

**CHESHIRE COUNTY COUNCIL  
JOB DESCRIPTION QUESTIONNAIRE**

<b>JOB TITLE</b>	<b>PERSONNEL OFFICER &amp; OFFICE MANAGER</b>	<b>JOB REF NO</b>	<b>AAAE5137</b>
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**1. BASIC JOB PURPOSE**

To provide a comprehensive personnel service within the school, manage and lead the personnel assistants and office services team and administration of cover arrangements, to ensure smooth operation of the school.

**2 MAIN RESPONSIBILITIES**

<b>NO</b>		<b>Approx. %</b>
<b>1</b>	Provide a comprehensive personnel service to staff within the school, which includes: provision of advice and guidance on personnel related matters; implement and monitor personnel policies and procedures; provide a comprehensive recruitment and selection service (whole school); develop and maintain personnel records, including paper and electronic records of staff cover, supply staff hours, sickness and personal leave; manage the processing of monthly returns to Payroll (including monthly checks against County's figures to ensure accuracy and consistency); appointment administration (including issuing of contracts and terms of employment); termination administration; to ensure the process and procedures meet school, County Council and employment legislation.	<b>40</b>
<b>2</b>	Recruit, manage, lead, appraise, train, develop and motivate the administrative team and personnel assistants to ensure their effective deployment (achieving targets and maximizing outputs) for the benefit of the school, including the management, planning and co-ordination of the work of the office services team and personnel office (including development and monitoring the use of technology and office procedures), to ensure the provision of an effective and efficient service within the school.	<b>35</b>
<b>3</b>	Inform and advise on personnel matters for Governors' Personnel Committee meetings and Leadership Group meetings in order to facilitate decision making, including identifying trends (eg sickness patterns, staff turnover, staff vacancies, etc) and producing statistical data from computerised and manual records, presenting the information in a logical and acceptable format, for analysis to facilitate management decision making and to ensure optimum operational efficiency and effectiveness.	<b>10</b>
<b>4</b>	Plan and implement teaching staff cover in response to planned absences and unforeseen circumstances, including arranging for external supply teachers, to ensure continuity of teaching and learning for all pupils.	<b>10</b>
<b>5</b>	Research specific topics and provide information in a concise and relevant format for the School Leadership Team and Governors in order to inform planning and decision making within the school, including managing the preparation of reports and data needed by the management group or Governors of the school, external agencies, etc (such as PLASC for DfES).	<b>5</b>

Notwithstanding the detail in this job description, in accordance with the Council's Flexibility Policy the job holder will undertake such work as may be determined by the Director/Corporate County Manager from time to time, up to or at a level consistent with the Principal Responsibilities of the job and in any location within the County of Cheshire.

### 3 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

#### Employees directly supervised by jobholder

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Varies	Clerical Assistants	Clerical (personnel/admin)	Personnel Office
varies	Reprographics	Reprographics, clerical, attendance & EMAs administration	Reprographics Office
Varies	Exams Assistant	Assists Exams Officer & clerical / reception work Clerical & reception work	School office
Varies	Exams & Data Officer	Exams & data (SIMS) administration	School office
Varies	Head's PA & Clerk to Governors	Secretarial	Head's PA office
Varies	Receptionist	Reception and clerical	Main Reception

**What does the supervision / management of these employees involve? (eg allocating work, training for the job, assessing performance - see guidance notes)**

The job holder has full line management responsibilities (including recruitment, allocation of work and agreeing priorities, monitoring workload, assessing performance and development needs, and informal discipline/grievance issues).

#### Other Employees supervised by jobholder (not in a direct line relationship)

<u>No/FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
1	Secretary	Secretarial & clerical support	School Office
1 (part time)	Clerical Assistant	Clerical and reception	School Office/reception

**What does the supervision of these employees involve?**

Jobholder has an overview of the workload of the whole office services unit and allocates work amongst all the admin/clerical support staff depending upon urgency and volume.

