN FULL	Administrative Assistant (Generic)
3	ROLE REPORTS TO	Business Manager
4	ROLE PURPOSE (Why the role exists)	
	To implement a comprehensive range of administrative systems and procedures to meet school requirements, with a particular focus on systems that will enable the school to improve on base figures on attendance and truancy as set by the Government, the LA and the school.	

5. ORGANISATION STRUCTURE





6. ACCOUNTABILITIES

Accountability headings	Accountability statements
Customer Service	<ul style="list-style-type: none">• Act as first point of contact for general parent/pupil/visitor enquiries, responding within standard procedures or referring the enquiry to an appropriate destination, such as the Business Manager or Headteacher• Contribute to the smooth running of the school's reception, postal, telephones, and hospitality facilities
General Administration	<ul style="list-style-type: none">• Apply a wide range of standard processes and procedures under supervision• Produce and process routine documentation/ correspondence against a broad framework provided by the Headteacher/ other teaching staff• Input and extract staff/pupil information using manual and computer based systems, including Arbor, Tucasi, Medical Tracker, etc
Attendance Administration	<ul style="list-style-type: none">• Be the first contact for all attendance issues in school.• Be responsible for ensuring all registers are completed by each class teacher for morning and afternoon registration, printing off fire evacuation registers by 9.15am• Initiate and carry out periodical post-registration truancy checks• Chase up reasons for absence using agreed systems• Produce and interpret statistical data relating to attendance patterns of groups within the school• Liaise regularly with Swanmore College regarding attendance patterns where siblings attend both schools
School Meal Administration	<ul style="list-style-type: none">• Ensure lunch choices for each child have been recorded daily on Tucasi• Liaising with the Head of Kitchen on the different types of meals to be prepared each day• Ensuring payments for school dinners have been received and following up with parents when debts are incurred and preparing banking of cash/cheques• Liaise with the school catering company to ensure pupils' special dietary requirements are catered for• Arranging for pupils' packed lunches to be prepared by the kitchen when school trips take place for those that are eligible for UIFSM/FSM
School Trip Administration	<ul style="list-style-type: none">• To be responsible for all administration relating to day trips and residential trips, including booking accommodation, activities and transport, under the guidance of the teachers in charge of the trips• To produce residential information booklets for staff on residential



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	visits to include relevant medical information, contact details, etc
Photographer Administration	<ul style="list-style-type: none">• Liaise with the photography company to arrange dates for individual photographs (plus families after school) (autumn) and class photographs (summer)• Work with the photographer and teachers to co-ordinate the running order for photographs to be taken and manage this process on the day
Bikeability Administration	<ul style="list-style-type: none">• Work in conjunction with the Year 6 teacher in charge of Bikeability to co-ordinate sessions for Y6 pupils to improve their knowledge of riding safely on the roads, undertaking all necessary administration in terms of booking sessions, receiving pupil sign ups, etc.
Swimming Administration	<ul style="list-style-type: none">• Administration relating to booking Year 3 swimming lessons to fulfil curriculum requirements• Booking transport for lessons• Work in conjunction with Y3 teachers to ensure sufficient parent volunteers have been recruited to help supervise the children to/from the swimming pool• Ensuring we have sufficient swimming instructors to teach lessons and source new instructors when required
Mental Health First Aider	<ul style="list-style-type: none">• Supporting staff through regular supervision meetings in order to support and enhance their mental health and wellbeing.• Triage issues, where appropriate, for onward referral to Headteacher for further support.
Teamwork	<ul style="list-style-type: none">• Work co-operatively with others towards shared goals• Support the induction of new members of the team and contribute to the development of others within the team through sharing knowledge
Welfare	<ul style="list-style-type: none">• Undertake welfare support to pupils including the provision of first aid, where appropriate• Administer medication as required
Corporate and statutory initiatives, equalities/health & safety/government/sustainability	<ul style="list-style-type: none">• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace



7. Key decision making areas in the role

Section A -The key decision making areas in the role

- Prioritisation of own tasks/workload
- Customer complaints – refer to line manager

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

410 pupils on roll

No direct financial responsibilities attached to the post

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

Internal contacts

- Line Manager - regularly to discuss work priorities
- Pupils daily – attendance, medical, pupil supervision
- Staff and Governors – liaison over work issues, administrative support

External contacts

- Parents
- Local Education Authority

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

Normal office environment

Balancing various conflicting requirements of different stakeholders

Noxious substances e.g. photocopiers/toners

Section E - Context/additional information

Occasional public/pupil verbal abuse



9. Progression In Role

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

- Aptitude for administrative work, normally demonstrated by GCSE standard or equivalent with passes in English and Maths at grade C or above
- Good organisation and communication skills
- Good computer and keyboard skills with a working knowledge of MS Office (Word, Excel, Powerpoint and Publisher)
- Methodical, with a good eye for detail and capable of data analysis
- Empathetic and compassionate in order to effectively support staff. There is a confidentiality component to this role and the post holder needs to hold their trust and confidence

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

Estimated time to become operationally effective: 4-6 weeks with further development in full academic year

- 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 Local Authority's organisational structure and immediate contacts
- General knowledge of school and council's policies and procedures
- Knowledge of Safeguarding and Child Protection, along with Health and Safety/Security regulations and procedures
- Training provided on specific systems used in school

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

- All pupil and staff information and data related procedures are effective
- Communication with staff, parents, pupils and external contacts are appropriate and effective
- Excellent organisational skills
- Operating independently in all aspects of role

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

- Promoting/marketing the image of the school in all contact with the outside world
- Effectively supporting staff to enhance their mental health and wellbeing