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.

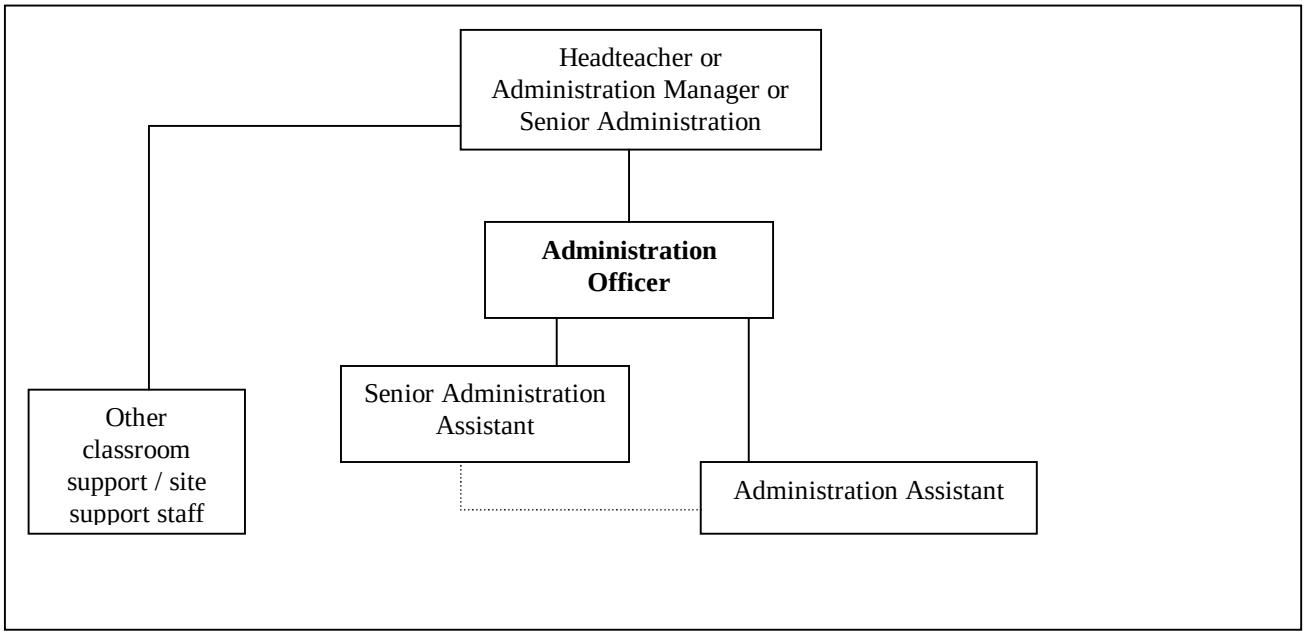
ROLE PROFILE FORM

Section A

Role profile ref:	02127
Department/Section:	Education (Schools)
Role Title:	Administrative Officer (Generic)
Reports To - (Supervisor/manager's role title) :	Senior Administrative Officer, Administration Manager or Headteacher
Role Purpose: (why the role exists)	To develop and establish administration systems within the school, and where appropriate, supervise others, to deliver an efficient service to support 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	• Ensure the provision of an effective hospitality and reception service which meets customer needs. Contacts will cover a wide range of visitors and areas within the school and will include responding to both routine and complex issues	15
Administration / Finance support	• Produce original and complex correspondence • Support the headteacher in preparation, management and monitoring of the budget • Make financial recommendations on supply of resources and services • Maintain and access information systems to prepare financial forecasts and standard financial reports	60
Staff Management and Teamwork	• Manage office support staff • Operational responsibility for recruitment and performance management of office support staff	15
Welfare	• Provide a general welfare service for staff in school	5
Corporate and statutory initiatives - equalities/health and safety/e-government/ 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 (Decides but refers to Headteacher for further advice and feedback)

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/refers)

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

Recruitment of support staff (Interviews and decides on appointment)

Key holder

Responsible for Site Security

General Office service procedures – (decides)

Produce bids for extra funding for the school

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:

- Small to large primary school ranges from £325,000 - £1.2 million

1 - 3 (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).
- Governors (frequent) involvement with Governing body and Clerk
- 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 – thematic reviews at irregular intervals
- 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

Deficit budgets can not be set and to be avoided by effective monitoring

PROGRESSION IN ROLE

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

- Wide range of administrative experience, including proficient use of ICT and financial accounting
- Normally a formal qualification beyond GCSE or equivalent
- Experience of staff management, where applicable

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 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

<u>Section K</u> – 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?

- Oversight of appraisal system for support staff
- Membership of school Senior Management Team
- Promoting/marketing the school through IT systems, publications.
- Making decisions on the engagement of contractors etc
- Attainment of recognised and relevant qualifications