

## **JOB DESCRIPTION & PERSON SPECIFICATION**

|                         |                                |                      |                 |
|-------------------------|--------------------------------|----------------------|-----------------|
| <b>ORGANSATION:</b>     | St Cuthbert's RC Academy Trust |                      |                 |
| <b>SECTION:</b>         | Business Support               | <b>GRADE:</b> 4      |                 |
| <b>JOB TITLE:</b>       | Finance Assistant              | <b>REPORTING TO:</b> | Finance Manager |
| <b>EVALUATION DATE:</b> | August 2026                    | <b>JE NUMBER:</b>    |                 |

**DIGNITY AT WORK:** To show, at all times, a personal commitment to Looked After Children and 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 Academy's Equal Opportunities in Employment Policy.

### **PURPOSE:**

To provide efficient, accurate and responsive financial support to the Senior Finance Assistant, Finance Management Team, academies and key stakeholders, ensuring that financial transactions and processes are delivered in accordance with St Cuthbert's RC Academy Trust's financial procedures, procurement policy, delegated authorities, relevant legislation and statutory requirements.

To undertake a range of routine financial operations, including processing invoices, orders, income, journals and payments; administering credit card transactions; completing reconciliations; maintaining accurate financial records; and supporting the timely and accurate completion of month-end and other financial processes.

To provide professional and responsive support to Trust staff, budget holders, suppliers and other stakeholders in relation to purchasing, invoicing, payments and other finance queries, ensuring that the end-to-end purchase-to-pay process is followed and that procurement represents appropriate value for money and complies with Trust procedures.

To support the Senior Finance Assistant and Finance Management Team as required, contributing to the effective operation of the central finance function and helping to ensure that a high-quality, customer-focused finance service is provided across the Trust.

### **PRINCIPAL ACCOUNTABILITIES:**

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

- |    |                                                                                                                                                                                                                  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Process purchase orders, purchase invoice and sales invoices through Sage Intacct accurately and promptly, ensuring all transactions comply with the Trust's financial procedures and delegated authorities.     |
| 2. | Support the processing of orders by ensuring purchases represent best value, are made through approved suppliers where appropriate, and comply with the Trust's procurement requirements and approval processes. |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.  | Set up new suppliers on Sage Intacct, completing appropriate checks and ensuring supplier records are accurate, complete and maintained in accordance with Trust procedures.                                                                                                                                                                                                                                                                                                                 |
| 4.  | Respond to internal and external queries by telephone and email in a professional and timely manner.                                                                                                                                                                                                                                                                                                                                                                                         |
| 5.  | Work closely with budget holders to follow up requisitions, purchase orders, goods received information, invoice approvals and other outstanding actions, helping to ensure the complete purchase-to-pay process is followed and transactions are processed promptly.                                                                                                                                                                                                                        |
| 6.  | Review supplier statements regularly, investigate discrepancies and ensure outstanding invoices and payments are appropriately followed up.                                                                                                                                                                                                                                                                                                                                                  |
| 7.  | Prepare and process weekly supplier payment runs, ensuring payments are appropriately authorised, accurate and made in accordance with the Trust's payment timetable and financial procedures. Issue remittance advices to suppliers as required.                                                                                                                                                                                                                                            |
| 8.  | Prepare and process routine journals in Sage Intacct, including monthly inter-school/Trust recharges and income receipts arising from the Trust's cashless payment systems, ensuring transactions are correctly coded and supported by appropriate documentation.                                                                                                                                                                                                                            |
| 9.  | Administer the Trust's corporate credit card arrangements, including processing credit card requisitions, checking appropriate approvals, allocating transactions to the correct accounting codes and cost centres, and following up outstanding supporting documentation.                                                                                                                                                                                                                   |
| 10. | Undertake routine reconciliations, including petty cash and relevant bank accounts, investigate variances and ensure reconciling items are resolved promptly.                                                                                                                                                                                                                                                                                                                                |
| 11. | Process straightforward renewals of approved subscriptions, software licences and similar services, ensuring appropriate approval and procurement requirements have been followed and that commitments are accurately recorded in the Trust's contracts register and/or subscription register.                                                                                                                                                                                               |
| 12. | Maintain accurate and timely financial records within Sage Intacct and associated systems, ensuring transactions are correctly coded, authorised and supported by appropriate documentation.                                                                                                                                                                                                                                                                                                 |
| 13. | Provide a professional and responsive finance service to academies, budget holders, central team colleagues, suppliers and other stakeholders, dealing with queries efficiently and escalating more complex issues where appropriate.                                                                                                                                                                                                                                                        |
| 14. | Contribute to the development and improvement of finance processes, identifying opportunities to improve efficiency, accuracy, value for money and the quality of financial information provided to academies and the central team.                                                                                                                                                                                                                                                          |
| 15. | Keeping abreast of DfE and Academy Handbook requirements, financial legislation, VAT and own training and development needs.                                                                                                                                                                                                                                                                                                                                                                 |
| 16. | The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Cuthbert's RC Academy Trust as your employer, and you as an employee of the Academy. In addition to the Academy's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in St Cuthbert's RC Academy Trust Health and Safety policy. |
| 17. | To be completely aware of responsibilities at all times under GDPR and the Data Protection Act for the security, accuracy and significance of personal data held on the Trust computer systems.                                                                                                                                                                                                                                                                                              |

