

CHESHIRE EAST COUNCIL

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Clerical Assistant - Primary School	JOB REF NO	AAAD5050
------------------	--	-------------------	-----------------

BASIC JOB PURPOSE

To provide general clerical support to the school

NO	MAIN RESPONSIBILITIES
1.	Maintain and update pupil records, manual and computer, to ensure that accurate information is stored securely and available for use by appropriate persons.
2.	Provide general clerical support for the school; filing, collation of information, distribution of mail etc to ensure the efficient and timely provision of information.
3.	Deal with telephone and face to face enquiries to ensure that all calls/visitors are handled efficiently and effectively and good relations fostered.
4.	Photocopying work sheets and other documents on behalf of teachers and other school staff
5.	Dealing with telephone and face to face enquiries to ensure that all calls / visitors are handled efficiently and effectively and good relations fostered.
6.	Receiving goods and other items (including pupil's personal possessions) and ensuring they get to the correct destination.
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

Employees directly supervised by job holder

Not Applicable

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

Not Applicable

What does the supervision of these employees involve?

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

Not Applicable

What does the supervision of these people involve?

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

Not Applicable

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

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

Not Applicable

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Records: manual and computer including: Pupil data – SIMS database and individual files School General Filing system including staff and pupil files (Confidential nature)	Sets up new records, data entry, maintains accurate records, updates, collates data for statistical returns, pupil reports, annual reviews etc. Confidentiality and security Sets up new files and maintains system	daily
Equipment: Photocopiers, risograph, fax, laminator, shredder etc	Maintains levels of paper in copiers, checks toner, Resolves straightforward breakdowns, calls engineer if need repair.	Daily
Lost property and other items	Shared responsibility for accepting and safekeeping of pupils possessions.	daily
Worksheets and other documents	Accurate, timely and effective copying of documents	daily
Stock	Checks goods received Maintains adequate stocks of office stationery and first aid supplies	
Incoming Mail	Opens, sorts and distributes	Daily

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

Not Applicable

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Photocopying	Teachers / support staff	Can concentrate on teaching. No need to queue waiting for the copier to be available
Reception duties	Teachers, parents and other visitors to the school	Callers screened for the head teacher, parents queries are dealt with
Operation of door entry system	Staff, pupils	Callers are screened, safer school environment

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

Not Applicable

5 **KNOWLEDGE**

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Qualifications	Basic literacy	Effective communication, ability to read and follow instructions and to take messages	Basic general education
Equipment	Use of photocopiers, phone system	To use and carry out day to day maintenance	Experience and on the job training
Organisational and service based knowledge	Understanding of: School context, the pupils needs, structure and layout of School, school cycles	To be aware of staff roles & responsibilities, special needs of pupils	Induction and on the job experience

How long would it take for a jobholder to become fully operational?

2 weeks

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-

Collation and sorting print jobs whilst simultaneously dealing with phone calls and visitors

Example –

Accepting pupils possessions (eg lunch boxes, PE kits), ensuring they go to the right pupil

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

Example –

Dealing with enquiries either from phone calls or visitors to the school and referral to the appropriate person or taking of messages

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

At least once daily

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

Mental Skill	Why Needed?
Fact finding	Answering general queries
Organisational	Correct collation of photocopying. Meeting deadlines.
Judgement	Responding to varied enquiries, determininig who to refer enquiries to.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Written: Clear, concise and accurate	To write messages	Staff and children, eg messages to children re; pick up arrangements etc
Oral skills – face to face and telephone – as first point of contact – need for patience,	- Listening to establish what enquirer wants - exchange of information	Teachers, staff, pupils, parents, suppliers, visitors, Governors, sales reps., LEA

tact, diplomacy and sensitivity.	• receiving instructions • redirecting to appropriate person • Front of House Public Relations Role • Important to have good working relationship with teachers to get the job done	officials, external organizations, other professionals, general public, Prospective staff and parents
----------------------------------	--	---

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Manual dexterity	To operate the photocopier and collate, sort and staple. To rectify straightforward faults, eg paper blockages, change toners.	

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

Work (photocopying) arrives from teachers and support staff and job holder responds to that need. Work arrives daily.

b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?

Ad hoc work arrives in response to a need from the head teacher and staff + there are set weekly, ½ termly and termly tasks.

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)

Not a lot of scope, job holder is directed by procedures agreed in the past

to allocate their time to duties?

Prioritises own work according to imposed deadlines at the time, some work is urgent and needs to be dealt with immediately.

d) What is the level of guidance/instruction available?

Instruction booklet, school policies and procedures

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

Line manager is available if needed. Based on the same site as job holder

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?

Expected problem	Nature of available guidance	Typical Frequency
Copier breakdown. Calls out engineer when problem cannot be dealt with by the job holder	Experience	Few times a year
Responding to phone calls / visitors and taking messages	Initiative, knowledge of pupils and experience	All the time
Unexpected problem	Nature of available guidance	Typical Frequency
Deciding what type of paper to use / how to format copying in the absence of instructions.	Initiative	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?

Problem or decision	Point of referral	Typical Frequency
Parental complaints / concerns.	To Headteacher or deputy head	Monthly
Authorising repairs to copier or other equipment, when not covered by contract.	Line manager	Occasional

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
-----------------	------------------	------------	-------------------------------

Lifting, moving and carrying of stationery, eg boxes of paper	Short bursts	Few times a month	
Standing when photocopying	1 hour a day	Every day	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Reception of visitors and telephone answering	Constant awareness, attentiveness & alertness to security whilst carrying out other tasks, careful listening to enquirers, filtering of calls		
Administrative tasks Photocopying, whilst simultaneously dealing with queries at the reception desk	Concentration, attention to detail, accuracy, checking documents for accuracy		

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

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions and conflicting demands – inherent part of job	There is a need to mentally switch between a regular flow of school telephone and reception enquiries whilst undertaking other duties. There are also simultaneous demands from different members of staff & pupils each having their own priorities & deadlines.		
Deadlines	3 rd party imposed – staff, Headteacher etc		

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

Not Applicable

12 EMOTIONAL DEMANDS

Not Applicable

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.

Location of work	Proportion of time
Normal office environment in primary school	100%

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

n/a

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

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Bad language and verbal abuse from parents	Few mins	Occasional

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

Not Applicable