



Receptionist - JOB DESCRIPTION

Reporting To: Senior Administration Officer

Payscale: TEAL Associate Staff Pay Scale, Point 3

Job Purpose:

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

The post holder will ensure the smooth running of the reception area by welcoming visitors both in person and on the telephone. To answer or refer enquiries. To safeguard staff and pupils by following school procedures in relation to DBS checks and providing the relevant visitor badges. To ensure administration tasks are completed to an appropriate standard.

Key Responsibilities: Specific

Reception

- To provide a comprehensive, high quality customer focused service through the switchboard, e-mail and to customers visiting in person
 - To deal effectively with a range of enquiries by telephone, face to face and e-mail to ensure that as many as possible are resolved at first point of contact, escalating to others where this is appropriate and essential and with the required information
 - To deal with complex enquiries and complaints with courtesy, tact and sensitivity
 - To project a positive image of Malet Lambert and maintain high standards of customer service
 - To build effective relationships with stakeholders, both internal and external
 - To comply with GDPR, the Freedom of Information Act and Malet Lambert’s requirements on confidentiality
- Sign visitors in when required with appropriate lanyards and check DBS clearance if entering the school site, inform the person that their visitor has arrived
- Evening cover to be provided on Reception for Progress Evenings and Special Events
- To ensure internal doors leading into the school are locked at all times
- To carry out fire evacuation procedures when and if the fire alarm goes off
- To monitor the SEND pupils and pupils with permission to leave via the reception exit. Any pupil not allowed must be sent back through to leave via the pupil exit
- To contribute ideas and suggestions on systems and procedures to improve service performance and customer service

General Administration

- To provide a practical administrative service to the school
 - To provide administration services including typing, post and other general admin functions using all aspects of Microsoft office and bespoke software systems, e.g. Arbor
 - To monitor the school’s electronic on call system, informing relevant duty staff of any calls
 - To support school events
- To sort and date stamp incoming post
- Place items for Headteacher, Finance Business Manager, HR, and Finance into the relevant trays – they will collect
- Place items for staff in Pigeon Hole tray
- Hand over the post bags, bar code and any special delivery/recorded delivery paperwork and post for the post person to scan
- Room booking co-ordination
- Staff & Pupil Daily Bulletins
- Daily reporting to provide Parents/Carers with relevant information
- General administration - to check the Admin Tray/Emails for any ad hoc tasks periodically throughout the day

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools’ policies and procedures and uphold the organisation’s values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.