

Job Profile

| Position Details | |
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| Post | Education Services Support Officer |
| Service Area | Deputy Chief Executive, Schools and Learning Service, Education Services |
| Reports to | Carlo Kodsi, Team Leader School Admissions |
| Grade | Scale 6 |
| Job Family | To be completed by HR |

| Role Purpose |
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| <ul style="list-style-type: none"> • To provide a high-quality and comprehensive support across all teams within the Schools and Learning Service – including School Admissions, Children Missing Education/Elective Home Education, Early Years and Education Welfare, using technology as necessary. • To provide administrative support for all areas, including taking phone calls and the efficient management of paperwork associated. • To prepare, compile and sort documents for data entry and to verify and correct data where necessary, using different IT systems across the three main areas • To work with schools and all related services and professionals. |

| Main Responsibilities |
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| <ol style="list-style-type: none"> 1. To provide administrative support for all teams within the Schools and Learning Service. 2. To maintain and develop effective record keeping and monitoring systems. |
| <p>School Admissions</p> <ol style="list-style-type: none"> 3. Accurately input and extract data, manage and maintain the admissions database. 4. To respond to parental enquiries on the telephone, by email or in writing. 5. Perform checks on admission applications as appropriate including address and date of birth checks. 6. To communicate and provide accurate information to parents, pre-schools, parents, schools, departments and other local authorities in connection with admissions and all related work. 7. To undertake filing, positing, printing, post collection, photocopying and other such administrative tasks in relation to the post. 8. To assist officers in tracking and ensuring that appropriate records are made to monitor children out of school. |

- To contribute to a fair and efficient admissions and/or exclusions appeals process, providing administrative support and accurate information as part of the casework.

Children Missing Education Team and Elective Home Education

- To accurately input data and upload new cases to the case management database Mosaic
- To track pupils by checking and searching education databases and/or by contacting schools
- To provide administrative support to compile letters, to update excel spreadsheets and interrogate data in relation to children missing education.

Generic Responsibilities

- Understanding, knowledge and ability to follow guidelines that ensures compliance with Health and Safety at Work, Data Protection and other statutory requirements.
- Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies.
- Knowledge and experience of using IT.
- To undertake any other temporary responsibilities aligned with the overall purpose and grade of the role.

| Knowledge, Qualifications, Skills and Experience | Essential or Desirable |
|--|-------------------------------|
| Abilities and Experiences | |
| 1. Ability to organise and prioritise own workload to ensure continuous and full cover for critical duties and achievement of agreed priority areas of work. | E |
| 2. Ability to prepare, collate, present and distribute documentation to an excellent standard of speed, literacy, accuracy, and within agreed timescales; prepare reports, reports, briefings, letters and general correspondence; | E |
| 3. Experience of using IT applications, e.g. Impulse (CACI), Mosaic and SAP | D |
| 4. Use of Microsoft packages (Word, Excel, PowerPoint) and any other relevant record system; | E |
| 5. Use of excellent verbal, written and electronic liaison/communication: | E |
| 6. Develop and maintain a thorough working knowledge and understanding of | |

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|---|---|
| the objectives, activities, staffing organisation and functions of the Department/ Service, whilst maintaining an awareness of current issues. | E |
| 7. Participate in training and development activities that meet the objectives of the service and post, which contribute to improvements in service delivery and performance. | E |
| Qualifications | |
| 8. Educated to 'A' level standard or have demonstrable experience. | E |
| Knowledge/Skills | |
| 9. Evidence of effective interpersonal and persuasive skills | E |
| 10. Successful experience in dealing with the public. | E |
| 11. Effective working with IT and the management of high volume service delivery through effective use of IT. | E |
| 12. Good writing skills | E |
| 13. Proven success in setting priorities and organising high volumes of work in a team setting | E |
| 14. An understanding of the changing role of Local Authorities, particularly with regard to front line services. | E |
| 15. An understanding and knowledge of the changing role of Education Services | E |
| 16. Able to plan, initiate and implement change | E |
| 17. Ability to organize personal workloads | E |
| 18. Excellent IT skills | E |
| 19. Good inter-personal skills | E |
| 20. Good oral and written communication skills to present information to a variety of audiences in a variety of formats | E |
| 21. Ability and willingness to attend evening meetings as required | E |

