

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	General Office Assistant	JOB REF NO	AAAE5071
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The responsibilities listed below are shared between several job holders, who carry out specific aspects of the work on a rota basis, responsibilities are therefore shared equally between the job holders.

BASIC JOB PURPOSE

To provide an administrative, reception, word and data processing and reprographic service to support the smooth running of the administration of the school.

NO	MAIN RESPONSIBILITIES
1.	Proactively undertake a range of administrative duties to support the work of the designated faculty including general filing, production and amendment of set lists, amendments to schemes of work, preparation and distribution of memos and standard letters, teaching rotas etc.
2.	Implementation of daily cover arrangements including the issue of supplies of cover sheets, collations of work and delivery of work to appropriate staff.
3.	Managing and updating pupil assessment/report data including updating and accessing SEN records and pupil personal data and the collation of faculty information regarding Special Educational Needs, medical, Health and Safety and other data.
4.	Updating and accessing SEN records and pupil personal data such as telephone numbers and addresses.
5.	Management of stock checks/inventories and the cataloguing of video resources within the faculty.
6.	Preparation of agendas and takes minutes of faculty/department meetings.
7.	Arrangement of photocopying requests, book Audio Visual material and arrange for TV programmes to be taped on behalf of faculty staff.
8.	Submission of requisition orders for teaching materials and resources.
9.	Administration for trips and visits including booking transport, costing the trip and collection and recording of monies received
10	Liaison with Examination Administrator re. External exams and assessments
11	Undertake examination invigilation as required (KS3, SATs, GCSE, AS and A2 external examinations and internal assessments/tests).
12	Provide a reception and telephone answering service (both internal and external) to ensure that all callers are dealt with promptly and the image of the school is enhanced.
13	Acting as initial point of contact for visitors to the school, and dealing with complaints and enquiries from parents and members of the public
14	Liaise with school staff regarding issues such as first aid, pupil disciplinary issues
15	Contact parents regarding any absent pupils
16	Ensuring welfare of pupils, listening to problems and offering advice, supervising sick pupils in the reception area
17	Signing pupils in and out of the building, issuing detentions, passes lost property and free school meals tokens where appropriate.
18	Provide a full reprographic service for the school to ensure that all documentation is provided to a high standard.

19	Provide a word processing/desk top publishing and data processing service to ensure the efficient and timely production of correspondence and documentation.
20	Production of daily pupil and staff bulletins and detention letters (on receipt of pro-forma signed by a teacher).
21	Securing of and issuing prescribed medication to pupils
22	Checking and signing for deliveries to the school
23	Sending out job application packs, letters to parents and maintaining relevant records
24	Taking responsibility for registers and signing in / out books during fire drills
25	Undertake other administrative tasks e.g. sending faxes, processing and franking of mail to facilitate the smooth running of the school.
26	Taking orders for school uniforms, issuing and collecting in various school forms collecting money from students. and collecting money for School Funds, uniform, homework diaries, PE kits

Are there any tasks/duties which the jobholder carries out only occasionally or at certain times in the year? YES

OCCASIONAL TASKS

HOW OFTEN

PERFORMED?

- Production of 6th form and year 9 options brochures - Annual task – work load peaks in Autumn term
- Produces details of pupil set changes - usually at the end of each term
- Maintains a list of free school meals eligibility - updates each term
- Enters individual details for each year 11 pupil college reference requests – January – March activity
- Administration of National Record of Achievement data and maintenance of relevant files - Activity from February – end of summer term.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

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

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	Department Heads Teachers		School
	Caretaker IT specialists		School

What does the supervision of these employees involve? (Demonstrating, guiding and training)

Jobholder role to ensure that administrative deadlines are met which involves collecting data from professional staff – reminders etc are necessary from time to time.

Liaise with caretakers etc regarding equipment, gives instructions re faculty's requirements e.g. putting up shelving etc.

What does the supervision of these people involve?

Not Applicable

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Budgets – <ul style="list-style-type: none"> Faculty Budget - Keeps running total of expenditure by faculty, monitors expenditure and alerts faculty to any concerns, e.g. if photocopying costs are high. (Records held centrally by Finance Section). Inclusion Budget - Monitors budget, receives and confirms invoices prior to forwarding to Finance for payment 	Circa £10,000 average Circa £12,000 average	Ongoing Ongoing
Administration for Trips/ Outings. Jobholder estimates total cost – transport etc. Cheques are collected by jobholder from the teachers and recorded before forwarding to Finance Section.	Hundreds of pounds at a time.	Several trips per year.

