

AB141: Provide administrative support in schools SQA Unit Code FE0M 04

Overview: Work with school contacts and wider community contacts to contribute to school goals and priorities

School contacts include pupils and students; parents; guardians; carers; colleagues; and governing bodies. Wider community contacts include community organisations; relevant authorities; children's services; welfare services; local businesses; the police; and regulatory bodies

Links:

Specific skills:

- Analysing
- Communicating
- Evaluating
- Literacy
- Managing conflict
- Managing time
- Negotiating
- Numeracy
- Organising
- Planning
- Prioritising
- Problem solving
- Researching
- Team working
- Using technology
- Writing

Performance Indicators

Work with school contacts and wider community contacts

1. Build positive working relationships
2. Present a positive image of yourself and your school
3. Communicate effectively with contacts
4. Follow school policies and procedures for dealing with parents, guardians and carers
5. Follow school policies and procedures for dealing with pupils and students
6. Follow school policies and procedures for dealing with colleagues and the wider community
7. Provide effective administrative and organisational support to school contacts and the wider community
8. Operate school administration systems
9. Analyse and evaluate information
10. Produce reports in line with school procedures
11. Safeguard confidential information
12. Act within the limits of your authority
13. Refer issues beyond your authority to the appropriate person

Knowledge & Understanding

- A. Why it is important to build positive working relationships with contacts
- B. How to build positive working relationships with contacts
- C. Why it is important for your school to have a friendly and efficient way of dealing with contacts
- D. The types of contacts you deal with, the requirements that they have and how to meet their needs
- E. Why it is important to present a positive image of yourself and your school
- F. Types of problems that may occur with contacts – including conflict and aggression – and the procedures for dealing with these
- G. The social context in which your school operates, including the cultural diversity of the community and how it impacts on the school environment
- H. How your role contributes to your school's goals and improvement or development priorities
- I. How your role supports teaching and learning
- J. Your school's policy and administrative procedures for dealing with parents, guardians and carers, and your roles and responsibilities in relation to these
- K. Your school's policy and administrative procedures for dealing with pupils and students, and your roles and responsibilities in relation to these
- L. Your school's policy and administrative procedures for dealing with the wider community, and your roles and responsibilities in relation to these
- M. How to comply with policies and procedures relating to child protection and student welfare; and how to report concerns to an appropriate person
- N. The policy context, wider issues and initiatives that affect the work of the school, (e.g. relevant authority policies; government standards, legislation and regulations; government initiatives; etc)

- O. The types of administrative and organisational support that you may be required to provide to school contacts and the wider community
- P. The purpose of school administration systems and procedures and why they are important
- Q. Your school's administrative and organisational systems and procedures in relation to your role
- R. Methods of analysing and evaluating information
- S. Your school's procedures for producing reports
- T. How to identify confidential information in line with your school's procedures and relevant data protection legislation
- U. Why confidential information should be safeguarded and how to do this
- V. The limits of your authority in relation to confidential information
- W. When to refer confidential information to the relative authority or appropriate person and who to refer it to (e.g. where concerns for a child's safety override confidentiality)
- X. The limits of your authority and why it important to act within them
- Y. When to refer issues to a higher authority and who to refer them to