

## Person Specification –Personal Assistant to Head Teacher/Office Manager

### Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

#### Essential

1	Good numeracy/literacy skills
2	5 x A*-C GCSE or equivalent to include Maths and English
3	Experience working in a school
4	Experience of a wide range of administrative functions
5	Experience of organising and recording the outcomes of meetings/events
6	Experience of recording meetings through detailed minutes
7	The experience and ability to deal positively with staff, children and parents
8	Excellent written and oral communicator
9	Experience of SIMs
10	Effective use of ICT, including data input, financial management systems and a good working knowledge of Microsoft office (Word and Excel)
11	Ability to prioritise workload and manage conflicting priorities
12	Excellent organisational skills
13	Ability to work under pressure and to coordinate and manage the Head teachers diary
14	Ability to be pro-active and plan ahead to support the Head teacher
15	Ability to work quickly and accurately to deadlines
16	Ability to use initiative appropriately
16	An ability to establish and develop positive relationships throughout the school
18	The ability to be flexible and positive, dedicated and trustworthy

#### Desirable

19	Experience working in a Primary School
20	Experience as PA
21	Knowledge of personnel procedures
22	Experience of supervising staff and managing a team
23	Experience of managing links to School Governors
24	Desk Top Publishing skills

### Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

#### Essential

1	Ability to work flexibly in order to meet the demands of the job at particular time of the year
2	Enthusiastic, hardworking and assertive
3	Good attendance and timekeeping record
4	A willingness to actively improve by developing new skills and knowledge and learning from past experience

5	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> <li>▪ motivation to work with children and young people</li> <li>▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>▪ emotional resilience in working with challenging behaviours</li> <li>▪ attitude to use of authority and maintaining discipline.</li> </ul>
6	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

### Desirable

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The following methods of assessment will be used:

Method		Method	
Interview	Yes/No	Presentation	Yes/No
Lesson Observation	Yes/No	Structured discussion with pupils	Yes/No
Other (specify)	Yes/No	Other (specify)	Yes/No

### Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Criminal Records Bureau
2	Additional criminal record checks if applicant has lived outside the UK
3	List 99 and/or POCA List (residential establishments only) check
3	Medical clearance
4	(For qualified teachers only) Professional registration with the General Teaching Council for England
5	Two references from current and previous employers (or education establishment if applicant not in employment)
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## **Guidance Notes**

### **General**

- The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
- Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
- Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criterion, don't use it:
  - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
  - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
  - Do not use age as a condition or indicator of experience or maturity.
  - Avoid unjustifiable physical requirements that could exclude people with a disability.

### **Part A: Application Stage**

- Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

### **Part B: Assessment Stage**

- Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

### **Part C: Additional Requirements**

- Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.