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| HAYBROOK COLLEGE TRUST |
| Person Specification | ADMINISTRATIVE ASSISTANT |
| Key  | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) |

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| Qualifications : | E | D | A | I |
| 1 | Educated at GCSE level at A\*-C in Maths and English or equivalent | ✓ |  | ✓ |  |
| 2 | NVQ Level 2 in Administration or equivalent, or equivalent relevant experience |  | ✓ | ✓ |  |
| 3 | A commitment to continuous professional development | ✓ |  | ✓ | ✓ |
| Successful Experience of : | E | D | A | I |
| 4 | Using a School Management Information Systems (eg SIMS, Arbor) |  | ✓ | ✓ |  |
| 5 | Microsoft Office (Word, Excel, Outlook, Teams, Sharepoint) at an intermediate level  | ✓ |  | ✓ |  |
| 6 | Office/Administrative experience commensurate with post | ✓ |  | ✓ | ✓ |
| 7 | Dealing with range of outside agencies |  | ✓ | ✓ |  |
| 8 | Dealing with people in a range of communication mediums | ✓ |  | ✓ | ✓ |
| 9 | Dealing with highly confidential material and information |  | ✓ | ✓ |  |
| Knowledge and UnderstandingAble to evidence and apply up to date secure knowledge and understanding of: | E | D | A | I |
| 10 | Understanding the importance of working as part of a team | ✓ |  | ✓ |  |
| 11 | Knowledge of the general workings of a busy office |  | ✓ | ✓ |  |
| 12 | Understanding of skills required to work in an environment educating students with challenging behaviour |  | ✓ | ✓ |  |
| Skills | E | D | A | I |
|  13 | Able to work on own initiative and organise work around team/ department priorities and timescales | ✓ |  | ✓ | ✓ |
| 14 | A good command of English Language both orally and in writing | ✓ |  | ✓ | ✓ |
| 15 | Demonstrate a methodical and organised approach to work | ✓ |  | ✓ | ✓ |
| 16 | Demonstrate enthusiasm, initiative and commitment to ensure good practise is embedded in Centre | ✓ |  | ✓ |  |
| 17 | Good record maintenance skills including information retrieval  | ✓ |  | ✓ | ✓ |
| 18 | Able to work flexibly | ✓ |  | ✓ |  |
| 19 | Accurate and quick data input skills | ✓ |  |  | ✓ |
| 20 | Ability to deal with a variety of, often difficult, clients in a calm and professional manner. | ✓ |  | ✓ |  |
| 21 | Able to work with and build constructive relationships with colleagues, parent, schools and external agencies | ✓ |  | ✓ | ✓ |
| Personal AttributesAble to demonstrate evidence of: | E | D | A | I |
| 22 | Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust | ✓ |  | ✓ | ✓ |
| 23 | Reliability and integrity | ✓ |  |  | ✓ |
| 24 | Committed to maintaining a healthy work life balance for oneself and that of others | ✓ |  |  | ✓ |
| 25 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background  | ✓ |  | ✓ |  |
| 26 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues. | ✓ |  | ✓ | ✓ |