**Does the job involve supervision, direction or management of people who are not employees?**  
*eg contractors, students on secondment*

<b><u>No and FTE</u></b>	<b><u>Levels / grades</u></b>	<b><u>Types of work</u></b>	<b><u>Where based</u></b>
Varies	Supply teachers	Casual teachers	Working for various schools/agency

**What does the supervision of these people involve?**

Contacts supply teachers by phone and offers short term work both planned and unplanned at short notice. For longer term supply to cover long term absences there would be consultation with a member of the School Leadership Team.

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees?** Yes

The jobholder provides advice, guidance and information on personnel related matters to staff, Governors and School Leadership Team, in accordance with established personnel policies and procedures and terms and conditions.

#### **4 RESPONSIBILITY FOR FINANCIAL RESOURCES**

Give details of any direct responsibility for financial resources.

<b>Financial responsibility</b>	<b>Value of the financial resource (p.a.)</b>	<b>How often is the duty performed?</b>
Administration and processing of payroll documentation including: <ul style="list-style-type: none"> <li>overtime claims</li> <li>expenses claims</li> <li>new appointments (including calculation and verification of salaries)</li> <li>changes to contracts and leavers</li> <li>supply staff claims</li> <li>long term sickness)</li> </ul>	Varies	Monthly (as and when for changes and new appointments)
Negotiates with supply agencies for supply teachers (best value for money, particularly with long term supply cover).	Varies	Occasionally
Manages Office budget	£40,000	Monthly

**Does the jobholder develop policy or provide advice and information which impacts on financial resources?** Yes

If yes, give details



Office equipment:eg photocopier, fax machine	Responsible for procurement and maintenance	
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**Does the jobholder develop policy or provide advice and information which impacts on physical resources?** Yes

Job holder provides advice/information on use of all physical resources mentioned above.

## 6 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Management of school personnel system/service	Head, SLT, Governors, staff	Informed of staffing related issues and provided with accurate advice and information for decision making purposes (including advice on sickness absence, maternity, etc)
	All staff	Effectively managed within legal standards and prescribed policies and procedures. Terms and conditions applied and administered appropriately.
Administration of appointments procedure, placing of adverts, interview arrangements, obtaining CRB and other checks, issue of contracts and appointment letters, completing appointment form for County Payroll	Prospective staff and newly appointed staff	Sound guidance and advice given to ensure a well organized and coordinated appointments procedure
The proactive management of administrative services with an emphasis on problem prevention and continuous quality improvement	Pupils, parents, all staff (including SLT), governors	Efficient administrative support enables the School Leadership Team and teaching staff to maximise their time. They are therefore able to focus their attention on the quality of education delivered to pupils at the school.
Obtaining cover for absent staff	Pupils, staff	Teaching staff always available
PLASC (School Census), September Pupil Count	School, parents, DfES, LEA	Provision of accurate and timely statistical school information.

**Does the Jobholder develop policy or provide advice and information which impacts on people?** YES

**If Yes, give details:-**

The jobholder provides the School Leadership Team and Governors with salary and sickness information and advice and information on personnel issues (eg recruitment, maternity, supply, etc).

## 7 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge and Qualifications	<p>Understanding and appreciation of Education Personnel Policies and Procedures.</p> <p>Knowledge of aspects of Employment Law including contractual information and law relating to recruitment.</p>	<p>To provide advice and guidance in accordance with established and agreed policies and procedures.</p> <p>To provide underpinning theoretical knowledge and skills.</p> <p>To ensure information is provided and processes are applied within legal requirements.</p>	<p>Intranet &amp; Internet Literature. On the job experience Personnel Handbook.</p> <p>BTEC Higher in Business/Admin or equivalent</p>
	<p>Organisational, office administration, secretarial and supervisory skills.</p> <p>Good grammar, punctuation and spelling.</p> <p>Practical understanding about managing a team, motivation and leadership.</p> <p>Ability to multitask and hold number of things simultaneously in head.</p>	<p>Fundamental to job duties.</p> <p>Management of office services team</p> <p>To manage a team and act as cover administrator</p>	<p>General education (5 GCSE or equivalent including Maths and English) plus minimum 5 years administrative experience</p> <p>RSA3 Typing NVQ3 or equivalent</p> <p>Training courses</p>
School and service based knowledge	<ul style="list-style-type: none"> <li>• Organisational structure of school, its employees and how it works &amp; its physical layout</li> <li>• School policies and procedures including absence policy</li> <li>• Structure of timetable and curriculum</li> <li>• Staff as individuals – strengths/needs/weaknesses</li> <li>• Structure of County</li> </ul>	<ul style="list-style-type: none"> <li>• To understand roles &amp; responsibilities and where to find people.</li> <li>• To ensure applied consistently</li> <li>• To obtain cover</li> <li>• To deploy appropriately</li> <li>• To develop constructive</li> </ul>	<p>Induction On the job experience Reference to documents</p>

