

## JOB DESCRIPTION

<b>Job Title</b>	HR Officer
<b>Reports to</b>	Headteacher
<b>Salary</b>	Approximately £25,000 per annum subject to relevant experience. This salary for term time working only with 1 week to complete in the school closure period- this will be in July 2020.
<b>Liaison with</b>	Teaching staff, support staff, pupils, governors, HR Schools Advice & Support
<b>Job Purpose</b>	<p>Planning, coordinating and managing the administrative support functions across the school ensuring an effective service for staff and students</p> <p>Ensuring the effective strategic and operational management of support staff and their work</p> <p>Providing a comprehensive personnel and HR service in liaison with the Headteacher and Essex HR Services</p>
<b>Duties</b>	<ul style="list-style-type: none"> <li>• In liaison with the Headteacher and Senior Managers, plan and manage and run the recruitment, selection and appointment procedures for all teaching and support staff.</li> <li>• Administration of all pre-employment checks, i.e. DBS clearance and medical screening. Ensure the necessary monitoring data is prepared and submitted.</li> <li>• To maintain and oversee the schools Single Central Record in accordance with current Ofsted Regulations and safeguarding requirements.</li> <li>• To issue contracts to all new staff, and issue contract amendments to current staff as and when required. To manage an efficient system ensuring contract review dates are met e.g. salary increments, temporary responsibilities, and fixed term contracts.</li> <li>• Manage and oversee induction procedures for new support staff. Ensure probationary reviews are carried out in a timely and effective way.</li> <li>• To oversee the entire support staff performance management review scheme. On completion, report to the Headteacher and Governors pay committee and advise on pay progression.</li> <li>• To ensure that opportunities for continuing, appropriate professional development are investigated and implemented within performance management arrangements. Plan, manage and arrange staff development and training for support in conjunction with senior leaders. Authorise attendance at off-site training and development for all staff and ensure cover where necessary for this and other absences.</li> <li>• To manage an effective system recording staff absence, ensuring medical certificates are received and relevant forms are complete. To complete return to work meetings and monitor sickness absence within the scope of the policy. To make referrals to Occupation Health as necessary. In the case of any staff long term absence, ensure that cover is found and in liaison with Senior Managers, adjust timetable accordingly.</li> <li>• Work with the Headteacher, Governors and Senior Managers to ensure due attention is paid to staff occupational health and welfare and the work-life balance of all staff</li> <li>• Ensure staff personal record files are properly maintained and secured and that data is handled in accordance with statutory provisions and school policies.</li> <li>• To process monthly overtime claims and contract adjustments. To check</li> </ul>

	<p>payroll before it is processed by the payroll provider. To provide the finance department with copies of all overtime and amendments made.</p> <ul style="list-style-type: none"> <li>• To produce annual pensions returns to Teachers pensions and Local Government pensions. To produce the End of Year certificate for Teachers pensions and ensure it is audited. To update teachers and local government pensions on a regular basis in respect of leavers, starters and contract amendments. To ensure auto enrolment regulations are followed.</li> <li>• Working with the Headteacher and Senior Managers to ensure the schools staffing structure, staff plan and job descriptions are maintained and adjusted to meet changing needs and resources</li> <li>• To provide customised reports including use of SIMS.net reporting tools.</li> <li>• To be responsible for preparing all data for submission of Schools Workforce CENSUS, ensuring it meets current requirements, is up to date and accurate, investigating and rectifying any highlighted errors or warnings.</li> <li>• To be aware of changes to SIMS Personnel system, e.g. following upgrades, and communicates to other users.</li> <li>• To maintain the schools' staff emergency contact list.</li> <li>• Advise the Headteacher, Governors, Managers and staff (in consultation with Essex CC HR Services) on matters relating to pay, conditions of employment and pensions.</li> <li>• Advise the Headteacher, Governors, Managers and staff (in consultation with Essex CC HR Services) on the application of school employment policies and procedures including: <ul style="list-style-type: none"> <li>- Recruitment, selection, appointment and promotion</li> <li>- Pay</li> <li>- Performance Management</li> <li>- Leave of absence, including sickness absence and directly operating the monitoring and return to work interviews</li> <li>- Capability, including arrangements with the Occupational Health Services where necessary</li> <li>- Misconduct (discipline)</li> <li>- Grievances</li> <li>- Equal Opportunities in Employment</li> <li>- Redundancy and redeployment</li> </ul> </li> <li>• To assist with administrative tasks and manage administrative tasks as required ensuring efficient and effective support for the school.</li> <li>• To ensure adequate administrative cover during school holidays, busy periods or in the case of staff absence.</li> <li>• To contribute to school improvement and development by ensuring effective deployment of support team and revising roles where necessary.</li> <li>• To undertake any reasonable request made by the Headteacher.</li> </ul>
<b>Support Primary School</b>	<ul style="list-style-type: none"> <li>• To provide HR support a local primary school</li> <li>• To produce contracts of employment for primary school</li> <li>• Visit primary school on a regular basis</li> <li>• Administration of all pre-employment checks, i.e. DBS clearance and medical screening. Ensure the necessary monitoring data is prepared and submitted school staff</li> <li>• Work with the Headteacher in dealing with any HR issue</li> <li>• Ensure payroll administrator is informed of any contract changes and new contracts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with the headteacher in ensuring the support staff and teaching staff calculators are updated for budgeting.</li> <li>• To deal with any other HR queries as necessary.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>• The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment</li> <li>• The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade</li> </ul>