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| Main Contacts & Other Information |
| <u>Main Contacts:</u> |
| <ol style="list-style-type: none"> 1. Team Leader School Admissions 2. Admissions Officers 3. Children Missing Education and Elective Home Education Officers 4. Other officers and services |

- 5. General public
- 6. Head teachers, Governors and school staff

Other Information:

This position requires the post holder to undergo a DBS (Disclosure and Barring Service) check.

Organisational Structure

School Admissions,
Place Planning &
Children Missing Education



Additional Information

Please complete the additional information as fully as you can.

| Supervision / Management of People | | | | |
|--|---------------|---------------|----------------|---------------|
| Please indicate which group best describes the total number of staff the post holder is responsible for: | | | | |
| None | Up to 5 staff | 6 to 15 staff | 16 to 49 staff | 50 plus staff |
| X | | | | |
| Are the staff based at the same work location? | | | | Yes/No |
| Will the post holder be responsible for contract / agency / project staff? | | | | Yes/No |

In the normal course of their duties would it be reasonable to expect the job holder to undertake, or be involved in, any of the following on a regular basis.

If Yes, please provide an estimate of the % of their working day this involves.

| Work Environment | | | | | |
|---|--------|------------------|--|--------|------------------|
| Activity | Yes/No | % of working day | Activity | Yes/No | % of working day |
| Office duties. | Y | 100% | Use of a computer. | Y | 80% |
| Audio typing. | N | | Crisis or conflict situations. | N | |
| Walking more than a mile. | N | | Manual handling. | N | |
| Working alone or in isolation. | N | | Working in confined spaces. | N | |
| Driving a car, van or minibus. | N | | Preparing or serving food. | N | |
| Exposure to infectious diseases, e.g. Tuberculosis (TB) or Hepatitis B. | N | | Working in awkward positions, e.g. stooping, bending, reaching. | N | |
| Exposure to substances hazardous to health, including lead, asbestos or radioactive substances. | N | | Operating heavy or hazardous machinery including forklifts, diggers or cranes. | N | |
| Regular and repetitive movements. | Y | 80% | Working shifts / unsocial hours, nights. | N | |
| Outdoor work involving uneven surfaces. | N | | Standing or sitting for prolonged periods. | Y | 90% |

| Activity | Yes/No | % of working day | Activity | Yes/No | % of working day |
|--|--------|------------------|---|--------|------------------|
| Working shifts / unsocial hours / nights. | N | | Working at heights / on ladders, roof work. | N | |
| Teaching, or responsibility for, children. | N | | Outdoor work involving extremes of temperature. | N | |
| Electrical hazards. | N | | Control and restraint. | N | |

Resources – identify & list personal and identifiable accountability for physical and financial resources including those of clients:

Cash/Financial Resources - Is the post personally and identifiably accountable for the accurate handling / security of cash and cheques? If yes, specify the average amount controlled at any one time and the nature of the accountability:

Plant/Equipment - is the post personally accountable for the proper use / safekeeping of plant / equipment? If yes, please indicate the type(s) of plant/equipment and the nature of the accountability:

Stocks/Materials - Is the post personally accountable for materials / items of stock? If yes, please indicate the type and approximate value and the nature of accountability:

Data Systems - is the post personally accountable for the use, manipulation and safekeeping of data systems whether manual or computerised? If yes please indicate the type of system(s) and the nature of the accountability, whilst explaining the importance of the data systems to the Council's operations:

Buildings - Is the post personally accountable for the proper use and safekeeping of buildings? If yes please indicate the type of building(s) concerned and the nature of the accountability: