# CHESHIRE WEST AND CHESTER BOROUGH COUNCIL JOB DESCRIPTION QUESTIONNAIRE

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| **JOB TITLE** | **Bursar - Primary School** | **JOB REF NO** | **AAAD5058** |

 **BASIC JOB PURPOSE**

To support and advise the Head teacher and governors in the interpretation, planning, decision making and monitoring of Local Management of the school.

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| **NO** | **MAIN RESPONSIBILITIES** |
| **1.** | Prepare, monitor and review the school budget headings and advise the Headteacher and Governing body on the budgetary position to ensure over and under spending areas are identified to enable corrective action to be taken. |
| **2.** | Monitor and control the implementation and virement of funds to ensure that the budget is administered according to the agreed School Development Plan. |
| **3.** | Monitor and review the school budget and advise the Headteacher and Governing Body on the strategic budgetary position to ensure over and under spending areas are identified, and proposals made, to enable corrective action to be taken. |
| **4.** | Prepare reports, including recommended action, on financial matters for the Governing Body and attend meetings to give advice to facilitate the decision making process. |
| **5.** | Service Governors and other meetings, including the taking and dispatch of minutes and the provision of procedural and constitutional advice. |
| **6.** | Maintains personnel records, to ensure that staff are correctly contracted, paid and advised of personnel matters such as sickness and annual leave. |
| **7.** | Lead, motivate, develop and train clerical staff and / or other non teaching staff to ensure their effective deployment for the benefit of the school. |
| **8.** | Develop, implement, coordinate, review and manage the school’s office, administrative and financial systems to maximise the effective coordination of all school support activities. |
| **9.** | Liaise with contractors/suppliers concerning the ordering of goods and supply of services to the school. Monitor the service provided to ensure the optimum use of resources and best value. |
| **10.** | Oversee the maintenance of pupil records, including registration, admission and transfer procedures and associated statistical analysis for Headteacher, LEA and DFEE returns to meet management and statutory requirements. |
| **11.** | Monitor, coordinate and implement arrangements for the care, maintenance and improvement of buildings, equipment and grounds in consultation with School’s Health and Safety Representative to ensure the Health and Safety of school community is safeguarded. |
| Notwithstanding the detail in this job description, in accordance with the School's/Council’s Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.  |

**1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES**

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| --- | --- | --- | --- |
| **No and FTE** | **Levels / grades** | **Types of work** | **Where based** |
| Varies | Clerical assistants | General clerical and administration, reprographics and other office work | School office |

**What does the supervision / management of these employees involve? (eg allocating work, training for the job, assessing performance - see guidance notes)**

Line management responsibilities – recruitment, induction, on the job training or identification of training needs, allocation and checking of work, day to day supervision.

**Other Employees supervised by jobholder (not in a direct line relationship)**

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| **No and FTE** | **Levels / grades** | **Types of work** | **Where based** |
| Pt – number varies |  Midday Assistants | Setting up tables, assisting at mealtimes with pupils | School |
| PT – number varies | Cleaners | Cleaning of designated areas of school | School |
| 1 | Caretaker / Site Maintenance Officer  | Maintenance of buildings and site | School |
| 1 | Cook | Ordering and preparing snacks and meals  | School |

**What does the supervision of these employees involve?**

Recruitment, induction and day to day absence and performance management, deals with holidays and other personnel issues.

Maintains an overview; responsibility for day to day supervision is carried out by other school staff.

**Does the job involve supervision, direction or management of people who are not employees?** *eg contractors, students on secondment*

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| **No and FTE** | **Levels / grades** | **Types of work** | **Where based** |
| variable | Contractors | Builders, electricians, joiners etc | Working on school site |
| variable | Supply teachers to cover for planned and unplanned absence | Teachers | School |

**What does the supervision of these people involve?**

Arranges and oversees maintenance. Specifies contract requirements relating to goods and services. Agrees timescale, monitors work, ensures health and safety and security of site is maintained and log book signed.

Contacts supply staff to cover absence, general school induction, completion eg pay documentation.

