

GENERIC PERSON SPECIFICATION

POST: ADMINISTRATION ASSISTANT – GRADE 5

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u>			
A broad understanding of business administration and practical experience of administrative processes	To effectively undertake a range of administrative tasks	Now – training given in specific school systems and processes	5
English and Maths to GCSE Grade C or equivalent	To demonstrate a good level of numeracy and literacy	Now	5
First Aid qualification	To administer basic First Aid to pupils as required	With training	3
<u>MENTAL SKILLS</u>			
Ability to analyse and interpret simple data	To run reports and supply information to managers as required	With training	3
<u>INTERPERSONAL & COMMUNICATION SKILLS</u>			
Ability to communicate effectively to a range of audiences, through good written and oral communication skills	To receive visitors, answer the telephone and to liaise with colleagues, pupils and 'partners' of the school (Parents, Governors, Visitors etc)	Now	4
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships	Now	5

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<u>PHYSICAL SKILLS</u> Word processing ability (to RSA level 2 or equivalent ability level)	To produce documentation and correspondence and to operate a variety of computer systems	Now – training given in specific school systems and processes	4
<u>INITIATIVE & INDEPENDENCE</u> To work on own initiative & organise own workload	In the absence of other colleagues, to work alone in the school office for short periods of time	With training	3
<u>PHYSICAL DEMANDS</u> N/A			
<u>MENTAL DEMANDS</u> Ability to concentrate for short periods of time Ability to deal with interruptions in the course of the working day	To count cash, input data and maintain records To deal with enquiries from colleagues, children, parents and visitors	Now Now	4 4
<u>EMOTIONAL DEMANDS</u> Occasional			

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<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school;	Awareness of the sensitivity of these issues now.	4
	To maintain appropriate levels of confidentiality and data security in respect of personal/pupil/colleague information	Training in school procedures given	
Experience in working with/caring for children of a relevant age	To provide welfare support to the children	Experience desirable but not essential. Empathy with children essential now	4
<u>SUPERVISION/MANAGEMENT</u>			
N/A			
<u>FINANCIAL RESPONSIBILITY</u>			
Experience of cash handling	To ensure that payments and financial transactions are processed, recorded and reconciled accurately and that agreed systems and procedures are adhered to	Now – with training in school systems	3

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<u>MANAGEMENT OF PHYSICAL RESOURCES</u> Ability/experience in using school computer systems (e.g. SIMS, TUCASI)	To input details, analyse and interpret data, run reports and make returns as required;	IT/data skills now. Specific training will be given in school systems if required	4