## PERSON SPECIFICATION

### HR Officer

General heading	Detail	Essential	Desirable
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Proven experience of working in HR. Experience of: Managing payroll process. Managing pensions, starters, leaver's changes, end of year returns. Recruitment from start to finish. Managing sickness absence. Clean driving licence	Professional qualification in HR. CIPD CPP (min) Successful experience of HR in a school environment. Experience of working in HR in a standalone role. Experience of automatic enrolment.
	Knowledge of relevant policies and procedures	Excellent working knowledge of general school policies and procedures.	
	Literacy	Excellent reading and writing skills.	
	Numeracy	Ability to count and undertake complex calculations.	
	Technology	Ability to use word and outlook. Excellent knowledge of excel.	Previous experiences of SIMS.
<b>Communication</b>	Written	Ability to complete detailed and complex	

		reports, forms and letters and provide financial reports	
	Verbal	Ability to exchange verbal information clearly and sensitively with children and adults	
	Languages	Overcome communication barriers with children and adults and support others	
	Negotiating	Ability to consult with colleagues in an effective way	
<b>Working with children</b>	Behaviour Management	Good understanding and implement the school's behaviour management policy	
	SEN	Good Understanding and support the differences in children and adults and respond appropriately in relation to the role	
	Curriculum	Good understanding of the learning experience provided by the school in relation to the role	
	Child Development	Good understanding of the way in which children develop in relation to the role	
	Health & Well being	Understand the importance of physical and emotional wellbeing Ability to support children who may be unwell	
<b>Working with others</b>	Working with partners	Excellent understanding of the role of others working in and with the school	
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	
	Team work	Ability to work effectively with other adults in the school	

		Ability to work on own	
	Information	Ability to provide timely and accurate information	
<b>Responsibilities</b>	Organisational skills	Excellent organisational skills Ability to work accurately with attention to detail	
	Line Management	Ability to lead and motivate a team in a positive and successful way and build a successful team	
	Time Management	Ability to manage own time effectively	
	Creativity	Ability to follow instructions effectively	
<b>General</b>	Equalities	Demonstrate a commitment to equality	
	Health & Safety	Good understanding of Health & Safety	
	Child Protection	Good understanding and implement child protection procedures	Understanding of safeguarding procedures around schools recruitment.
	Confidentiality/Data Protection	Good understanding of procedures and legislation relating to confidentiality	
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance and share knowledge with others	

<b>Leadership Competencies</b>			
<b>Leadership Area (&amp; Key ABBs)</b>	<b>Leadership Behaviours</b>	<b>Definition</b>	<b>Essential/Desirable</b>
<b>Thinking</b> (Belong More, Be More, Achieve More)	• <i>Stakeholder understanding</i>	Leaders must have a clear sense of who their organisation serves (its stakeholders), and what is important to each of these groups.	Essential
	• <i>Strategic thinking</i>	The ability to extrapolate the possible outcomes of any course of action	Essential
	• <i>Analytical thinking</i>	<ul style="list-style-type: none"> <li>The ability to understand what lies behind a situation or a set of results, to understand its</li> </ul>	Desirable

	<ul style="list-style-type: none"> <li>• <i>Conceptual thinking</i></li> <li>• <i>Forward thinking</i></li> </ul>	<p>nature and to work out it's causes and its implications.</p> <ul style="list-style-type: none"> <li>• The ability to identify connections and trends between situations and events, developing solutions that master the wider context.</li> <li>• The ability to extrapolate the possible outcomes of any course of action</li> </ul>	<p>Desirable</p> <p>Desirable</p>
<p><b>Self Management</b> (Be More)</p>	<ul style="list-style-type: none"> <li>• <i>Independence</i></li> <li>• <i>Organisational commitment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Innovation is essential to any organisation, and it mostly comes from individuals. For this to happen people must be able and prepared to act as individuals when it is necessary. Without people able to act independently, the organisation becomes locked into a cycle of always doing what it always has, and always getting what it has always got. Schools deal with the education, welfare and well being of young people. Staff must be able to act independently, guided by their own moral compass, to protect the individual from the system.</li> <li>• Leaders must be committed to their organisation. They must value and nurture its well being, gauging all their actions by their effect on its efficiency and future success.</li> </ul>	<p>Desirable</p> <p>Essential</p>
	<ul style="list-style-type: none"> <li>• <i>Resilience</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders do not give up easily. They understand that timing and time itself are key factors in success, and they are strong enough to take advantage of it.</li> <li>• Good leaders stick at what they know to be important</li> </ul>	<p>Desirable</p>