Arranges cover for absent support staff.

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? Yes**

**If yes, give details**

The jobholder

Gives advice and information to staff, Head Teacher and Governors on pay, contractual and other personnel issues.

Works with the Head Teacher and gives appropriate advice when formulating pay and personnel policies for governing body approval. E.g. Appointments policy, absence policy

**2 RESPONSIBILITY FOR FINANCIAL RESOURCES**

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| **Financial responsibility** |  **Value of the financial resource**  **(p.a.)** | **How often is the duty performed?** |
| **School LMS Delegated Budget and Standards Funds:**Monitors, reconciles and reviews expenditure against web reports, provides regular reports to Governors, makes proposals for corrective action where there are over or under spends of budget. Implementation of end of year procedures. |  |  |
| **Imprest account**:Administration of imprest account, obtaining receipts, making cash payments, reconciliation of cheques books and bank statement. Reconciliation of credit card statement. |  |  |
| **Invoices and cash handling and processing:**Development, implementation, coordination and supervision of procedures relating to the collection and banking of income, invoice processing and maintenance of account records. |  |  |
| **Unofficial school fund:**Coordinates and supervises the administration of the school fund, recording income and debits, security of cash, preparation of annual accounts for external audit. |  |  |
| **Income:**Triggers and makes claims from long term sickness scheme.Raises internal and external invoices and recharges. |  |  |

**Does the jobholder develop policy or provide advice and information which impacts on financial resources? Yes**

**If yes, give details :**

* Provides advice to the Headteacher and Governors when developing policies related to financial administrative procedures
* Gives advice to Headteacher, Governors and senior staff on budget related matters
* Researches and presents best value options for goods and services.
* Development and maintenance of internal financial procedures manual

**3 RESPONSIBILITY FOR PHYSICAL RESOURCES**

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| --- | --- | --- |
| **Physical resource** | **Nature of responsibility of jobholder** | **How often is the responsibility exercised?** |
| **School building and grounds:** | * Arranges for repairs and maintenance to be carried out
* Provides advice to Governors on purchase of SLA’s
 |  |
| **Stocks and Supplies**: | * Orders all supplies and equipment for school
* Researches for best value, specifies precise contract / goods details and negotiates on price / timescales for Governor approval
 | Daily |
| **Records and Information:*** Personnel records
* Pupil records
* Financial records, LMS Budget, School Fund, Imprest
* Inventory of assets
* Personnel and payroll forms
 | * Develops systems for the collection, storage and security of confidential and personal data.
* Drafts and sends out Statements of Written Particulars for all school staff. Drafts and sends out offers of employment.
* Sets up and maintains confidential, accurate school records either personally or supervises clerical staff.
* Completes and / or checks forms for authorization by Head Teacher
* Prepares financial reports for Governors
* Takes minutes at Governor and other meetings
 | DailyDaily |
| **Equipment:** Office equipment, specialist school equipment, alarm systems etc | Sets up and monitors contracts, organises repairs and maintenance. | Daily |

**Does the jobholder develop policy or provide advice and information which impacts on physical resources?**

Not Applicable

**4 RESPONSIBILITY FOR IMPACT ON PEOPLE**

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| Task/Duty | Who benefits? | How they benefit? |
| Giving advice on a variety of school related matters including admissions and transfers and responding to telephone and personal enquiries | Pupils, parents, professionals, contractors, general public, governors | Accurate information given, enables teaching staff to focus on teaching responsibilities |
| Coordinates Health and Safety of site, buildings  | School community and visitors | Safe, hygienic surroundings |
| Oversee administration of recruitment process for all staff – advertising, letters for interview, obtaining all checks (CRB, medical, OHU, references), notification of appointment and issue of contract. | Staff and potential staff. Pupils and parents | Efficient recruitment service. Suitably qualified and checked staff engaged. |
| Oversees checking of attendance registers and takes appropriate action on absence; contact parent, EWO, Social Services | Pupils, parents, Education Welfare Officers, Social Services. | Prompt action taken, good attendance encouraged, potential problems highlighted |
| Servicing Governors and other meetings, including taking minutes and giving advice. | Governors and the school community | Timely implementation of decisions, timely circulation and receipt of information |
| Oversee organisation and coordination of external assessment procedures (eg SATS) | Pupils, staff, parents | Pupils are able to sit external exams, teachers are supported in making arrangements |