	Council departments	links with Education, Personnel Consultancy and Payroll staff	
Numeracy and Literacy	<ul style="list-style-type: none"> <li>Numeric literacy</li> <li>Ability to read, interpret and condense documents</li> <li>Ability to research and analyse information</li> </ul>	<ul style="list-style-type: none"> <li>To calculate and check salaries</li> <li>To inform staff of changes to personnel rules</li> <li>To provide information in a concise and relevant format to inform planning and decision making within the school.</li> </ul>	Basic general education
Policies and procedures	<p>Teacher &amp; Support staff school appointment procedures</p> <p>Awareness of school policies and procedures, including Security; Fire Safety; Health and Safety. Risk Assessment</p>	<p>To ensure all staff are appointed in accordance with prescribed processes.</p> <p>To ensure any action is consistent with school policies</p>	<p>On the job experience and reading Personnel Handbook</p> <p>On the job experience and reference to relevant policies.</p>
Equipment and Tools	How to use office equipment – PC, printer, fax machine, franking machine, photocopier, dictaphone, switchboard	Fundamental to job.	Experience and on the job training
IT and admin systems and packages	<p>Good knowledge of Microsoft Office packages Excel, Access, Word, Outlook, Powerpoint, Publisher</p> <p>SIMS systems – Personnel Module + Nova Cover software (understand what it can do and how to get what you want from it)</p>	<p>Set up spreadsheets, type letters and produce documents, contracts and detailed reports.</p> <p>To set up efficient systems.</p> <p>To input, interrogate and manipulate data in response to requests.</p>	<p>Experience RSA2 or equivalent in typing or word processing</p> <p>In-house training courses</p> <p>On the job training and experience</p>
Other	<p>Pool of supply teachers</p> <p>PLASC (School Census), September Pupil Count, etc.</p>	<p>To obtain cover</p> <p>To complete returns for DfES</p>	<p>On the job experience</p> <p>Experience in the job and reference to relevant manuals and documents</p>

### How long would it take for a jobholder to become fully operational?

5 years experience and minimum of a year in the role to work through a complete school academic year cycle and encounter the full range of events that the jobholder has to manage = 6 years in total

## 8 MENTAL SKILLS

a) What sort of situations and problems does the jobholder typically have to deal with? Give 2 examples of typical problems solved on a regular basis

**Staff Supervision** – Draws up a rota to ensure that the reception area is covered at all times, particularly at peak times when it is difficult to judge what the demand will be. In emergency situations, eg if a member of the Office Services Team is sick, ensures that there is adequate cover by allocating work to other staff. This is particularly important if the Headteacher’s PA is not in for any reason. In times of work overload in a particular area, allocates work to other areas to maximise efficiency/reduce workloads.

**Short Notice Cover** – If a teacher scheduled to cover a class doesn’t appear or a teacher is suddenly taken ill during a lesson, the jobholder would receive a call to say that there was a class without a teacher. As there is no time to plan, the jobholder has to find immediate cover, and this may mean asking someone to cover for a few minutes until someone else can be found.

b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve

**Work Permit** – Appointment by School Leadership Team of teacher qualified in a non-EEC country. Jobholder has to check qualifications, passport, visa, identification, etc, and initiate CRB and medical checks. On one occasion, applicant’s Work Permit included an endorsement which was ambiguous. County Personnel were unable to provide advice and jobholder had to research the Home Office website, download relevant information and forms (for completion by applicant) and liaise with County Council Legal Department in order to ensure that all legal requirements are met and applicant can legally be employed.

c) Approximately how often would the example in (b) occur?