**GENERAL:**

The post holder must be willing to undertake Safeguarding/Child Protection training when required.

The post holder will be expected to work within the Trust's policies and procedures.

Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

This job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the Leadership of the Trust and CFO, appropriate to the remit of the nature of the post.

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

*St Cuthbert's Roman Catholic Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are carefully screened prior to appointment.*

**DIMENSIONS:**

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

**1. Responsibility for Staff:**

The post holder has no responsibility for staff.

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

The job impacts on over 5000 children in relation to all principal accountabilities. The post-holder works as a member of the Business Support team in undertaking the core financial operations of the Trust that impacts directly on staff and children.

The post-holder is responsible for maintaining good relations with community users, partner agencies and contractors.

**3. Responsibility for Budgets:**

The post-holder has no responsibility for budgets.

**4. Responsibility for Physical Resources:**

The post-holder looks after the ordering and safe receipt and despatch of goods across the Trust. They are also responsible for ensuring that financial policy and procedures are followed.

**WORKING RELATIONSHIPS:**

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

**1. Within Service Area/Section:**

Reports to the Finance Manager, Operations.

Works closely with other members of the Business Support Team.

Works with policies that impact on staff and children.

## 2. Within the Academy

Works collaboratively with other Business Support colleagues to improve practices in all Academy schools.

## 3. With External Bodies

Supports the Finance Managers with information that is supplied to the External Auditors, ESFA and other bodies as required.

### ORGANISATION CHART:



|                                                                                              | Tick relevant level for each category |     |          |      |           |         | Supporting Information (if applicable) |
|----------------------------------------------------------------------------------------------|---------------------------------------|-----|----------|------|-----------|---------|----------------------------------------|
|                                                                                              | Not applicable                        | Low | Moderate | High | Very High | Intense |                                        |
| <b>PHYSICAL DEMANDS:</b><br>Physical Effort and/or Strain – (tiredness, aches and pains over | x                                     |     |          |      |           | N/A     |                                        |

|                                                                                                                                                                                               |   |   |  |  |  |     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|-----|--|
| and above that normally incurred in a day to day office environment).                                                                                                                         |   |   |  |  |  |     |  |
| <b>WORKING CONDITIONS:</b><br>Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). |   | x |  |  |  | N/A |  |
| <b>EMOTIONAL DEMANDS:</b><br>Exposure to objectionable situations over and above that normally incurred in a day to day office environment.                                                   | x |   |  |  |  |     |  |

| <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><br><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>Essential</b>            | <b>Desirable</b> | <b>How identified</b> |
| <b>1.</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Qualifications:</b>                                                                                                                               |                             |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Relevant professional qualification such as a Degree in Administrative Management, Business Administration, Finance and Human Resources or CSBM/DSBM |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Institute of School Business Leaders                                                                                                                 |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Full driving licence                                                                                                                                 |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Commitment to on-going professional development                                                                                                      | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                      |                             |                  |                       |
| <b>2.</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Relevant Experience:</b>                                                                                                                          |                             |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Experience of working with a variety of financial systems                                                                                            | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Experience of asset management systems                                                                                                               |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Experience of working with partners from a wide range of organisations                                                                               |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Experience of procurement routines                                                                                                                   |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Experience of interpreting complex financial data                                                                                                    | /                           |                  |                       |
| <b>3.</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Experience of working at a senior level</b>                                                                                                       |                             |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Motivation to work with staff in the local schools.                                                                                                  | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to form and maintain appropriate relationships and personal boundaries with children and young people                                        | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to use ICT systems and skills to manage & analyse data                                                                                       | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to work using own initiative to set individual and team targets to meet the needs of the Trust.                                              | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to manage time, prioritise tasks and organise own work in order to meet targets and deadlines without supervision.                           | /                           |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to manage teams of people.                                                                                                                   |                             | /                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | Ability to plan, cost and organise procurement exercises.                                                                                            |                             | /                |                       |
| <b>4.</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Knowledge</b>                                                                                                                                     |                             |                  |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                         | A knowledge and commitment to safeguarding and promoting the welfare of children and young people                                                    | /                           |                  |                       |

