

**Part A - Grade & Structure Information**

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| **Job Family Code** | **5BF** | **Role Title** | **Administrator Assistant Level 2** |
| **Grade** | **P5** | **Reports to (role title)** | **Student Service Manager** |
| **JE Band** | **161-191** | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **February 2020** |
| **Part B - Job Family Description**The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. |
| **Role Purpose**including key outputs | This role is based in Student Services, providing an efficient and accurate administrative service to support the needs of the school. Duties will include administering the daily registration of attendance and supervising the collection and input on data to the attendance monitoring system.  The postholder is responsible for contacting parents if their child is not in school and notification is not received.As part of the team you will:Deal with sick or injured children and staff.Produce and distribute student detention letters.Maintain student signing in/out system.Provide a photocopying service for staff. |
| **THPT Work Context and Generic Responsibilities** | Maintain confidentiality in and outside of the workplace.Be pro-active in matters relating to health and safety and report accidents as required.Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance.Uphold and support the School’s Policies and procedures on the Safeguarding of young people. |
| **Line management responsibility**if applicable | N/A |
| **Budget responsibility**if applicable | N/A |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | **Analysis, Reporting & Documentation**• Ensure information and records are processed and stored to agreed procedures.• Assist in providing and manipulating basic data for statistical and other reports. May run and present standard reports.• Prepare and despatch a range of standard correspondence /documents to ensure an efficient response to enquiries and timely conclusion of any process connected with the defined area of activity.**Service Delivery**• Deliver a range of administrative and/or customer/consultancy services in support of existing systems or processes to agreed standards, to maximise service quality and continuity.• Receive and respond to everyday enquiries from customers to provide a timely, courteous and efficient service.**Planning & Organising**• Support a group of senior staff, ensuring confidentiality, and assisting in the effective organisation of internal/external meetings and activities to support a high standard of office organisation.• Assess the range and volume of work to be undertaken for the days ahead and plan to ensure it is completed to time and to an appropriate standard.**Finance/Resource Management**• Follow established ordering procedures to ensure adequate resources are available to meet work requirements.**Work with others**• Receive visitors and provide/request basic information in a courteous manner to promote a positive image of the work unit.**Duties for all**Values: To uphold the values and behaviours of the organisation.Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. To have regard to and comply with safeguarding policy and procedure as appropriate. |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | • Minimum 3 GCSEs at Grade C or above, or equivalent, or able to evidence ability at an equivalent level.• Familiar with one or more of the specific processes used in business, communication, financial or HR administration.• Ability to apply relevant health and safety, equality and diversity, and other county/service policies and procedures.• Competent in a range of IT tools.• Ability to work with others to achieve objectives and provide excellent customer service.• Good written and oral communication skills with the ability to build sound relationships with staff and customers.• Ability to prioritise and plan own workload in the context of conflicting priorities.• Experience of working in a busy office environment. |
| **Details of the specific qualifications and/or experience if required for the role in line****with the above description** | The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| **Role Summary** | Roles at this level provide a business support service as part of a specific service or service team. They work within established processes and procedures, resolving problems or querieswith the more complex issues referred to others. They support more senior staff by executing the detailed processes in specific aspects of business, financial, communication, facilitiesand/or HR administration and will be fully versed in all procedures of their specialism. They will be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales. They may support a group of more senior staff with some of the more routine duties and ensure matters are dealt with appropriately when they are out of the office. Some roles at this level may be more restricted in terms of variety or organisation of tasks than others. Where this is the case, customer service may be the predominant feature.  |

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