**Northern Education Trust** Post: Receptionist

**PERSON SPECIFICATION**

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|  | |  | **Assessed by:** | |
| **No** | **Categories** | **Essential / Desirable** | **App Form** | **Interview / Task** |
| **QUALIFICATIONS** | |  |  | |
| 1. | 5 GCSE’s or equivalent, including English and Maths | E |  |  |
| 2. | Willingness and ability to obtain and/or enhance qualifications and training for development in the post | E |  |  |
| 3. | Evidence of continuous professional development and training | E |  |  |
| **EXPERIENCE** | |  |  | |
| 4. | Experience of working in a school environment | E |  |  |
| 5. | Experience of working in a reception environment | E |  |  |
| 6. | Experience in an administrative position | E |  |  |
| 7. | Experience of using Microsoft Office packages, SIMS, databases and web technologies | E |  |  |
| **ABILITIES, SKILLS AND KNOWLEDGE** | |  |  | |
| 8. | Excellent communication and listening skills | E |  |  |
| 9. | Ability to respect and maintain confidentiality | E |  |  |
| 10. | ICT literate with a working ability to use key IT software to present work to a high standard. | E |  |  |
| 11. | Ability to relate to students in a pleasant the sympathetic manner and to recognise potential child safeguarding issues | E |  |  |
| 12. | Efficient and effective organisational skills | E |  |  |
| 13. | Excellent customer service skills and ability to respond quickly as circumstances dictate. | E |  |  |
| 14. | Ability to work effectively as part of a team, understanding Academy roles and responsibilities and your own position within these. | E |  |  |
|  | |  | **Assessed by:** | |
| **No** | **Categories** | **Essential / Desirable** | **App Form** | **Interview / Task** |
| **PERSONAL QUALITIES** | |  |  | |
| 15. | A strong commitment to the Trust values and ethos | E |  |  |
| 16. | Commitment to support the Trust’s agenda for safeguarding and equality and diversity | E |  |  |
| 17. | A flexible approach and strong work ethic | E |  |  |