



# Caerphilly County Borough Council Job Description and Person Specification

## POST IDENTIFICATION

Post Title:	Administration & Organisation (Level 3)
Position Reference:	
Job Evaluation ID:	003SCH
Grade:	Grade 5
School:	Llanfabon Infants School
Responsible to:	Headteacher
Employment Status:	Part Time (30 hours), Term Time Only (39 weeks) and Fixed Term until 31 <sup>st</sup> August 2024

## JOB PURPOSE

Under the guidance of senior staff: be responsible for undertaking administrative, financial, organisational processes within the school. Assist with the planning and development of support services.

## KEY RESULT AREAS / RESPONSIBILITIES

- 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
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals
- Attend and participate in regular meetings
- 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

## DETAILED TASK PROFILE

### Organisation

- Deal with complex reception/visitor etc. matters
- Contribute to the planning, development and organisation of support service systems/procedures/policies
- Organise school trips/events etc.
- Supervise, train and develop staff as appropriate

### Administration

- Manage manual and computerised record/information systems
- Analyse and evaluate data/information and produce reports/information/data as required
- Undertake typing and word-processing and complex IT based tasks
- Provide personal, administrative and organisational support to other staff
- Provide administrative and organisational support to the Governing Body
- Undertake administration of complex procedures



- Complete and submit complex forms, returns etc., including those to outside agencies e.g. DfES
- Undertake the administration of Payroll systems

### **Resources**

- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Provide advice and guidance to staff, pupils and others
- Undertake research and obtain information to inform decisions
- Assist with procurement and sponsorship
- Assist with marketing and promotion of the school
- Manage administration of facilities including use of school premises
- Undertake complex financial administration procedures
- Assist with the planning, monitoring and evaluation of budget
- Manage expenditure within an agreed budget

### **KEY WORKING RELATIONSHIPS**

- Contacts on matters where the outcome may not be straightforward and is likely to involve dealings with Parents, Teaching based staff, and outside contacts

### **RESPONSIBILITIES FOR STAFF**

#### **Post Titles, Numbers and Level of Accountability**

- Some supervisory responsibility for temporarily assigned or shared employees including on the job training and development of staff.

### **RESPONSIBILITIES FOR RESOURCES**

#### **Financial; Plant; Buildings or Equipment**

- Manage uniform/snack/other 'shops' within the school

#### **Data Systems**

- Operate relevant equipment/complex ICT packages

### **WORKING ENVIRONMENT**

- Largely office based work within the School environment.

### **ORGANISATIONAL RESPONSIBILITIES**

- Understands and demonstrates the principles of confidentiality
- To work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.
- Understands and demonstrates commitment to the Council's Equal Opportunities policies.
- Demonstrate commitment to ongoing personal development
- **The duties & responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.**

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	NVQ 3 or equivalent qualification or experience in relevant discipline	
KNOWLEDGE	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	
SKILLS	Very good numeracy/literacy skills Very good ICT skills	
EXPERIENCE	Experience of development, management and operation of administrative systems	
OTHER	Ability to relate well to children and adults Ability to self-evaluate learning needs and actively seek learning opportunities	

## COMPETENCY FRAMEWORK

### CORE COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES	COMPETENCIES (POST BAR) (ONLY COMPLETE FOR POSTS WITH BARRED PROGRESSION)
<b>Job Knowledge</b>	Level 2: Understands where role fits in the team and can demonstrate a range of skills in the post. Understands the processes and practices that impact on the post. Is proactive in seeking development opportunities to expand knowledge skills and experience.	
<b>Communicating &amp; Persuading</b>	Level 2: Communicates with colleagues and customers in an appropriate way consistent with their level of understanding. Confirms understanding with others and shows appreciation of the views and opinions of colleagues and customers. Can find common ground on which to move forward.	
<b>Customer Service</b>	Level 2: Ensures that customers feel that the service they have received is personal. Works effectively to resolve problems before they happen. Able to manage customers' expectations effectively. Has an effective rapport with customers building trust and confidence.	
<b>Innovation &amp; Change</b>	Level 2: Actively supports changes that are introduced and generates own ideas about how the job and department may be improved. Makes suggestions regarding process and performance of the team.	
<b>Problem Solving</b>	Level 2: Builds a logical approach to address operational problems or difficult situations. Uses acquired knowledge and skills within the work area. Breaks the problem down into manageable parts and calls upon wider expertise where necessary. Ensures solution is fit for purpose. Makes suggesting for solutions to manager where appropriate.	

<b>Decision Making &amp; Judgement</b>	Level 2: Contributes to decision making. Makes decisions within the scope of the role. Takes action when opportunities present themselves and acts decisively as appropriate. Is able to justify and explain decisions and solve problems.	
<b>Planning &amp; Organising</b>	Level 2: Anticipates and plans how to deal with changes in workloads. Estimates accurately the time needed to complete work. Reprioritises work where necessary to accommodate urgent tasks whilst still achieving goals.	
<b>Personal Drive &amp; Effectiveness</b>	Level 2: Looks at opportunities to continuously improve performance, knowledge and skills. Delivers to plans and targets. Willingly accepts challenging goals. Works effectively without direct supervision. Displays resilience and tenacity to demands faced. Seeks feedback from others on own performance.	
<b>Teamwork</b>	Level 2: Understands the impact of own role on others. Keeps colleagues updated and informed on what is being done. Is approachable and sensitive towards others. Builds productive relationships with colleagues and sees the collective benefits of pulling together.	

## MANAGEMENT COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES	COMPETENCIES (POST BAR) (ONLY COMPLETE FOR POSTS WITH BARRED PROGRESSION)
<b>People</b>	Level 1: Supervises the team effectively maintaining a focus and motivation. Role models positive behaviour. Defends colleagues against inappropriate and unwarranted criticism. Takes action to prevent and address behaviour that is divisive or inappropriate. Does not use coercive or negative techniques to supervise. Typically the team work within the same	



	area of work. Manages change effectively.	
<b>Political Understanding</b>	NA	
<b>Leadership</b>	NA	
<b>Resources &amp; Performance</b>	NA	

## POST AUTHORISATION

<b>HEAD TEACHER:</b>		<b>DATE:</b>	
<b>MANAGER:</b>		<b>DATE:</b>	
<b>HR:</b>	R.James	<b>DATE:</b>	12/10/2012

## POST REVIEW

<b>OFFICER:</b>		<b>DATE:</b>	
<b>OFFICER:</b>		<b>DATE:</b>	
<b>OFFICER:</b>		<b>DATE:</b>	