# Does the Jobholder develop policy or provide advice and information which impacts on people? Yes

**If Yes, give details:-**

The job holder gives advice and information to the head Teacher and Governors that informs decisions about pupil issues such as attendance, behaviour, medical or social issues. As Clerk to the Governors, gives legal and procedural advice and information to the Head Teacher and Governors on rules and regulations related to the organisation of the Governing body.

# 5 KNOWLEDGE

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| --- | --- | --- | --- |
| Type of knowledge | What knowledge is essential? | Why are these needed? | How is it normally acquired? |
| Qualifications, Experience and Specialist Knowledge | Knowledge of systems relating to finance and personnel administration.General office and administrative skillsSupervisory skillsBasic knowledge of personnel policies and procedures | To set and monitor budget, effective administration of personnel information and to set up and use systems. Giving HR adviceManaging staff effectively. | NVQ3 or equivalent standard + 3 -5 years experience in financial administration with some supervisory experience |
| Equipment and tools | Ability to use general office equipment. | Day to day use, maintenance and trouble shooting. | On the job experience |
| ICT skills | Word processing and financial software packages, Email, Arbor, Unit 4, School Spider (in-house systems). Spreadsheets | Develop systems for record keeping, and day to day financial management and data input / reporting | Internal training + on the job experience |
| Organisational | General knowledge of CWAC Education Service and support services (payroll, personnel, AEO’s etc) | To understand who does what, where to obtain information & resolve problems | On the job experience |
| Knowledge of other professionals and partner organizations associated with school | To know where to contact them and associated procedures |
| Detailed knowledge of mechanics of Governing body, procedures and legal requirements | To Clerk Governors meetings, advise Governors on legal and procedural matters |
| Knowledge of school buildings, local contractors & Council Buildings Management | To facilitate site maintenance |
| Registration, admission and transfer procedures for all pupils | Enable effective administration of pupil procedures.  |
| Policies and Procedures | Working knowledge of:H & S, Data protection, DDA, CWAC Financial Regulations, Personnel procedures, Child Protection, LEA and School policies and procedures | To ensure compliance and to implement and develop systems and procedures. To respond to changes in policy. | On the job experience |

**How long would it take for a jobholder to become fully operational?** Within 3 to 6 months the jobholder should be operating pupil, financial and personnel systems but it would take a year to experience the full academic year and financial cycle and acquire the specific local and Council knowledge including support mechanisms and develop range of contacts.

**6 MENTAL SKILLS**

**a) What sort of situations/problems does the jobholder typically have to deal with?**

 **Give two examples of typical problems solved on a regular basis.**

**Example Planning and developing new systems -** The jobholder is required to set up new systems to meet new requirements and guidelines, eg setting up a school asset register. This involves obtaining relevant information, carrying out research into options and developing a system that suits the school, briefing staff on its use and implementing the system. After implementation, evaluating, reviewing and, as necessary, updating or improving the system.

**Supply and Replacement staff -** Staffreporting absent are required to phone the Headteacher. On receipt of a call from the Head, the job holder sources replacement staff from a list of suitable people**.** From time to time, the job holder sources (by advertising) other supply teachers who were previously unregistered. The job holder carries out all administrative procedures related to the recruitment process.

**b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

**Example: Budget half Year Review –** The jobholder has to produce figures and produce a report at the half year point and report these to governors. This involves downloading all the relevant information, checking and collating all information related to expenditure and income for accuracy, analysing the information and presenting it in a report format that is easy to read. The jobholder attends the meeting and must anticipate possible questions from governors and have all the possible answers ready.

