

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

Performance criteria

- You must be able to:*
- 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 and understanding

You need to know and understand:

- 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

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