

CHESHIRE EAST COUNCIL

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Administration Assistant – Finance - Primary School	JOB REF NO	AAAD5021
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BASIC JOB PURPOSE

To provide a general clerical support and to operate the School's financial systems including budget monitoring and preparation of budget information for Head Teacher and Governors.

NO	MAIN RESPONSIBILITIES
1.	Monitor and review school budget headings and advise the Head Teacher and Governing Body on the budgetary position to ensure over and under spending areas are identified to enable corrective action to be taken.
2.	Process and raise invoices and orders for equipment and consumables to ensure that bills are paid accurately and promptly and up-to-date records are maintained.
3.	Develop and maintain administrative and clerical systems relating to financial and budgetary records and service contracts to ensure the provision of effective administrative services.
4.	Prepare reports on financial matters for the Governing Body and attend meetings to give advice to facilitate the decision making process.
5.	Maintain and bank various school accounts (including the School Fund and dinner monies) to ensure that all monies are accounted for.
6.	Administer the Imprest Account and reconcile bank statements and cheque book records in accordance with financial regulations to ensure an efficient petty cash system.
7.	Act as receptionist to ensure that all enquiries are handled efficiently and effectively.
8.	Provide general clerical support for the school, including word processing, photocopying, filing, collation of information, distribution of mail, diary organisation, to ensure efficient and timely information.
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 jobholder

Not Applicable

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

Not applicable

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

Not Applicable

What does the supervision of these employees involve?

Not applicable

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

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Varies	1. Contractors	Building tradesmen, ICT technicians, delivery drivers	At school

What does the supervision of these people involve?

The jobholder rings to initiate the visit, shows them where the problem is and details what needs to be done, ensures security maintained, ensures log book is signed on completion

.Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **No**

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Cash Handling: Collection, counting, recording & banking of dinner monies, school trip monies and other school fund receipts		Daily
Imprest: Administration of Imprest account, makes payments, reconciles, draws cheques, and checks purchase card statements		Daily

Invoices: <ul style="list-style-type: none"> Processes invoices, checks, codes, records, reconciles, batches & inputs on-line raises internal and external invoices 		Weekly Several times per year
Budget: Administration of school budget: records transactions, reconciles all transactions against Web reports, resolves discrepancies, monitors and advises Head of over and under spends, provides regular reports & spreadsheets for governors & Headteacher Budget Setting: draws up wish list with Head, provides historical data to inform the budget setting process.		Daily
School Fund: Administration of fund, records transactions, checks against bank statements, provides annual statement for audit purposes		Daily
Income: Collects income from lettings and other sources, records and inputs on IBS system Submits Insurance claims for absent staff or damaged or stolen items		Regularly As needed

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

Provides advice and information both verbal and in report format to Headteacher, Governors and Budget Manager (from AEO) re historical expenditure and current balances which are taken into account when budget planning. Attends meetings and responds to questions.

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Computer Records: <ul style="list-style-type: none"> Intranet Web reports IBS Financial Database School fund accounts Dinner Money accounts 	Enters accurate data, extracts data & prepares statistical and financial reports, confidentiality maintained. Jobholder sets up systems and in-house spreadsheets to replace manual methods	Daily
Manual records: <ul style="list-style-type: none"> Web reports, orders & other copy documents Dinner money print-outs Batched original invoices 	Sets up, checks for accuracy, updates, extracts data, confidentiality and security	Daily

Orders: <ul style="list-style-type: none"> All school resources, books, furniture, training courses, contractors & other services Office stationery – paper, toner and school stationery items 	Generates and places orders, signs up to £500, makes Best Value decisions, seeks quotations checks items when delivered, distributes or stores Maintains adequate stocks, orders, stores	Weekly Weekly
Word processed documents – Generates letters, creates standard forms, updates prospectus	Produces accurate, well presented documents in required format. Some are of a confidential nature.	Daily
Equipment: Office – PC, printer, fax, laminator, copier	Day to day use and maintenance	Daily
Mail: Incoming and outgoing	Sorts and distributes incoming mail	Daily

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

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Receptionist duties – receives visitors to school and responds to phone calls – some are general enquiries, some more specific	Pupils, parents, governors, visitors, general public, contractors, staff, PTA	Enquiry is dealt with, information given or directed to correct person
Provision of a photocopying service for staff	Teaching staff	Effective use of their time
Organisation of Head Teacher's Diary, School Appointments/Visits and school calendar of events	Head Teacher, School Community	Effective use of time

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

NO

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Qualifications and experience	Experience in administrative & office procedures including knowledge of financial accounting methods	To set up and maintain records Process invoices, check & monitor budget, produce reports	NVQ 2/3 or equivalent in financial administration + 3 -5 years experience in financial administration
ICT	Keyboard skills, databases, Office, Word, Excel, Internet, + SIMS and IBS(in-house databases)	To maintain records, enter and extract data, produce reports	Training + on the job experience
Equipment	Ability to use general office equipment, fax, copier, PC, printer, etc	To use and carry out day to day maintenance	Experience
Policies and procedures	Working knowledge of: <ul style="list-style-type: none"> • School policies and procedures • CCC Financial regulations and cash handling guidelines 	To ensure compliance, to meet deadlines and to ensure confidentiality maintained	Induction and on the job experience and training
Organisational	<ul style="list-style-type: none"> • How school is organised • Understanding of school specific cycle • General knowledge of CCC Education Service, and other associated agencies 	<ul style="list-style-type: none"> • To understand individual's responsibilities • To prepare diary of regular events • To understand who does what, where to obtain information & resolve problems 	Induction and on the job experience – must be willing to take on new initiatives and keep up to date with new developments

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

The jobholder would be expected to be fully operational on routine tasks within 3 months but a full year to experience a full cycle of school events particularly related to finance, pupils etc and to assimilate the school specific knowledge.