#### c) Approximately how often would the example in (b) occur?

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| **Annual event but ongoing throughout year** |

**Give details below of the mental skills required in the job and reasons why they are needed.**

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| **Mental Skill** | **Why Needed?** |
| Development and design | School administration systems including financial reporting systems to meet the needs of school |
| Analytical | Monitoring and reconciliation of budget statements against local records.Analysis of data to provide reports and statistics. |
| Fact finding and problem solving | Determining where financial errors have occurred and taking steps to have them rectifiedTo import best practice in order to improve school systems and procedures. |
| Planning | Budgets to meet present and future school development plan. Servicing governors meetings. Responding to the needs of the annual school cycle. |
| Judgement | Effective deployment of staff. Allocation of budget across school departments. Dealing with complaints. |

# 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

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| **Skill** | **Used for?** | **With whom?** |
| Written skills – High standard of presentation and accuracy essential. Some documents highly confidential. | * Statements of Written Particulars and job advertisements
* Draft correspondence on behalf of Head Teacher
* Set up of standard letters
* Minutes, reports and summaries for Governors and other meetings
* Giving clear, practical instructions
 | Parents, governors, staff, outside agencies, Head teacher, suppliers, contractors, area office |
| Oral skills – tact, diplomacy and sensitivity required  | * To deal with more complex calls referred by other school staff.
* To give precise and accurate instructions
* Obtain and give information, advice and help
 | Pupils, parents, staff, professionals, education staff, contractors, suppliers, governors, general public |
| Supervisory | * Recruitment, Induction, personal development and on the job training
* Day to day supervision
* Motivation of staff
* Performance and absence management
 | Clerical assistant, midday assistants, cleaners |
| Persuasion and negotiation with tact and diplomacy | * To obtain best price, agree suitable timescales, after sales service according to specific school requirements
* To engage the services of supply and replacement staff
* To impart unwelcome information to parents, eg, enforced school closures.
 | Contractors, suppliers, outside agencies, staff, parents.Supply and replacement staff |
| Advisory | * Advice on procedural personnel issues including interpretation of rules and regulations
* Servicing of governors and other meetings
* Advise Governors on procedural and legal requirements of meetings
 | School staff and Governors. |

# 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

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| **Physical skill** | **Used for?** | **Any precision/speed requirements?** |
| Hand/eye co-ordination and dexterity | Keyboard skills – to input accurate data, maintain records, word process documents, cross check records – fundamental to the job. | Accuracy |

**9 INITIATIVE AND INDEPENDENCE**

### Allocation of work

# a) How is work allocated to the jobholder?

There are delegated tasks which are discussed with the Head Teacher. The nature of the job means that the job holder has responsibility for running the school office and therefore, once a plan has been agreed for key tasks, the job holder progresses these by use of own initiative. The Head Teacher checks progress on a regular basis.

1. **What is a typical cycle for allocating work to the jobholder** ***eg hourly, daily, weekly?***

# Most routine work is cyclical with known deadlines, eg weekly etc, other work is reactive to issues as they arise – telephone, incidents, staff requests, callers etc. Special projects are requested by Head teacher on ad hoc basis

### Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

*(e.g. recommending changes in policy, procedures, resources)*

* Suggests improvements to current practices to improve efficiency.
* Works on policy development relevant to finance and administration procedures in conjunction with the Head Teacher, for approval by governors.
* Deploys staff effectively

to allocate their time to duties?

Total scope but within known priorities and deadlines. The Head Teacher may request reprioritization for specific piece of work.

####  What is the level of guidance/instruction available*?*

 School and LEA policies and procedures and CWAC procedures and guidelines, including personnel, finance and health and safety. Job holder is relied upon to offer interpretation of these for colleagues and Governors.

####  e) What sort of direction, management or supervision is given to the jobholder?

Regular contact with Head Teacher to agree common goals for events and tasks. There are regular school briefings and team leader meetings, plus formal meetings to discuss school diary and plan joint projects. Expected to use initiative to deal with some unexpected issues. The Head Teacher will be available for advice and guidance on serious problems.

