



Role Profile

Reception and facilities assistant

Second Step

162 Pennywell Road

Bristol BS5 0TX

1. JOB DESCRIPTION

The job description does not describe a comprehensive list of duties, rather a broader range of accountabilities and performance indicators. The role profile is subject to review and change.

1.1 JOB PURPOSE

To manage the reception area to ensure a friendly and efficient reception service is provided to all Second Step customers and staff. To provide general administration and facilities support as directed and to undertake building related tasks as required.

1.2 JOB CONTEXT

Second Step provides good quality housing and support services to people with mental health and other related support needs.

The aim is to deliver recovery and wellbeing opportunities for people with mental health and other support needs to achieve their hopes and ambitions.

Second Step operates in B&NES, Bristol, North Somerset, Somerset and South Gloucestershire.

The objective for the organisation is to ensure a robust, well-managed, creative, high profile organisation that is well resourced and values and promotes participation from service users, staff and Board members.

1.3 ORGANISATION

Immediate Supervisor: Senior Receptionist and Facilities Officer

Colleagues/Peers: Support Staff, Team Administrators

Direct Reports: None

1.4 JOB ACCOUNTABILITIES

- Manage the provision of an effective reception service by ensuring that all incoming calls and emails are answered in a timely manner and directed to the right recipient efficiently and that visitors are treated in a courteous manner
- Maintain the presentation and cleanliness of the office throughout the day, reporting issues as required.
- Manage the postal system by ensuring that incoming post is opened, date stamped and distributed and that outgoing post is administered for daily collection.
- Provide an effective administration and facilities support service as and when required
- Undertake general office duties including filing, photocopying and other administration tasks as required
- Work with the organisations health and safety policies, procedure and practices; perform building related tasks and checks
- Ensure that all visitors and contractors are aware of the health, safety and security issues of the office building
- Ensure that security is a priority within the office buildings, specifically the reception area
- Contribute to initiatives and projects which are part of the ongoing development of the organisation
- Collaborate with other team members to maximise achievement of objectives and promote effective communication and teamwork
- Promote the values and principles of the organisation and work within the staff code of conduct

1.5 PERFORMANCE MEASURES

- Delivery of an efficient reception service both on the phone, by email and face to face
- Delivery of specified administration and facilities tasks on time and to a high standard

- Full implementation of policies and procedures.
- Collaboration and contribution to the effectiveness of the team
- Promote good relationships with both internal and external customers

2. PEOPLE PROFILE

2.1 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ <i>Numeracy and literacy to GCSE level/NVQ 2 or equivalent</i> ▪ <i>Strong IT Skills - the ability to create Word and Excel and Outlook documents for emails, letters, reports, spreadsheets, graphs & accurate typing skills</i> ▪ <i>Ability to work with good attention to detail</i> ▪ <i>Ability to use own initiative</i> ▪ <i>Excellent communication skills, including excellent telephone skills and the ability to talk to people in difficult circumstances</i> 	
Knowledge	<ul style="list-style-type: none"> ▪ <i>An understanding of the needs of our service user group</i> ▪ <i>Proven knowledge of equal opportunities issues</i> ▪ <i>Proven knowledge of office health and safety issues</i> 	<ul style="list-style-type: none"> ▪ <i>Experience of working in the voluntary sector and understanding of the services provided by our organisation</i> ▪ <i>Knowledge of the challenges facing our service users</i>
Experience	<ul style="list-style-type: none"> ▪ <i>Experience of working in a multi skilled role</i> ▪ <i>Proven experience of providing reception, facilities or administration services</i> ▪ <i>Proven experience of successfully communicating with different types of people</i> 	
Values	<ul style="list-style-type: none"> ▪ <i>Commitment to diversity and equal opportunities at work</i> ▪ <i>Ability and motivation to work with a Recovery focused approach</i> 	

2.2 COMPETENCIES

Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Achieving Results</p> <p>Relevance to Recovery: Services reduce barriers, support service users to find their own solutions and to achieve positive outcomes.</p>	<p>Plans own work and meets agreed goals within the time available</p> <p>Can problem solve alone but knows when to involve others. Able to use more than one approach when solving problems.</p> <p>Works hard and stays focussed on priorities, increases effort without guidance</p>	<p>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</p> <p>Able to use a range of approaches to analyse and manage problems and performance issues.</p> <p>Sets appropriate targets for self and others, will “go the extra mile” to deliver work on time and within budget.</p>	<p>Adjusts own work priorities to take other’s priorities into account, and involves other people to achieve goals.</p> <p>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</p> <p>Sets appropriate long term objectives that improve the service and the performance of the organisation.</p>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Customer Care.</p> <p>Customers include: Service users Carers Members of the public External agencies Funders Any other interested parties</p>	<p>Is aware of Equal opportunities issues and how discrimination can affect service users and other customers.</p> <p>Works to establish good relationships with service users, visitors and other customers.</p> <p>Understands Second Step’s code</p>	<p>Ensures that their service/team does not discriminate against people on the grounds of age, gender, race, ethnicity, faith, sexual orientation or ability.</p> <p>Works hard and invests time getting to know and developing good working relationships with service users and other</p>	<p>Develops feedback and evaluation systems that improve services.</p> <p>Contributes to a culture which is customer focussed and where the customer comes first, including responding to both internal and external customers</p>

