

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Key Administrative Officer	<b>Grade:</b> Scale 5
<b>Section:</b> Advisory Service for Autism	<b>Directorate:</b> Children's Services
<b>Responsible to following manager:</b> Head of Advisory Service for Autism	<b>Responsible for following staff:</b> N/A
<b>Post Number/s:</b> RWAAS09	<b>Last review date:</b>

#### Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

### Job Purpose

This is a part time position 3 days/ week or equivalent. The Key Administrative Officer for the Advisory Service for Autism will be responsible for overseeing the effective and efficient administration of the work of the service, managing the referral process, coordinating training and professionals' visits to education settings and communicating with parents/ carers, education settings and other local authority officers.

The Key Administrative Officer will report to the Head of Service and will be responsible for overseeing the effective and efficient administration of the work of the service based at Siward Road.



### Specific duties and responsibilities

1. Provide high quality direct administrative support for the Manager and team members as appropriate. E.g. preparation of resources and documents, designing and maintaining databases, assisting with arranging meetings/appointments, taking minutes at meetings and circulating as required.
2. To be familiar with the context of the Advisory Service within Children's Services, maintaining high level positive working relationships on behalf of the service with Council officers and with school staff and members of the education community.
3. Project manage events e.g. large training courses. This will include setting up work flows, arranging venues and refreshments, communicating with presenters and attendees, preparation of resources etc.
4. Respond promptly to electronic correspondence and telephone calls from parents/carers, schools and all levels of staff in the Council including filtering and re-directing queries.
5. Provide high quality and timely IT support, including trouble-shooting computer equipment and printers and liaising with the Council's IT service. Give basic technical support to team members to maximise the effective use of e.g. the joint service calendar, relevant databases and other computerised systems.
6. Understand and comply with the Council's information security policies and the ensure that the office environment remains ISO 27001 compliant e.g. using secure email when sending confidential documents to schools.
7. To act as the administrator for booking AET training following the procedures set out by the Autism Education Trust.
8. Be responsible for ordering necessary supplies, resources, services and equipment for the team. This will involve the effective use of the Council's finance and other IT systems to process orders within set time scales, confirm delivery, check invoices and ensure the authorising of payment. Assist budget holders by maintaining spreadsheets and other records for budget management.
9. To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together 2013 in relation to child protection and safeguarding children and young people, as this applies to the worker's role within the organisation
10. Carry out other duties related to the team's work, as may be required from time to time, by the Head of Service

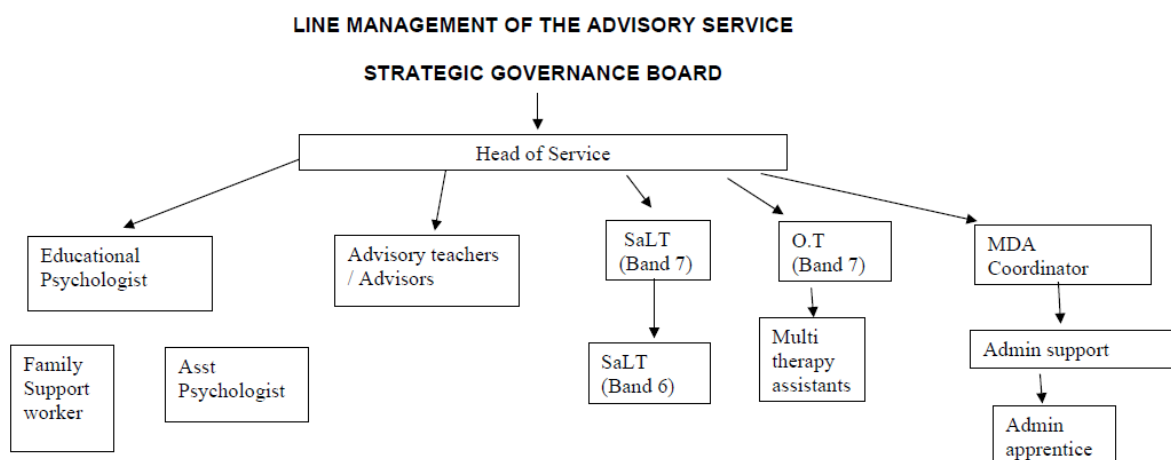
## Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

## Additional Information

N/A

## Current Team Structure



## Person Specification

<b>Job Title:</b> Key Administrative Officer	<b>Grade:</b> Scale 5
<b>Section:</b> Advisory Service for Autism	<b>Directorate:</b> Children's Services
<b>Responsible to following manager:</b> Head of Advisory Service for Autism	<b>Responsible for following staff:</b> N/A
<b>Post Number/s:</b> RWAAS09	<b>Last review date:</b>

### Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements		Assessed by A & I/ C (see below for explanation)
<b>Knowledge</b>		
1. Knowledge of the UK educational system and familiar terminology e.g. key stage, SEN, pupil premium		A/I
2. An understanding of the educational issues relating to children with Autism/ social communication disorder and the challenges facing children and young people with Special Educational Needs and Disabilities and their families.		A/I
<b>Experience</b>		

3. Experience of working collaboratively and effectively in a busy office environment, including management of sensitive information and providing support to others.	<b>A/I</b>
4. Experience of communicating effectively face to face, by telephone and e mail with a range of colleagues and staff in schools/other services.	<b>A/I</b>
5. Experience of using finance processes e.g. ordering goods, processing payments, use of finance systems,	<b>A/I</b>
<b>Skills</b>	
6. Ability to prepare letters/emails/ minutes in clear, plain English with high standards of spelling, punctuation and grammar.	<b>A/I</b>
7. Ability to be the interface between the Service and schools/other agencies by being polite, diligent and conscientious in recording and passing on messages.	<b>A/I</b>
8. Confident ICT skills, including the secure use of finance systems, management of computer files and databases, Microsoft Word, Excel and PowerPoint.	<b>A/I</b>
9. Ability to identify and clarify priorities, including the planning and delivery of own workload so it is managed when under pressure and deadlines are met.	<b>A/I</b>
10. Ability to work independently, taking the initiative to start and complete tasks as appropriate	<b>A/I</b>
<b>Qualifications</b>	
11. Basic Skills Literacy and Numeracy Level 2 or equivalent	<b>C</b>

**A – Application form/CV**

**I – Interview**

**C - Certificate**