**f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

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| **Expected problem** | **Nature of available guidance** | **Typical Frequency** |
| Obtaining supply and replacement staff – often at short notice. | Initiative, experience, knowledge of personnel procedures | Few times a week |
| Check and reconcile the Transaction Listing reports report to ensure correct staff payment. | Council financial regulations and payroll systems | Several times a year |
| **Unexpected problem** | **Nature of available guidance** | **Typical Frequency** |
| School closures due to oil shortage, power failure, water cut off etc. The job holder would take initiative to get the decision re school closure made and then take steps to implement. | Experience, precedents, knowledge of procedures | Occasional |

**g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?**

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| **Problem or decision** | **Point of referral** | **Typical Frequency** |
| Personnel code of conduct issues, Staff requests for leave in term time for non-medical reasons | Refer to Head teacher and / or governors for decision | Occasional |
| Parental complaints or expressions of dissatisfaction following refusal of pupil admission request. | Refer to line manager in accordance with admission procedure  | Several times a term |
| CBS related issues – related to satisfaction with service | To Head teacher  | Occasional |

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| **10 PHYSICAL DEMANDS****Physical Demand** | **Typical****Duration** | **How often?** | **Other details****(eg how heavy?)** |
| Using keyboard together with normal office demands, eg filing. |  | Throughout working day |  |

**11 MENTAL DEMANDS OF THE JOB**

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| --- | --- | --- | --- |
| **Nature of task** | **Mental Demand** | **Duration** | **Frequency**  |
| * Draft and issue of Statements of Written Particulars
* Preparation and formulation of budgets
* Monitoring and checking budget statements including year end and following up discrepancies
* Maintaining financial records
* Reconciliation of imprest
* Overseeing cash handling
* Completion of staffing forms
* Clerking of Governors meetings, including giving advice.
* Oversees the processing of invoices, raising orders & invoices
* Oversees the maintenance of pupil and staff records (computer and manual)
* Extraction of data for statistical returns and compilation of reports.
 | Concentration, accuracy & attention to detail, awareness & alertness, checking the work of others and identifying where errors have occurred.Confidentiality of information.Listening and interpreting information |  |  |
| Dealing with visitors and responding to more complex phone calls  | Awareness, alertness to security issues, Attention to detail |  |  |

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

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| **Nature of pressures** **/ interruptions** | **Source** | **For how long?** | **How often?** |
| Interruptions – inherent part of job | From phone, callers, pupils, governors, external bodies and organisations, parents, staff –the jobholder often has to leave job in hand to deal with new demand |  | Throughout working day |
| Deadlines | Monthly payroll documentation, pupil and other statistical returns eg form PLASC, year end returns.Job holder responds to statutory requirements for submission of statistical and other information.Governors meeting cycle. |  |  |
| Conflicting demands | Job holder has to mentally switch between a wide range of enquiries, respond to staff needs and meet unexpected situations arising during the working day. |

If the jobholder is subject to any other form of mental demand, please give details below.

Not Applicable

##### 12 EMOTIONAL DEMANDS

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| --- | --- | --- |
| **Nature of the task being performed by jobholder.** | **Behaviour / source of the emotional demand** | **Frequency (per day/wk/ month)** |
| Typing up reports and entering data re; staff on pupils that is highly confidential | Privy to sensitive and confidential information, and awareness of the need for strict confidentiality | Few times a year |

**13 WORKING CONDITIONS**

a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients’ homes)?

**If more than one, give approximate proportion of time in each.**

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| --- | --- |
| **Location of work** | **Proportion of time** |
| Office within primary School / Home | 100% |

1. If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

No

#### What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

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| **Working Condition or Behaviour from other people** | **How long does it last at any one time?** | **How often does it typically occur?** |
| Verbal abuse from parents – either face to face or on the phone |  | Few times a year |

#### d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

**None**

**OTHER CONSIDERATIONS**

Ability to work flexibly and part of a team.

There is a constant need to keep up to date with new procedures, education initiatives and other imposed changes to ways of working.