

Role Profile

Part A - Grade & Structure Information

Job Family Code	4PE	Role Title	Operations Assistant
Grade	PS4	Reports to (role title)	Centre Coordinator
		Directorate	Children, Families & Lifelong Learning
JE Band	135-160	Service	Education
		Team	Surrey Adult Learning
		Date Role Profile was created	Apr-25

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>To be the first point of contact for face to face enquiries and enrolments for adults interested in the Surrey Adult Learning programme offered by the Service, providing a high level of customer service.</p> <p>To input real time enrolments, along with attendance & achievement data on the Service's Management Information System (MIS) ensuring data is recorded in a manner sufficient to satisfy requirements of funding agencies.</p> <p>Reporting to the Centre Coordinator to ensure the centre operates in a safe, efficient and effective manner, including acting as fire warden and first aider when necessary.</p> <p>To give high quality impartial information, advice and guidance to support all learners achieve their career aspirations and fulfil their potential.</p> <p>To share SAL's commitment to the safeguarding and welfare of all learners by actively following SAL's safeguarding policy and procedures including your responsibilities to report all concerns and disclosures.</p>
Work Context	<p>Surrey Adult Learning has seven dedicated centres in Surrey. It delivers 800 courses comprising both a published course programme and a set of bespoke courses that are designed to meet the needs of individual groups of adults in the community. Delivery takes place in centres, external venues and on-line.</p> <p>There are three main teams that make up Surrey Adult Learning:</p> <p>Curriculum & Learning who are responsible for curriculum planning and delivery, quality improvement, marketing and the provision of an extensive course offer and the management of tutors and supported learning assistants employed in the service.</p> <p>Operations who are responsible for customer facing functions including the operation of the adult learning centres, admissions and enrolments, and all associated administrative processes.</p> <p>Business Finance & IT who look after the finances of the service, management of information systems, and the provision of technology associated with learning and the examinations office.</p> <p>Due to the nature of the service, the role holder is expected to provide occasional cover at other centres in a geographical group.</p>
Line management responsibility if applicable	N/a
Budget responsibility if applicable	N/a

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Service Development</p> <ul style="list-style-type: none"> • Provide an efficient service to members of the public to contribute to the delivery of the service. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Deliver allocated activities within agreed processes and frameworks. <p>Finance/Resource Management</p> <ul style="list-style-type: none"> • May support the delivery of chargeable services. <p>Work with others</p> <ul style="list-style-type: none"> • Provide advice and guidance to members of the public on relevant services which may include public reception or security. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • May be required to maintain accurate records or systems in accordance with service procedures. <p>Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths. • Accuracy and ability to follow instructions. • Able to manage own time effectively and to work effectively and flexibly as part of a team. • Experience of maintaining written records and systems. • Experience of working in a team. • Good interpersonal skills and able to provide a high standard of customer care. • Able to communicate effectively and politely with members of the public. • Good IT skills.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<ul style="list-style-type: none"> • Minimum 3 GCSE passes at Grade C or above or equivalent, including English and Maths. • Knowledge of customer care and efficient data processing. • Experience of delivering customer care to a wide range of users and of working in a high volume data processing environment. • Ability to work effectively under pressure. • Ability to develop supportive relationships with colleagues inside of the team. • Knowledge of safeguarding where vulnerable adults maybe enrolling on the programme. • Travel to service centres within the area may be required <p><u>DBS Check required.</u></p>
<p>Role Summary</p>	<p>Roles at this level provide practical services to members of the public under the direction and guidance of more senior colleagues. They will be expected to be able to plan and organise their own workload, on an hour-to-hour and day-to-day basis within clear procedures. Role holders need to have the ability to acquire a basic knowledge of systems, procedures and good practice. They work within clear procedures and best practice guidelines. Entry to this level may be through some relevant work experience and general education.</p>

<p>Reference Number</p>	<p>BM-2025-129</p>
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