



JOB DESCRIPTION

Resource Centre Assistant

Responsible to: Resource Centre Manager

Functional Relationships with: Students, parents/caregivers, suppliers, teachers, Senior Leadership Team, other members of staff and public and members of the Board of Trustees.

Hours of Work: **16 hours per week, worked over 3 days, term-time only with extra hours in the last two weeks of January and last 2 weeks term 4**

Annual Term of Engagement: Fixed-term 2019

Terms of Employment: As per the Support Staff in Schools Employment Agreement 2017. The position is salary graded in the range of rates available under the Grade B.

Purpose of position: To be part of a team which delivers a professional reception for customers and suppliers of the Resource Centre. Support other school office functions as required.

Key Responsibilities	Appraisal indicators
<p>Student Support Supporting learning by ensuring students have a positive experience of the Resource Centre. Handling all money coming into the school, including cash handling, banking and bank statements. Selling uniform, hireage of sports uniforms, student accounts, sending statements, emails, issuing/recovery of textbooks, collection of permission slips and payments for trips, sports registrations etc and customer service all with a smile.</p>	<p>Student surveys report a positive reception from the Resource Centre. All monies are collated and processed according to the school policy and procedure for cash-handling and these tasks are completed within 24 of receiving payments. Purchases of goods for sale are checked against delivery note and final invoice Periodic stocktakes are completed within agreed timeframes. Payment queries are attended to within 3 business days. Classroom resources are prepared in a timely fashion for teachers.</p>
<p>Communication</p>	<p>Student, other staff and caregiver surveys report a positive reception from the centre.</p>



Regular collaboration with other Resource Centre team members and teachers to ensure the centre is working effectively	Other forms of positive feedback from stakeholders regarding student experience of the centre.
Restorative Practice (RP) Guided by the school's Restorative Practice Handbook of working with students rather than doing it for or to them	Student, other staff and caregiver surveys report a positive reception from centre staff Other forms of positive feedback, including from RP Coordinators, regarding student experience of the Resource Centre.

<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Pro-active “can do” attitude and a pleasant, understanding and welcoming manner • Accounting knowledge (required) • Good listener to both students and other staff • A good reader of a customer body language • Adaptable and flexible, trustworthy and reliable • Team player, able to work independently and multi task • Having empathy and patience • Professional judgement • Knowledge of computer programmes used by the school • Good literacy and numeracy skills and able to work fast and efficiently • A life-long learner and therefore a good role model for students • A collaborative approach to teamwork across the whole school • Ability to advocate for students • Reflective thinking and practice - asking what could be done better/differently to overcome barriers and provide more efficient administration • Good level of personal organisation • Database management • Physically fit as moderate lifting is required
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<p>Specific Tasks and Duties</p> <p>Student Support</p> <ul style="list-style-type: none"> • Help students if they need assistance with uniform fitting or other resources or information. • Prepare and maintain resources as required by teaching staff <p>Health and Safety</p> <ul style="list-style-type: none"> • Report any hazards to the appropriate person <p>Communication</p> <ul style="list-style-type: none"> • Answering the phones in a timely manner. • Communicating with teachers and students to achieve their requests for help etc.



- Regularly communicate with Line Manager, and members of the wider learning team to address any learning issues
- Work collaboratively to achieve the school goals for student learning
- Write up incident reports
- Communicate with Line Manager or dean about incidents of concern
- Attend regular support staff meetings and professional development opportunities
- Emails to caregivers
- Prepare and send statements to caregivers
- Interaction with teachers, parents and students
- Research any payment queries

General responsibility: Guided by school policy, provide a safe, secure, supportive place where every student and staff member can feel safe. Identify hazards including potential mental and physical health issues or dangerous behaviour, dealing with them or reporting them in a timely manner. To be familiar with the school's policies and procedures, with particular reference to the Health and Safety Policy (Student Wellbeing), Discipline Guidelines and Procedures and the school's Privacy Policy. Other duties as reasonably required by the line manager.

Elements of the role	
Level of skill and knowledge	Level 1 <u>2</u> 3 4 <i>(highlight one)</i>
Degree of problem-solving ability	Level 1 <u>2</u> 3 4 <i>(highlight one)</i>
Degree of freedom to act independently	Level 1 <u>2</u> 3 4 <i>(highlight one)</i>
Degree of accountability	Level 1 2 <u>3</u> 4 <i>(highlight one)</i>
Level of supervision	Level <u>1</u> 2 3 4 <i>(highlight one)</i>

Grade: B (2)/ Step 4-9

Employee name: _____ **Name**

Line Manager: Suzanne Broughton

Date: ___ / ___ / ___

Approved by:	Craig Braun, Executive Officer
Date Approved:	October 2017
Reviewed:	October 2019