Occasionally

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Problem Solving	To resolve personnel related issues and deal with staff absences, including a rota of changes of responsibility. Finding cover at short notice
Judgemental	To determine where to deploy staff to meet work flow peaks. Determining which internal staff or external supply to use for cover. To interpret what information is actually required or being requested (ie requests from government/governors)
Analytical	To analyse data and information on staff related issues. To introduce new systems and procedures to meet school needs. To interpret and implement changes to personnel procedures, changes to pay rates.
Planning	Planning administrative workloads to ensure timely completion of tasks throughout the academic year. Anticipating potential problems by early review of staff with temporary contracts Organisation of cover for planned absences

Fact Finding	To research topics to inform management decision making. Checking references, CRB disclosures, work permits, etc.
Organisational	Ensuring recruitment process (from placing advert to issuing of contract) is carried out smoothly and efficiently to a high standard.
Handling People	Managing own staff and encouraging others to adhere to internal procedures.

## 9 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Tact and Diplomacy	When dealing with difficult personnel related situations	Teaching and support staff
Counselling/listening	Dealing with sensitive staff related issues, ie personal problems	Teaching and support staff
Persuasive/Influencing	Encouraging adoption of preferred option	
Oral (telephone and face to face)	Communicating and presenting information clearly and concisely at meetings  Providing advice and guidance in response to issues and queries  Liaising with County Council departments	Staff  Personnel Consultancy, Payroll, Education Department
Written	Completion of Government proformas and to respond to requests for information  To produce correspondence in response to queries; to produce reports on staffing issues; to advertise jobs, issue contracts and non standard letters.	Cheshire County Council and Government departments  Staff, governors, SLT
Training/Motivational	To instruct and provide guidance	Staff directly managed by jobholder
Coaching	New skills, procedures and techniques	Office Services staff
Interviewing	Staff recruitment/performance management and appraisals	Potential staff Office Services staff
Obtaining information	Resolution of unusual personnel issues; Research topics for SLT	CCC personnel staff, payroll, Government departments (eg Home Office) and School Leadership Team

## 10 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand/eye coordination	To enter data & cover details	Accuracy more important than speed
Keyboard skills	To produce letters, e-mails, contracts, reports, spreadsheets, etc.	Accuracy Essential Speed to RSA3 level

## 11 INITIATIVE AND INDEPENDENCE

### Allocation of work

#### a) How is work allocated to the jobholder?

The nature of the role is cyclical related to the financial year, the school year and Governors meetings. Work is also allocated through the school development plan and school calendar and targets are set at an annual review with key tasks – the job holder has to be proactive to achieve deadlines. Ad hoc work is also received internally from the Senior Management team and externally from the Dfes, CCC payroll and other education departments.

Additional projects/work generated from Governors' meetings, school schedules and calendar, SLT meetings and external agencies (eg DfES - PLASC).

#### b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?

Annual, monthly and weekly tasks plus ad hoc demands on a daily basis.

### Scope for initiative

#### c) How much freedom/discretion does the jobholder have:

#### to change the way work is done and to allocate their time to duties?

*(e.g. recommending changes in policy, procedures, resources)*

The jobholder works within known cycles and schedules of work and is free to prioritise and organise their own work within those constraints and working within the guidelines of the Personnel Handbook and school policies/procedures. The job holder recommends changes to team and own working practices where necessary to respond to changes in the school.

#### d) What is the level of guidance/instruction available?

Personnel Handbook  
School Leadership Team  
School policies and procedures  
CCC specialist colleagues - Personnel, Payroll, Education

**e) What sort of direction, management or supervision is given to the jobholder?**

Line manager is based on the same site and is available for formal and informal meetings.