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:

The job holder upholds school and council best value commitments by sourcing cost effective supplies and services through research and fact finding, and analysis of various options, to ensure value for money is obtained.

Example:

Checking web reports against local records to find any discrepancies and identify any over / under spends

- 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?**

Not Applicable

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

Mental Skill	Why Needed?
Fact finding/research	Checking various suppliers and obtaining quotes to ensure best value
Analysis	Budget monitoring, advising of over/under spends Analysis of financial; data to prepare reports
Planning	Annual school calendar of events
Problem solving	Resolution of budget discrepancies, cash discrepancies, IBS system problems
Judgment	Best value – sourcing stock When to re-order stock

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Written – mainly straightforward factual information some of which may be confidential. Needs to be clear, concise and easily understood	<ul style="list-style-type: none"> • Take messages • short letters to parents • Record keeping • Presentation of financial information including detailed reports 	Parents, school staff, governors, Area Office staff, suppliers, new parents, other CCC staff
Oral – Jobholder and admin. team are school's first point of contact by phone and for visitors	<ul style="list-style-type: none"> • Reception of all visitors • Giving and receiving information • Dealing with enquiries • Taking messages • Giving instructions 	Pupils, parents, governors, staff, general public, Education staff, contractors, suppliers
Interpersonal skills: need for tact, diplomacy and sensitivity	<ul style="list-style-type: none"> • Liaison to resolve queries • Ability to diffuse situations and remain calm • Teamwork –it is essential that all staff work together and are aware of what is happening • To give feedback re new initiatives • To deal with difficult parents (who may have received a letter about dinner money debt etc) 	Parents, staff, CCC staff (payments, AEO, Education Finance, ICT), governors

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Keyboard and mouse	Data entry and extraction, maintenance of records Integral part of administration function	Accuracy

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? Some tasks are cyclical and on a daily basis the jobholder is aware of the routine tasks and their priorities. The Head Teacher and other staff allocate specific tasks on an as and when basis. Other work is reactive to phone, post, callers

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

Daily, Weekly, Monthly, termly, annual and reactive.

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)

Jobholder would discuss suggestions for change with the administration team and the Headteacher. Issues that don't affect overall school policy may be discussed by the team and implemented.

to allocate their time to duties?

Total scope but within known priorities and deadlines, subject to school requirements.

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

School policies and procedures

CCC Financial regulations

IBS procedures, guidance from line manager or Headteacher.

Area Office

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

Daily contact with Headteacher, who is aware of progress and roles and responsibilities, rather than close supervision. The Headteacher is available on a daily basis for advice and guidance

and to make any necessary decisions. The jobholder is expected to use initiative to resolve issues within own remit.

- 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
Completion of routine statistical returns	Experience, precedents, knowledge of procedures, initiative	Several times a year
Reconciliation of cash – job holder checks and rectifies any discrepancy	Cash handling guidelines and initiative.	daily
Unexpected problem	Nature of available guidance	Typical Frequency
Decisions not to buy an item or not to spend money	Experience, precedents, initiative, knowledge of budget	Few times a year

- 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 concerns / complaints. Upset or irate parents	Head Teacher	Occasional
Staff requests for an order of unusual or expensive item or if budget area is low or overspent	Referral to Head Teacher	Few times a year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Sedentary job sitting at keyboard and getting up and down to deal with other issues and walk around the school Sitting at keyboard to enter data	Short bursts with some longer periods of 2 hours	Daily	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Budget Administration – processing invoices, recording accurate information, monitoring reports, preparing reports for	Concentration, accuracy, attention to detail, awareness of deadlines, calculations,		

governors, downloading into correct format Cash Handling – Counting and reconciling, maintaining records, banking Record Keeping – manual and computerized data entry Imprest – administration of account	must be organized and maintain an awareness of what is happening around. Checking documents for clarity of contents and accuracy.		
Reception and telephone duties	Awareness of security, alertness, listening, attentiveness. Confidentiality of information.		

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 – inherent part of job	Door bell (visitors – jobholder has to respond), phone, pupils and staff requiring attention. The jobholder has to switch between tasks and different activities whilst undertaking administrative duties.		
Deadlines	Financial Year End Governors meetings Statutory returns and information		Annual Half termly Termly
Conflicting demands	Balancing simultaneous demands from staff for work, dealing with their expectations with routine office work with deadlines.		

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

Office within school	100%
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b) 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

c) 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?
Reception of visitors and responding to telephone calls – the job holder is the first point of contact	Few minutes	Several times a year.

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

Not applicable

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

There is a need to keep up to date with new procedures, education initiatives and other regularly imposed changes to ways of working in response to external demands.