



## JOB DESCRIPTION and PERSON SPECIFICATION

**ACADEMY:** Thorpepark Academy      **POSITION NO:** VENN

**SECTION:** Finance/admin      **GRADE:** 6

**JOB TITLE:** Administration & Finance Officer      **DATE PREPARED:** January 2026

**EVALUATION DATE:** 20<sup>th</sup> January 2026      **JE NUMBER:** NJCV21

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

**PURPOSE:**

To promote the school positively and provide information, advice and support to pupils, parents and members of the community.

Under the guidance of the SBM undertake administrative, financial and organisational processes within the school including management of financial and staffing records.

**PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

1	To promote and safeguard the welfare of children and young people.
2	To take a lead role on aspects of recruitment including pre and post employment checks, initiating the DBS application process as appropriate, induction, probationary paperwork and training records, linking in with the SBM for accountability
3	Take a lead role in monitoring the attendance of staff, sickness absence, and other absences keeping personnel files up to date.
4	Be familiar with, and adhere to, relevant school policies and procedures relating to HR and assist with development of these always maintaining confidentiality and discretion
5	Manage the administration of invoicing, ordering and payroll systems.
6	Support the SBM in the planning, monitoring and evaluating of the school budget to include: <ul style="list-style-type: none"><li>• Income and expenditure</li><li>• Cash flow</li><li>• Financial planning to facilitate the purchase of services, equipment and resources etc</li><li>• Maintenance of accurate records to produce monthly reconciliation of accounts</li><li>• Assisting in the management of the School Bank account and development of systems</li><li>• Management of all financial records</li><li>• Responsible for financial administration procedures responsible for creating payments for suppliers by cheque or BACS and responsible for reconciling school income.</li><li>• Maintaining Arbor/Access application in accordance with requirements</li></ul>
7	Manage manual and computerised record/information systems despite constant interruptions.

8	Analyse and evaluate data/information and produce reports/information/data as required.
9	Undertake typing and word-processing and complex IT based tasks in a busy office environment.
10	Undertake administration of complex procedures.
11	Complete and submit complex forms, returns etc., including those to outside agencies e.g. DFE, Admissions Team, CTFs etc.
12	Operate relevant equipment/complex ICT packages and use initiative to create systems to increase efficiency within the school office including Access and Every and Arbor.
13	Ensures Arbor is kept up to date with new pupils and staff. Responsible for completion and submission of statutory returns e.g. Pupil and Workforce census, Staff Workforce Census etc ensuring all entries are correct.
14	Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
15	Provide advice and guidance to staff, pupils and others.
16	Manages our main school social media systems/electronic systems and ensures emails and other forms of communication are dealt with in professional manner.
17	Undertake research and obtain information to inform decisions, creating reports and business cases where appropriate.
18	Line management reviews, mentoring and training responsibilities as appropriate, holding regular team meetings with managed staff under the direction of the SBM.
19	Establish constructive relationships and communicate with other agencies/professionals. Attend and participate in regular meetings.
20	Participate in training and other learning activities and performance development as required. Recognise own strengths and areas of expertise and use these to advise and support others.
21	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
22	Be aware of and support difference and ensure equal opportunities for all.
23	Contribute to the overall ethos/work/aims of the school.
24	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.
<b>GENERAL:</b> The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.	

#### **DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

##### **1. Responsibility for Staff:**

The post holder will be the most senior member of staff in the office, in the absence of the SBM, however has no direct line management reports.

Responsible for training more junior staff in administrative tasks and procedures.

Responsible for informing Head of issues.

##### **2. Responsibility for Customers/Clients:**

The post-holder is responsible for accurate record keeping  
Responsible for ensuring important information reaches parents.  
Responsible for presenting a friendly, welcoming reception to visitors, parents and members of the school community.

### **3. Responsibility for Budgets:**

Be responsible for the selection and management of resources, including management of admin budget and regular audit of resources.  
Take a lead role in planning, monitoring and evaluation of budget.  
Help ensure expenditure is targeted and spent appropriately to support any priorities.

### **4. Responsibility for Physical Resources:**

Responsible for equipment such as photocopiers, telephones, fax machine, office computers

#### **WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren't any state 'none'**

##### **1. Within the academy:**

Pupils, parents, staff, governors

##### **2. With wider Venn (where applicable)**

Works with other schools within the Trust as and when necessary.

##### **3. With External Bodies to the Academies/Trust**

Liaison with outside agencies, business, service providers.

**ORGANISATION CHART:**



	<i><b>Tick relevant level for each category</b></i>						<b>Supporting Information (if applicable)</b>
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Intense</b>	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	✓						
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				N/A	
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		✓					

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>	<b>List code/s*</b>	
		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
	<b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b>			
	<i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>			
<b>1.</b>	<b>Qualifications:</b>			
	Educated to NVQ level 4, degree or significant equivalent experience	X		AF, CQ
	Other commercial qualifications		X	AF, CQ
	Finance / accounting qualification or willingness to work towards	X		AF, CQ
	Safeguarding level 1		X	AF, CQ
	School Business Manager Certificate or willingness to work towards		X	AF, CQ
<b>2.</b>	<b>Relevant Experience:</b>			
	Experience of using computer information systems including SIMS, FMS and Microsoft packages	X		AF
	Experience of managing administrative work in a busy office environment ideally within an educational setting	X		AF
	Experience of complex administration procedures	X		AF, I
	Experience of complex financial procedures applicable to an educational setting	X		AF, I
	Experience of supervising and organising staff	X		AF, I
	Managing health and safety, facilities	X		AF, I
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people	X		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		AF, I
	Motivation to work with children	X		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children	X		AF, I
	Good reading and writing skills	X		AF, I
	Effective problem-solving skills	X		AF, I
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		AF, I
	Know the importance of the impact of good first impressions	X		AF, I
	Knowledge of educational statutory returns e.g. pupil census, school workforce census etc	X		AF, I
	Working knowledge of current policy and practice relating to an education setting including safeguarding and data protection	X		AF, I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	X		AF, I
	Ability to exchange verbal information clearly and sensitively with children and adults	X		AF, I

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>	<b>List code/s*</b>
<b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b>		<b>Essential</b>	<b>Desirable</b>
<i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>			
	Pleasant, friendly telephone manner	X	AF, I
	Ability to negotiate with colleagues	X	AF, I
<b>Written Skills</b>			
	Ability to complete forms legibly and accurately	X	AF, I
	Good written communication skills including complex report writing and social media messages	X	AF, I
<b>6.</b>	<b>Other:</b>		
	None	X	
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>			
<b>7.</b>	<b>Additional Requirements:</b>		
	None		N/A
<b>8.</b>	<b>Disclosure of Criminal Record:</b>		
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	X	DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X	AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A AF(after short listing)