**f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

<b>Expected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
<b>Approving time off</b> Jobholder agrees the working arrangements of the Office Services staff and approves the taking of time off in lieu of overtime worked and requests for leave during term time.	Experience, knowledge of staff and school priorities	As necessary
<b>Over, under or non-payment of salary</b> Resolving queries and errors in salary payments: Following an overpayment of salary to a member of staff, jobholder would negotiate a repayment schedule with the individual and payroll. If a member of staff has been underpaid or not paid at all, negotiations with payroll about a supplementary payment and/or claim for repayment of any bank charges incurred would be carried out.	Experience, County policies	Few times per term
<b>Unexpected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
Carrying out a scheduled task and/or redeploying staff, when a member of the office services staff is unexpectedly absent from work (eg through sickness)	Experience	Occasional

**g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?**

<b>Problem or decision</b>	<b>Point of referral</b>	<b>Typical Frequency</b>
<b>Creation of a new post/increased hours in office services</b> Jobholder would present a 'case of need' outlining reasons for the new post/increase in hours for their consideration.	Bursar	Couple of times per year
<b>Teaching Staff Starting Salary</b> When completing the payroll forms for a new member of teaching staff, if the starting point on the pay scale was not clear, eg if they had prior non-	Headteacher	As required

teaching experience then discretionary points may be awarded.		
A serious disciplinary matter that could result in formal disciplinary action	Bursar	

## 12 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Sitting at keyboard/desk	Up to 2 hours	Regularly throughout the day	

## 13 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Preparation of contracts and confidential letters to staff, eg re changes to contracts	Concentration and attention to detail	Couple of hours	Monthly
Interviewing staff (recruitment & selection, appraisal)	Concentrate on answers to questions, assessing skills and experience against criteria	1 hour	When required
Office services staff supervision and deployment	Awareness, attention to detail, alertness		Daily
Completing payroll documentation and calculating salaries for new starters	Concentration and attention to detail	Couple of hours	Monthly
Listening to staff related issues	Concentrate to determine the detail and nature of the issue, and to respond appropriately	Few minutes	Daily
Preparation of statistical information	Concentration to extract information	Couple of hours	Several times per year
Preparation of cover arrangements	Awareness, need for absolute accuracy, concentration	1 hour approx.	Daily in term time

**To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?**

<b>Nature of pressures / interruptions</b>	<b>Source</b>	<b>For how long?</b>	<b>How often?</b>
Interruptions/conflicting demands	<ul style="list-style-type: none"> <li>From staff (face to face and telephone) from various sources.</li> <li>Requests for information and advice – from teaching and support staff.</li> <li>Constant requirement to multi task, juggle tasks and switch between tasks. Juggling personnel role with other responsibilities. There is intense pressure first thing in the morning as there is an inability to predict what absences there will be.</li> </ul>	Varies	Several times per day
Deadlines	Payroll/internal deadlines		Monthly/as required
	DfES returns		Termly/annually
	Cover sheet to be posted for staff daily at least 30 minutes before start of school day.		Daily

**If the jobholder is subject to any other form of mental demand, please give details below.**

Maintaining confidentiality – keep concentration during discussions with staff internally, avoid divulging sensitive information.

#### **14 EMOTIONAL DEMANDS**

<b>Nature of the task being performed by jobholder.</b>	<b>Behaviour / source of the emotional demand</b>	<b>Frequency (per day/wk/ month)</b>
Resolving disputes/grievances and deployment of internal staff to cover lessons	Staff, who may be upset, angry, etc.	Occasionally
Responding to calls from staff who are absent from work for variety of reasons	Staff who offload, who are emotional, have personal problems, are ill.	Occasionally
Responding to complaints about under/over payments of salary	Upset staff who do not understand the reasons for the errors	Occasionally
Dealing with personnel issues	Privy to information about why staff are absent – jobholder has to be discrete with the information.	Daily

**15 WORKING CONDITIONS**

a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Normal office environment and around school site	100%

b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

n/a

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Contact with staff or members of the public who are angry or upset, ie not paid, allegations of harassment, formal complaints.	Few minutes	Occasionally

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc. n/a

**OTHER CONSIDERATIONS**

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

