|  |
| --- |
| *Guidance Note: This role profile describes the nature and level of accountabilities which are typical of a post at this grade.  Schools may wish to adapt this generic profile to create a job description which reflects the specific duties and accountabilities of the postholder within their own setting.  A task list may also be helpful to clarify the precise duties of the postholder. Amendments to the profile of a minor nature will not materially affect the overall level of accountability and appropriate grade.  Guidance may be sought from HR Connect.* |

Model Job Description: Receptionist

School:

Grade: KSA\* (previously KR3)

Responsible to: Line Manager

Job Purpose:

To provide an efficient reception service to support the smooth operation of the school.

Key duties and responsibilities:

1. Provide an efficient and professional reception service - greeting visitors, staff and pupils and ensure they sign in / out in accordance with school procedures.
2. Answer enquiries received in person / by phone or via emails – responding to queries / relaying messages and acting on instructions as needed and referring on where appropriate
3. Ensure monies received for dinner / clubs / trips are recorded and passed to the relevant person. To liaise with parents about outstanding monies
4. Prepare registers and update records (eg for school dinners / free school meals / milk lists / breakfast club) and ensure information is shared as required
5. Prepare and distribute routine home / school correspondence for approval by Headteacher
6. Assist with the organisation of school trips / clubs – ensuring all required records and permission slips are available to the group leader
7. Record and post all outgoing mail and receive / open and distribute all incoming mail and deliveries. Track circulation of correspondence in school as required
8. Maintain school diary and arrange meetings / room bookings / visits from external agencies as required
9. Undertake a range of administrative tasks to support the efficient operation of the school – including word processing / data entry / filing

|  |
| --- |
| In additional all members of the school community are expected to:   * Display a commitment to child protection and safeguarding. Report to the headteacher any behaviour by colleagues, parents and children which raises concern. * Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person |

*Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post*.

|  |
| --- |
|  |
|  |
|  |

Person Specification: Receptionist

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

|  |  |
| --- | --- |
|  | CRITERIA |
| QUALIFICATIONS | NVQ Level 2 or equivalent |
| EXPERIENCE | Proven administration experience  Previous experience of reception work or working in a customer service role |
| SKILLS AND ABILITIES | Ability to provide a high level of customer service  Ability to deal calmly, tactfully and effectively a range of people  Ability to convey information clearly and accurately orally and in writing to a range of people  Ability to work in an organised and methodical manner  Ability to take personal responsibility for organising day to day workload  Ability to work effectively and supportively as a member of the school team  Able to use own initiative to solve problems and respond proactively to unexpected situations. |
| KNOWLEDGE | Demonstrate a basic understanding of the work of a school  Knowledge of a range of computer applications – including work Word / Excel / Powerpoint / Outlook  Demonstrate an understanding of confidentiality and child protection issues in a school setting |