Does the jobholder develop policy or provide advice and information which impacts on financial resources? No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Information systems School database – SIMS	<ul style="list-style-type: none"> Develop and maintain filing systems, catalogues and databases e.g. for sorting learning resources, collation of faculty information – SEN, medical, Health and Safety etc Access to confidential information relating to students – personal, medical, parental, behavioural issues and Teachers. Manage pupil assessment/report data 	Ongoing
Equipment in classroom e.g. overhead projectors, videos, TVs etc Supplies	<ul style="list-style-type: none"> Manage stock checks/ inventories and cataloguing Assemble and submit requisition orders for teaching materials/ 	Ongoing

	resources.	
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Does the jobholder develop policy or provide advice and information which impacts on physical resources?

If yes, give details:

The jobholder advises staff on IT issues and admin systems in the Faculty. Ensure faculty systems and procedures are in line with school policy.

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Invigilation of examinations (KS3, SAT's, GCSE, AS and A2 external examinations) and assessment tests	Pupils	Facilitated to take examinations and assessment tests
Health and safety spot checks in Faculty e.g. classroom equipment, furniture etc	Pupils and teachers	Ensure environment is safe to work and learn in.

Does the Jobholder develop policy or provide advice and information which impacts on people? No

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	<ul style="list-style-type: none"> • Office Administration Procedures. • School Calendar of events – Exams, Assessments deadlines etc • Organisation skills. • Customer Care • Literacy and numeracy 	Develop and maintain information systems/ filing to ensure administration aspects operate smoothly and effectively for Faculty. Provide support to Faculty Head(s) and Department Heads. Draft letters, memos. Interpret assessment data.	3 years previous experience in an admin role preferably in a school environment. RSA2 Typing 5 GCSEs including Maths and English.
ICT and admin systems and packages	Microsoft Office Excel, Access, Word, Publisher SIMS Internet	Set up spreadsheets, type letters, produce bulletins Access and extract information	Training Courses – RSA2 Typing or equivalent Experience.
Equipment and Tools	Office Equipment – Fax Machine Scanner	Operate equipment	Experience
Organisational Knowledge	Role of staff in the School - Resources, Finance, Maintenance etc General understanding of issues facing the Faculty.	Prepare for assessment/ exam deadlines. Minute Faculty and Department meetings.	On the job experience and reading. Meetings.

Policies and Procedures	Security Fire Safety Personnel Handbook Health and Safety Policy Risk Assessment	Ensure admin systems meet school calendar requirements. Health and Safety checks	On the job experience and reading.
Legislation and Central Govt Guidelines	Data protection Health and Safety	Aware of requirements and apply in office environment.	Experience

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

A jobholder with three years administration experience would take approximately 1 year to acquire specialist knowledge concerning school acquired through experiencing 12 month cycle of events.

Specialist Knowledge	Good standards of spelling, grammar and punctuation. Numeracy skills Basic office skills – knowledge of office systems, filing, record keeping and organisational skills Ability to deal with people, answer phones & pass on messages	Counting money, keeping accurate financial and written records. Writing letters and memos, talking to people To set up and use office systems & maintain accurate records To provide reception service	General education Office experience in an environment where the jobholder faces the public
Equipment and tools	Understanding of how to operate a switchboard, photocopier, fax machine, PC	To deal with calls and carry out basic office tasks	Internal training and experience
IT and admin systems and packages	Basic computer skills. Ability to use a data base	Input and retrieval of information. Production of letters and memos	In house training
Policies and procedures	Issuing of medicines policy, behaviour policy, health and safety, drugs policy, Data Protection Regulations, procedure for dealing with Court Orders (against parents), bullying procedure. Fire procedures	First point of contact for parents and other visitors to the school; information given, and response from the job holder must be appropriate and correct. Responsible for informing the Fire Service in the event of a fire. Prescribed medicines are dispensed by the job holder	In house training

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

To gain full familiarity of all procedures – 6 months

Specialist	Good standards of spelling, grammar & punctuation Ability to produce accurate and high quality word processed documents Basic office skills – knowledge of office systems, filing, record keeping and organisational skills Ability to deal with people, answer phones & pass on messages	To provide word processing service, take messages, maintain records To set up and use office systems & maintain accurate records To provide reception service	General education + RSA 2 Office experience in an environment where the jobholder faces the public
Equipment and tools	General office equipment, PC's & printers, fax, franking machine, switchboard & photocopiers	To provide reprographics, typing and reception service and carry out day to day machinery maintenance	Experience and on the job training
ICT and admin systems and packages	Keyboard skills + knowledge of spreadsheets, Word, Outlook, Internet, SIMS database	To word process, maintain records, input data, use Email	ECDL level of proficiency + experience and on the job training
Organisational and service based knowledge	Understanding of: School context, internal systems, structure, organisation and layout of School	To understand staff roles & responsibilities, to deliver messages around school site	Induction and on the job experience
Policies and procedures	Health and Safety and Fire Regulations (responsible for taking out registers, sick book & visitor book in event of fire)	To ensure safety of self and others	Induction, experience on the job

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

Within a week should be able to carry out basic routine tasks, copying, word processing etc. but a few months to understand the bigger picture and assimilate school specific knowledge.

6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

Example: Manage administration for trips and visits

Teacher informs jobholder of trip. Jobholder sets up file and spreadsheet to keep record of planning process, attends to organising transport to venue, calculates and ascertains total cost of trip, drafts letter to parents etc. Teacher collects cheques from students and forwards to jobholder for recording purposes and dispatch to Finance Section.

Example: Develop systems to keep track of resources

E.g. set up catalogue for educational resources in consultation with various department heads. Organises labels, stores master copies, establishes categories, headings and sets up computerised recording system allowing update by teachers.

Example: Management of pupil assessment/ report data

Jobholder ensures records are kept up to date and monitors results. Flagging potential problem areas regarding individual fluctuations and class/ subject comparisons.

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

Example: Implementation of daily cover arrangements

Jobholder organises cover - issues supplies of cover sheets, collation of work, delivery of work to appropriate staff. Problems arise when e.g. 3 or more teachers are absent, prepared lesson plans are not forwarded in time, replacement teacher does not show.

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

**Problems arise a few
times per term**

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

Mental Skill	Why Needed?
Planning	Workload to meet different requirements of school year.
Creativity	Changes and improvements to admin systems/ procedures – collecting and recording data.
Assessment	Developing cataloguing systems
Judgment	Dealing with enquiries – who and when to interrupt.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Supervision –	invigilation of examinations and assessment tests	Pupils
Liaising, persuading, team building	Develop rapport and understanding – relay information and request papers/documentation within deadlines – provide reminders	School staff – Heads, teachers, support staff Parents Colleges, primary schools working in partnerships, local businesses e.g. Travel companies, suppliers
Advise/ guidance	Admin procedures/ tasks, deadlines, IT system	School staff – Heads, teachers, support staff
Written	Letters Memos, briefing system Minutes	School staff and pupils Parents and outside agencies

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Finger dexterity	To word process variety of documents and maintain records, as essential part of administrative function	RSA 2 minimum required level – speed and accuracy required.
Manual dexterity / hand eye coordination	To use and maintain office machinery – replace toner, deal with copier blockages etc. Some hand collation of documents	

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

Faculty Head and Department Heads – respond to information requests. Calendar of school activities e.g. assessment deadlines, exams etc

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

Daily, weekly, termly and annual routines.

Scope for initiative

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

to change the way work is done?

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

Expected to develop and improve admin procedures.

to allocate their time to duties?

Within timetable - expected to manage own workload and prioritise as necessary.

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

School Policies, Code Of Conduct and Behavioural Management Policy. There is no office manual with ready made instructions or procedures available. Jobholder develops best practice.

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

Meets with Faculty Head as and when to discuss particular issues. Jobholder is not monitored closely. Regular organised meetings with Department Heads and Faculty Head.

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?

Expected problem	Nature of available guidance	Typical Frequency
Implementation of daily cover arrangements	Procedures	Daily
Choose bus company for trips and estimate overall cost	Based on best price – practice	Regularly
Unexpected problem	Nature of available guidance	Typical Frequency
Set up meetings – follow up outstanding information to meet deadlines at first instance	Experience – timetable	Occasionally

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

Problem or decision	Point of referral	Typical Frequency
Improving/ developing information systems	Faculty Head/ Deputy Head for agreement	Occasional
Unresponsive professional staff to reminders	Faculty Head/ Deputy Head	Occasional

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting moving and carrying, taking in deliveries and parcels	Few minutes	Daily	Up to 15kg
Carrying registers – pushing trolley to the staff room	Short bursts	Couple of times a day	Total (not lifted in one go) in excess of 25 kg

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Working on computer – data entry, updating records	Concentration, accuracy, attention to detail		Daily
Drafting letters/ memos	Concentration, attention to detail		Daily
Minute taking	Concentration, listening		Regularly
Administration of school trips – calculating costs, collection and recording of monies	Accuracy, attention to detail, concentration		Several times a year
Invigilation of examinations, assessment tests etc.	Awareness, alertness		Regularly

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

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions	Phone calls and callers. Staff, pupils, parents,		Regularly throughout day
Conflicting Demands	Switching between tasks – re-prioritising supporting Faculty Head and Department Heads with own priorities.		Ongoing
Deadlines	School year deadlines – assessments, reports, exams. Deadlines are pressurised and jobholder is tasked with collating data from the various departments.		Weekly on average

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

Not Applicable

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Reminding and liaising to ensure admin deadlines are met. Go between Faculty Head and rest of staff.	Heads and teachers unhelpful/ uncooperative.	Occasionally

13 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
Office environment	95%
Exam hall	5%

- 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?

Not Applicable

- 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?
Abusive behaviour from pupil(s)	Few minutes	A few times per year.

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

Not Applicable