



Role Profile
HR Assistant
Second Step

9 Brunswick Square

Bristol BS2 8PE

May 2019

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 provide generalist HR support and a wide breadth of HR administration services whilst providing on-going support to the HR Manager. To be the first point of contact for the HR team and provide a flexible and pro-active customer service to employees, managers and volunteers, offering support and direction in the application of the organisations policies, procedures and processes at Second Step enabling the organisation to achieve its goals and meet its responsibilities to its staff and volunteers.

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, Somerset, North 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: HR Business Partner

Colleagues/Peers: Administrators

Direct Reports: None

1.4 JOB ACCOUNTABILITIES

- Carry out all elements of recruitment administration, providing support to Team Managers on current vacancies, creation of job advertisements, utilising Recruitment plus for process, providing efficient service within agreed timelines
- Provide advice and guidance, where necessary, to employees and managers in line with the organizations policies and procedures and to advise on maternity and paternity leave.
- Maintain accurate personnel records both manual and electronic, ensuring data is up to date and in accordance with Second Step policy and GDPR legislation.
- Process letters of appointment, contracts and contractual change letters and other documentation for new and existing staff.
- Provide administrative support necessary for the efficient implementation of HR policies, procedures and practices.
- Provide administrative support to the HR Team
- Monitor the electronic absence recording system, identifying any areas on concern and alerting Line Managers to take relevant supportive or remedial action.
- Use electronic HR System (Cascade) to Monitor probationary periods and temporary contract changes, prompting managers to respond to system prompts.
- Provide regular electronic reports and management information for example, but not limited to, recruitment and selection; personnel information; absence management, staff turnover, as requested by HR Team .
- Liaise with finance department supplying information and administration required for payroll, as required.
- Support the delivery of effective health and safety policies, procedure and practices.
- Circulate notices to staff, Union representatives and notice boards as and when necessary and as directed by the HR Advisor / Business Partner / Head of HR
- Contribute to initiatives and projects which are part of the ongoing development of HR processes.
- Collaborate with other team members to maximise achievement of HR objectives and promote effective communication and teamwork.

- Carry out role adopting and promoting the values and principles of the organisation and within the staff code of conduct.

1.5 PERFORMANCE MEASURES

- Delivery of effective and confidential HR administrative service
- Maintenance of accurate and up to date electronic employee records
- Promote good relationships with both internal and external customers
- Full implementation of policies and procedures.
- Contribution to the development of the service.
- Collaboration and contribution to the effectiveness of the team

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>The ability to create Word and Excel and Outlook documents for emails, letters, reports, spreadsheets, graphs</i> ▪ <i>The ability to use database packages for personnel information</i> ▪ <i>Ability to work with good attention to detail.</i> ▪ <i>Be able to communicate effectively at all levels</i> 	<ul style="list-style-type: none"> ▪ <i>Membership of CIPD, or working towards membership.</i>
Knowledge	<ul style="list-style-type: none"> ▪ <i>Understanding of employment legislation and impact on HR practice</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>Proven knowledge of data protection legislation and impact on HR function</i>

<p>Experience</p>	<ul style="list-style-type: none"> ▪ <i>A minimum of 1 years proven experience working in an HR position</i> ▪ <i>A minimum of 2 years proven experience carrying out office administration</i> ▪ <i>Proven track record of providing administrative and support services to recruitment, selection and training events</i> ▪ <i>Proven experience of successfully communicating with different types of people.</i> 	<ul style="list-style-type: none"> ▪ <i>Experience of working in the voluntary sector</i>
<p>Values</p>	<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>Is aware of Equal opportunities issues and how discrimination</p>	<p>Ensures that their service/team does not discriminate against</p>	<p>Develops feedback and evaluation systems that</p>

<p>Customers include:</p> <p>Service users</p> <p>Carers</p> <p>Members of the public</p> <p>External agencies</p> <p>Funders</p> <p>Any other interested parties</p>	<p>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 of conduct and values and makes sure that their working relationships reflect these.</p>	<p>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 customers.</p> <p>Knows who their key customers are and is able to change own style to suit different customer's needs.</p>	<p>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>
<p>Competency</p>	<p>Entry Level (2)</p>	<p>Desired Level (3)</p>	<p>Exceptional Level (4)</p>
<p>Effective Communication.</p>	<p>Understands the information required by their peers and reports and is skilled and</p>	<p>Plans and manages all communications and ensures they are clear, effective and have</p>	<p>Has highly developed presentation abilities and is effective at promoting the key</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>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>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>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>
<p>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Partnership and Teamwork.</p> <p>Relevance to Recovery: All team work and partnerships</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>should centre on the support 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Relevance to Recovery:</p> <p>Being open to learning about ourselves and from others, being</p>	<p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</p>	<p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary.</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.</p>

<p>committed to continual learning and development, assists us to support individuals in their recovery.</p>	<p>Stays calm in a crisis and supports others to stay calm.</p> <p>Uses supervision effectively and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p>	<p>Is sensitive to the needs of others in difficult or pressured situations.</p> <p>Actively participates in supervision, reflects on supervisor's feedback and applies this learning to future work.</p>	<p>Recognises others' anxieties and problems, and facilitates them to find ways of dealing constructively with these.</p> <p>Uses reflection on their work in supervision to maintain and improve their work.</p> <p>Maintains their own personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.</p>
<p>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Service Area Expertise</p>	<p>Understands routine work related tasks.</p>	<p>Understands the specialist and/or professional</p>	<p>Has a comprehensive understanding of the specialist</p>

<p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<p>Follows correct procedures in carrying out tasks. Works within Equal Opportunities Policy.</p>	<p>requirements of the job and applies this in their day to day work. Has an up to date knowledge of the full requirements of the job and is willing and able to learn new skills as necessary. Applies Equal Opportunities principles to practice within own service/team.</p>	<p>and/or professional requirements of the job and applies this in all areas of their work. Acts as a reference point within own particular service/team. Ensures the service/team respects diversity in all aspects of service delivery.</p>
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Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Recovery Orientated Practice</p>	<p>Is interested in and shows a commitment to learning about recovery within the organisational context</p>	<p>Understands how recovery applies to the work of the organisation</p>	<p>Is able to apply recovery principles and values to own work area. Actively promotes recovery with colleagues and the wider organisation</p>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Working with Change</p> <p>Relevance to Recovery:</p> <p>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>Finance and Business Awareness.</p> <p>Relevance to Recovery:</p> <p>Having good control of resources allows us to improve services and to increase choice for service users.</p>	<p>Has basic understanding of financial measures of performance as they apply to their department.</p> <p>Is familiar with products and services in own area.</p> <p>Strives to provide value for money in every transaction.</p>	<p>Uses financial measures to undertake analysis of department highlighting good and poor performance.</p> <p>Has knowledge of 'competitors', what they do and what services they offer.</p> <p>Understands, profitability, cash flow and key principles of cost benefit analysis.</p>	<p>Applies the results of financial analysis (e.g. benchmarking) to improve performance in own work area.</p> <p>Knows where department's strengths and opportunities lie and seeks to exploit them.</p> <p>Effectively manages own budget, monitoring and controlling the use of resources.</p>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery:</p> <p>Policies and procedures inform our best practice. Services are delivered in line with equal opportunities and do not</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,</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</p>

discriminate.		procedure or practice can be made. Identifies when changes to practice impact on policies and procedures.	delivery. Uses judgement to reach decisions on situations not fully covered by policies or procedures.
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