	of conduct and values and makes sure that their working relationships reflect these.	customers. Knows who their key customers are and is able to change own style to suit different customer's needs.	
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Effective Communication.</p> <p>Relevance to Recovery: How we talk to people, our non verbal communication, how we record our work, all give a positive message of hope and recovery.</p>	<p>Understands the information required by their peers and reports and is skilled and confident at communicating with, and listening to, others.</p> <p>Designs and writes well structured, clear and relevant documents, letters and reports.</p> <p>Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</p>	<p>Plans and manages all communications and ensures they are clear, effective and have maximum impact.</p> <p>Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</p> <p>Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</p>	<p>Has highly developed presentation abilities and is effective at promoting the key messages and objectives of organisation.</p> <p>Plans communication around the needs/objectives of the audience.</p> <p>Distils key messages or key conclusions from complex situations.</p>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Partnership and Teamwork.</p> <p>Relevance to Recovery: All team work and partnerships should centre on the support</p>	<p>Is considerate to the needs of others at work and openly shares information with them.</p> <p>Participates willingly in the team</p>	<p>Develops and maintains effective working relationships, understands and contributes to the collective responsibility for achieving results.</p>	<p>Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</p>

<p>requested by an individual and work collaboratively to achieve this. Every service user should have full knowledge of who is involved in their support.</p>	<p>and does their share of work. Makes an effort to build good working relationships with peers, their team and external agencies.</p>	<p>Helps team decision making by their own contribution and supporting others to contribute. Makes a positive contribution to wider team processes such as problem solving, or implementing change.</p>	<p>Facilitates in their team a culture of openness, co-operation, trust and responsibility. Shares power within the organisation and across networks and develops constructive relationships with SMT and other stakeholders, to enable their true involvement in decision making.</p>
<p>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Personal and Professional Development. Relevance to Recovery: Being open to learning about ourselves and from others, being committed to continual learning and development, assists us to support individuals in their recovery.</p>	<p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations. Stays calm in a crisis and supports others to stay calm. Uses supervision effectively and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p>	<p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary. Is sensitive to the needs of others in difficult or pressured situations. Actively participates in supervision, reflects on supervisor's feedback and applies this learning to future work.</p>	<p>Knows their strengths, and limitations, and understands how they impact on others in a range of situations, including when providing leadership that makes a difference to their team. Recognises others' anxieties and problems, and facilitates them to find ways of dealing constructively with these. Uses reflection on their work in supervision to maintain and improve their work. Maintains their own personal</p>

			and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>ervice Area Expertise</p> <p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<p>Understands routine work related tasks.</p> <p>Follows correct procedures in carrying out tasks.</p> <p>Works within Equal Opportunities Policy.</p>	<p>Understands the specialist and/or professional requirements of the job and applies this in their day to day work.</p> <p>Has an up to date knowledge of the full requirements of the job and is willing and able to learn new skills as necessary.</p> <p>Applies Equal Opportunities principles to practice within own service/team.</p>	<p>Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.</p> <p>Acts as a reference point within own particular service/team.</p> <p>Ensures the service/team respects diversity in all aspects of service delivery.</p>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Working with Change</p> <p>Relevance to Recovery: Staff and systems are flexible and respond to customer's changing needs</p>	<p>Is able to adapt to new environments and work in different environments.</p> <p>Prepared to contribute ideas when asked.</p> <p>Willing to try out new ways of working.</p>	<p>Is adaptable to new ways of working and is willing to accept new challenges.</p> <p>Contributes ideas for change and improvements in a positive and constructive way.</p> <p>Is flexible when changes are required, even at short notice.</p>	<p>Effectively implements changes in policy and procedure with guidance.</p> <p>Understands that the working environment is one of constant change and is able to explain and promote the benefits of change.</p> <p>Involves others when changes are required so they have a sense of ownership.</p>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery: Policies and procedures inform our best practice. Services are delivered in line with equal opportunities and do not discriminate.</p>	<p>Always follows the organisation's policies and procedures.</p> <p>Knows where to find out about policies and/or procedures and asks for guidance if they are not clear.</p>	<p>Understands how, and can explain why, policies and procedures are applied for the benefit of staff and service users.</p> <p>Identifies areas where improvements to policy, procedure or practice can be made.</p> <p>Identifies when changes to practice impact on policies and procedures.</p>	<p>Actively pursues improvements to procedures which produce benefits to all parties.</p> <p>Challenges policies and procedures which have a negative impact on service delivery.</p> <p>Uses judgement to reach decisions on situations not fully covered by policies or procedures.</p>