

Post Title: Administration Assistant		Director/Service/Sector: Education & Skills – Northumberland Inclusive Education Services - HINT		Office Use		
Grade: NCC Band 3		Workplace: County Hall, Morpeth		JE ref: 1781 HRMS ref:		
Responsible to: NIES Service Manager (HINT) / HINT Office Manager		Date: 06/11/2024				
Job Purpose: To provide administrative and clerical support to the NIES High Incidence Needs Team.						
Resources		Staff	Scale 1/2 staff			
		Finance	Support and Monitor budgets			
		Physical	Collate and centrally manage data			
		Clients	Team, school staff, parents, visitors and outside agencies			
<b>Duties and key result areas:</b> <ul style="list-style-type: none"><li>• Providing general administrative support to ensure smooth running of the service on a day to day basis.</li><li>• Acting as first point of contact for service users and if necessary using specialist knowledge to signpost as necessary to other disciplines, departments and agencies</li><li>• Inputting information onto the central database and liaise with the admin coordinator to produce statistics for reports and information when required to do so</li><li>• Maintaining and implementing referral procedures</li><li>• Assisting with diary management, faxing and photocopying</li><li>• Producing and responding to complex and/or confidential correspondence</li><li>• Providing administrative and organisational advice to other staff</li><li>• Minuting meetings, preparing and circulating agendas, minutes and correspondence as necessary.</li><li>• Arranging venues for meetings and training as required</li><li>• Maintaining an inventory of office equipment</li><li>• Taking responsibility for timely procurement of office supplies and equipment following procurement protocols</li><li>• Undertaking word processing and more complex IT tasks e.g. designing certificates, posters, display materials</li><li>• Preparing handouts for training courses and presentations.</li><li>• Assisting in the monitoring and managing of budgets for HINT and providing statistical data and reports</li><li>• Comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection</li><li>• Contribute to the overall ethos, aims and work of the service</li><li>• Communicate effectively and constructively with all team members to ensure a smooth transition during the ongoing period of change</li><li>• Recognise and use own initiative, strengths and areas of expertise to advise and support others</li><li>• Participate in training, performance development and other learning activities as required</li><li>• Oversight of work of Scale 1/2 admin within the team</li></ul> <p>The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.</p>						
<b>Work Arrangements</b>						
Transport requirements: Working patterns: Working conditions:			Hours as agreed with management Flexible working between Home & Office Base			

<b>Post Title:</b> Administration Assistant	<b>Director/Service/Sector:</b> Children's services – Education, SEND & Skills – Northumberland Inclusive Education services – HINT	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
GCSE Grade C or above in four subjects including English and Mathematics ECDL or equivalent RSA II or equivalent		AIR
<b>Experience</b>		
Experience working in an office environment including responsibility for developing and managing admin systems	Local government (or similar) experience. Knowledge of LA service provision Budget administration experience	AIR
<b>Skills and competencies</b>		
Excellent communication skills consistent with working in a team environment Accurate keyboard/word processing skills including developing and maintaining databases and spreadsheets Good speaking and listening skills and the ability to communicate clearly and accurately in writing The ability to use initiative The ability to self evaluate learning needs and actively seek out appropriate learning opportunities	Knowledge of the Code of Practice and other relevant legislation	AIR
<b>Physical, mental and emotional demands</b>		
Ability to stay calm and focused in emotionally challenging situations Ability to work independently with minimum supervision, but also able to work well as a team with other members of staff. Ability to think clearly and work to strict deadlines Resourceful, reflective and resilient. Display integrity, reliability and sensitivity when dealing with clients and team members		AIR
<b>Other</b>		
A willingness to pursue training in any area of work relevant to the job description.		AIR

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.