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 systems  Good working knowledge of Microsoft Office for email and spreadsheets and other web based systems  Confident to work with money and deal with banking  Ability to write letters/emails to parents  Ability to work without direct supervision using own initiative  Excellent front of house skills  Positive attitude  Adaptable and willing to work in a team  Comfortable working in busy, distracting, shared office environment  Knowledge about Safeguarding  procedures | Experience of SIMS or similar School Management Information System (MIS)  Experience of contracts management and best value  Experience in school/secretarial environment  Experience as a PA  Experience of job-share and additional communication required |
| Work Related Personal Requirements | Friendly and welcoming manner to all  Excellent telephone manner  Excellent organisational skills  Diplomacy,discretion,tact, ability to maintain confidentiality and follow GDPR  Flexible and reliable  Calm under pressure  Accuracy and attention to detail  Ability to communicate with a range of people including other employees within the school, governors, pupils and parents, other professionals  Supportive of the schools aims and objectives  Confident to ask for advice and support  Ability to prioritise  Ability to learn  Observant, notices what needs to be done | Confident to support others  Confident to communicate and prioritise own workload  Creative 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 |  |