	<ul style="list-style-type: none"> <li>• <i>Tenacity</i></li> <li>• <i>Flexibility</i></li> </ul>	<p>even when it becomes difficult.</p> <ul style="list-style-type: none"> <li>• Good leaders know when to change their approach, and can do so seamlessly. They also know when to quit – when the damage done to the organisation by pursuing a course of action exceeds the benefits from successfully concluding it.</li> </ul>	<p>Essential</p> <p>Desirable</p>
	<ul style="list-style-type: none"> <li>• <i>Self-belief</i></li> <li>• <i>Self-control</i></li> </ul>	<ul style="list-style-type: none"> <li>• Well founded, proportionate confidence in oneself is essential for leadership.</li> <li>• Leaders manage their own emotions and understand their own motivations. They are enriched and informed by them, but not controlled by them.</li> </ul>	<p>Desirable</p> <p>Essential</p>
<p><b>Influencing</b> (Belong More)</p>	<ul style="list-style-type: none"> <li>• <i>Interpersonal awareness</i></li> <li>• <i>Relationship building</i></li> </ul>	<ul style="list-style-type: none"> <li>• Good leaders are always aware of the emotional and motivational state of the individuals around them, and the impact of their words and actions on those people, positive and negative.</li> <li>• Everyone in a school is dependent on the work of others. Positive, open relationships make it more likely that this work will “mesh”, allowing everyone to work more effectively. More than this, leaders work through others, and the most effective medium for this capacity are the relationships they build. The big news is that threats and rewards don’t work – relationships do.</li> </ul>	<p>Desirable</p> <p>Essential</p>
	<ul style="list-style-type: none"> <li>• <i>Concern for impact</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders understand their own</li> </ul>	<p>Essential</p>

	<ul style="list-style-type: none"> <li>• <i>Developing others</i></li> </ul>	<p>role in the success of the organisation, and the role played by others – they understand the importance of everyone’s job.</p> <ul style="list-style-type: none"> <li>• Leaders are able to increase the efficiency and effectiveness of others in the organisation in terms of their impact through modelling, coaching, and collegiality.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• <i>Rational persuasion</i></li> <li>• <i>Strategic influencing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders develop high order skills in persuading others to their point of view or their course of action.</li> <li>• Good leaders recognise the motivations of others and act on them to effect change in their attitudes and behaviour that increase the efficiency and effectiveness of the organisation. Good leaders recognise that certain individuals play key roles in the “consensus” of the organisation, and they use these individuals to effect change in attitudes and behaviour that increase the efficiency and effectiveness of the organisation.</li> </ul>	<p>Desirable</p> <p>Desirable</p>
<p><b>Achieving</b> (Achieve More)</p>	<ul style="list-style-type: none"> <li>• <i>Concern for excellence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders always need to ask about every aspect of their work and the work of the organisation “can this be improved?” and act accordingly. This is not about being a perfectionist or about never being happy with one’s work, it is about seeing one’s role as being to make things better, not to keep them as</li> </ul>	Essential



	<ul style="list-style-type: none"> <li>• <i>Initiative</i></li> </ul>	<p>they are.</p> <ul style="list-style-type: none"> <li>• Good leaders look for ways to improve things themselves – they don't wait to be told.</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>• <i>Results focus</i></li> <li>• <i>Critical information seeking</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders recognise the key outputs of their organisation, and they focus on them relentlessly.</li> <li>• Leaders do not wait for information to come to them, consider it, and act. They actively seek the information they require to know how to act to secure improvement. They are active researchers.</li> </ul>	<p>Essential</p> <p>Desirable</p>
	<ul style="list-style-type: none"> <li>• <i>Attention to detail</i></li> <li>• <i>Thoroughness</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leaders know that the big picture can be completely ruined by a speck of dust on the lens. They notice and act on the small things that make a big difference.</li> <li>• Leaders make sure that tasks are “bottomed” – they do not leave loose ends that unravel later.</li> </ul>	<p>Essential</p> <p>Essential</p>