

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

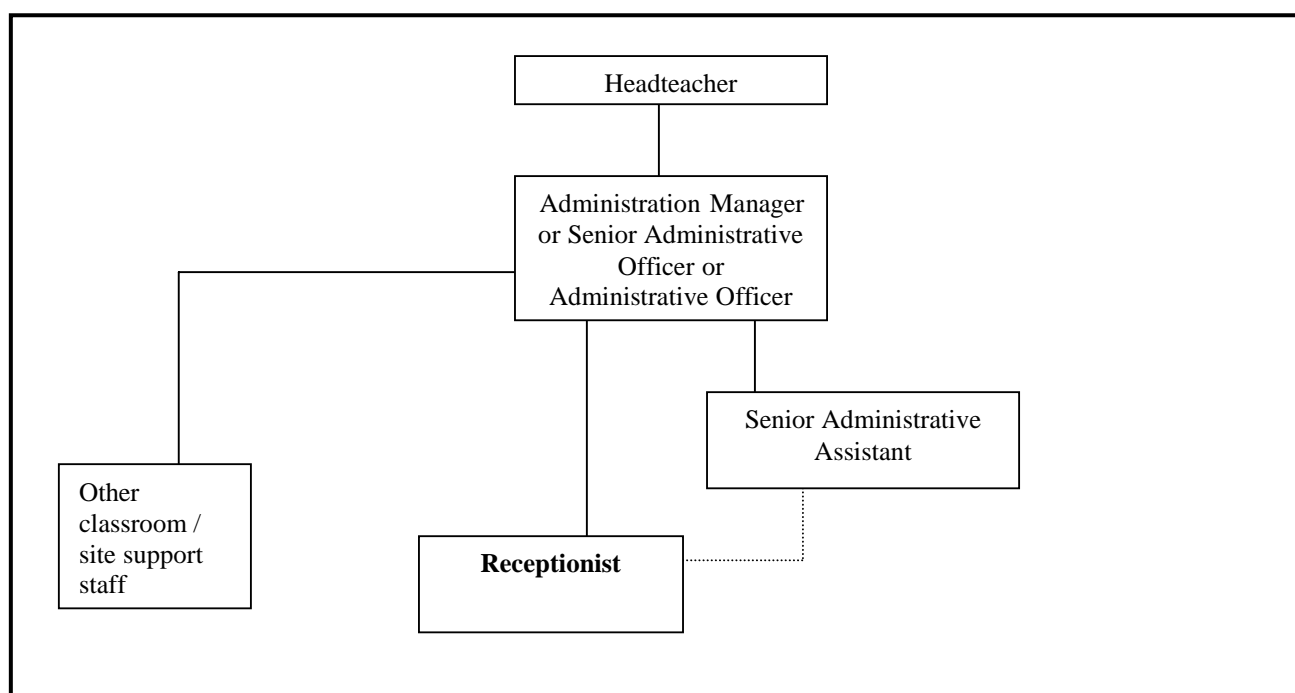
ROLE PROFILE FORM

Section A

Role profile ref:	02125
Department/Section:	Education – Schools
Role Title:	Receptionist
Reports To:	Administration Manager
Role Purpose:	Customer Service – to act as first point of contact for general parent/visitor enquiries, responding within standard procedures or referring the enquiry to an appropriate destination

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Customer Service	<ul style="list-style-type: none"> Act as first point of contact for general parent/pupil/visitor enquiries, responding within standard procedures or referring the enquiry to an appropriate destination Contribute to the smooth running of the school's reception, postal, telephones stationery and hospitality facilities. 	60
Administration / Finance support	<ul style="list-style-type: none"> Apply a wide range of standard processes and procedures under supervision. Produce and process routine documentation/ correspondence against a broad framework provided by the Headteacher/ other teaching staff Input and extract staff/pupil information using manual and computer based systems, including medical information Apply basic financial payment procedures to handle cash and record financial transactions Responsible for outgoing post 	25
Staff Management and Teamwork	<ul style="list-style-type: none"> Work co-operatively with others towards shared goals Support the induction of new members of the team and contribute to the development of others within the team through sharing knowledge 	5
Welfare	<ul style="list-style-type: none"> Undertake welfare support to pupils including the provision of first aid. Administer medication as required 	5
Corporate and statutory initiatives- equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> Awareness of equality issues and health and safety regulations 	5

<u>Section D</u> -The key decision making areas in the role
<ul style="list-style-type: none"> • Prioritisation of own tasks/workload • Customer complaints – refer to line manager • Responsible for cash payments in absence of Student Welfare
<u>Section E</u> - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)
<p>Size of school: 400 – 1600 pupils on roll (Secondary); 40-400 pupils on roll (Primary); 30-135 pupils on roll (Special).</p> <p>No direct financial responsibilities attached to the post</p>
<u>Section F</u> - The main contacts – external/internal customer contacts and purpose
<p>Internal contacts</p> <ul style="list-style-type: none"> • Line Manager regularly to discuss work priorities • Pupils daily – admissions, transfers, medical, pupil supervision, • Teaching staff – liaison over work issues, administrative support <p>External contacts</p> <ul style="list-style-type: none"> • Parents – letters to parents, School Association, class lists, registration • LEA
<u>Section G</u> - Working conditions – environment, and physical effort or strain.
<p>Normal office environment</p> <p>Balancing various conflicting requirements of different stakeholders</p> <p>Noxious substances eg photocopiers/toners</p>
<u>Section H</u> - Context/additional information
<p>Occasional public verbal abuse</p>

PROGRESSION IN ROLE

<u>Section J</u> - Entry: Necessary role-related knowledge, skills and experience at selection
<ul style="list-style-type: none"> • Aptitude for administrative work, normally demonstrated by GCSE standard or equivalent with passes in English and Maths at grade c or above • Good organisation and communication skills • Basic computer and keyboard skills

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

4-6 weeks with further development in full academic year

- Familiar with the school's office, equipment, telephone and computer systems
- Confident in dealing with initial telephone and personal enquiries from parents and other enquirers
- Aware of Education Dept organisational structure and immediate contacts
- General knowledge of school and council's policies and procedures
- Familiar with financial accounting processes operated by the school
- Knowledge of Health and Safety/Security regulations and procedures
- Training provided by Education ICT on specific systems used in school

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- All pupil and staff information and data related procedures are effective
- Communication with staff, parents, pupils and external contacts are appropriate and effective
- Excellent organisational skills
- Operating independently in all aspects of role

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Promoting/marketing the image of the school in all contact with the outside world