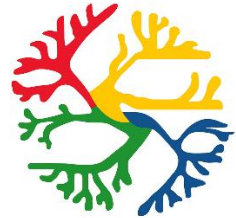




Person Specification

Office Manager

Criteria	Qualities	Essential	Desirable
Qualifications and training	• NVQ Level 4 or equivalent qualification or experience in relevant discipline		•
Experience	• Experience working in an office environment at a senior level • Organising, leading and motivating other staff • Developing, managing and operating clerical/administrative/financial and organisational systems • Managing staff • Working with children or young people • Analysing and evaluating data	•	
Skills and knowledge	• High level of accuracy and attention to detail • Excellent accounting knowledge and understanding • Excellent literacy and numeracy skills • Competent use of IT packages including word processing, spreadsheets, computerised accounting systems and school MIS systems • Ability to use relevant office equipment effectively • Ability to plan, organise and prioritise • Understanding of data protection and confidentiality • Understanding of safeguarding	•	



Personal qualities	• Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils • Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Embraces change well • Deals with difficult situations effectively • Ability to relate well to children and adults • Work constructively as part of a team, understanding school roles and responsibilities and own position within these • Ability to self-evaluate learning needs and actively seek learning opportunities	•	
Motivation for working with children and young people	• Clear articulation of wanting to help young people achieve their potential, build self-esteem, and develop new skills. • The candidate views the position as supportive, educational, and developmental. • An understanding that professionals must maintain appropriate, safe relationships with children, young people and their families. • Recognition of the need for fair, consistent discipline and the ability to challenge inappropriate behaviour without being authoritarian or punitive	•	