| PERSON SPECIFICATION                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      | Tick relevant column |           | List code/s*   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------|----------------|
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|                                                                                                                                                                                                                                                                                                                                                                                           | An understanding of legislation relating to Health & Safety                                                                                                                                                          | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | An understanding of the principles and practices of working with the partnership and outside agencies                                                                                                                |                      | /         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Full working knowledge of relevant codes of practice and Trust policies                                                                                                                                              |                      | /         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge of personnel policies and procedures together with employment legislation                                                                                                                                  |                      | /         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | A knowledge of Academy funding                                                                                                                                                                                       |                      | /         |                |
| 5.                                                                                                                                                                                                                                                                                                                                                                                        | Interpersonal/communication skills:<br>Verbal skills                                                                                                                                                                 |                      |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults ( <i>service area to include where appropriate</i> ).    | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people                                                                                   | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | The post holder is required to use basic courtesy, tact, clear articulation, influencing skills, negotiating and training skills showing confidentiality and a skill to diffuse difficult situations when they arise | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Ability to communicate and set clear targets for a developing team                                                                                                                                                   | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Liaising with colleagues and working flexibly                                                                                                                                                                        | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | <b>Written Skills</b>                                                                                                                                                                                                |                      |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Excellent written skills, showing sensitivity and tact to all ranges of audiences                                                                                                                                    | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | To contribute to Trust Financial Reporting as and when required                                                                                                                                                      | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | To contribute to Policies and Risk Assessments as part of the Health & Safety procedures                                                                                                                             | /                    |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |                      |           |                |
| 6.                                                                                                                                                                                                                                                                                                                                                                                        | <b>Other:</b>                                                                                                                                                                                                        |                      |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | None                                                                                                                                                                                                                 |                      |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |                      |           |                |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |                      |           |                |
| 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.                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                      |           |                |
| 7.                                                                                                                                                                                                                                                                                                                                                                                        | <b>Competencies:</b>                                                                                                                                                                                                 |                      |           |                |

| PERSON SPECIFICATION                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                | Tick relevant column |                         | List code/s*   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|----------------|
| 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.<br>*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 |                                                                                                                                                                                                                                                                                                                                                                | Essential            | Desirable               | How identified |
| 8.                                                                                                                                                                                                                                                                                                                                                                                        | The competencies listed below are <b>all</b> essential requirements for working at the Trust in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process.<br><b>They are not required to be addressed in the candidate's application form.</b> |                      |                         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           | Leading forward                                                                                                                                                                                                                                                                                                                                                | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Improving services                                                                                                                                                                                                                                                                                                                                             | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Analysis and decision making                                                                                                                                                                                                                                                                                                                                   | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Making things happen                                                                                                                                                                                                                                                                                                                                           | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Communicating with impact                                                                                                                                                                                                                                                                                                                                      | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Collaboration                                                                                                                                                                                                                                                                                                                                                  | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | Developing self and others                                                                                                                                                                                                                                                                                                                                     | ✓                    | N/A                     | AF/I           |
|                                                                                                                                                                                                                                                                                                                                                                                           | A copy of the Competency Framework can be accessed via the School's website (insert reference)                                                                                                                                                                                                                                                                 |                      |                         |                |
| 8. Additional Requirements:                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                |                      |                         |                |
| none                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                | N/A                  |                         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                | N/A                  |                         |                |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                | N/A                  |                         |                |
| 9. Disclosure of Criminal Record:                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                |                      |                         |                |
| The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced & Barring List Disclosure from the Disclosure & Barring Service.                                                                                                                                                                                                                    | ✓                                                                                                                                                                                                                                                                                                                                                              |                      | DBS Disclosure          |                |
| If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.                                                                                                                                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                                                                              |                      | AF(after short listing) |                |
| If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                | N/A                  | AF(after short listing) |                |