PERSON SPECIFICATION – Administrative Officer XS.8.4

GREENFORD PRIMARY SCHOOL

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| KEY CRITERIA | ESSENTIAL | DESIRABLE |
| Qualifications and Training | Minimum of 5 A\*-C GCSE or equivalent including English and Maths | Secretarial/Administrative/ Qualifications |
| Competence Summary(Knowledge,abilities,skills,experience) | Solid background in Secretarial/Admin and database and reporting systemsGood working knowledge of Microsoft Office for email and spreadsheets and other web based systemsConfident to work with money and deal with bankingAbility to write letters/emails to parentsAbility to work without direct supervision using own initiativeExcellent front of house skillsPositive attitudeAdaptable and willing to work in a teamComfortable working in busy, distracting, shared office environmentKnowledge about Safeguardingprocedures  | Experience of SIMS or similar School Management Information System (MIS)Experience of contracts management and best valueExperience in school/secretarial environmentExperience as a PAExperience of job-share and additional communication required  |
| Work Related Personal Requirements | Friendly and welcoming manner to allExcellent telephone mannerExcellent organisational skillsDiplomacy,discretion,tact, ability to maintain confidentiality and follow GDPRFlexible and reliableCalm under pressureAccuracy and attention to detailAbility to communicate with a range of people including other employees within the school, governors, pupils and parents, other professionalsSupportive of the schools aims and objectivesConfident to ask for advice and supportAbility to prioritiseAbility to learnObservant, notices what needs to be done | Confident to support others Confident to communicate and prioritise own workloadCreative thinking in relation to developing good communication Ability to problem solve, making suggestions and listening to others |
| Other Work Requirements | Compliance with all school policies |  |
|  | Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with Safeguarding policy and practice |  |
|  | Emotional resilience in working with challenging behaviours |  |