

## Level 3 Business Administrator Apprenticeship Job Description

### Role Purpose

This is an entry level role aimed at bringing new talent into the organisation and offering a development opportunity to someone in our community.

The focus of this apprenticeship will be on:

- Supporting the work of the council by contributing to the delivery of services and projects allocated and supported by a supervising manager
- Learning the knowledge, skills and behaviours required of the role
- Completing a programme of study at level 3 which is relevant to the role
- Learning to model Surrey County Council's Values
- Carrying out the role with enthusiasm, integrity and professionalism
- Demonstrating strong verbal and written communication skills
- Showing initiative by organising and managing own priorities and time
- Supporting the School Autism Friendly Review project
- Supporting the delivery of the All-Age Autism Strategy
- Developing and maintaining coproduction

### Work Context

This post is within the children's commissioning team in the All-Age Autism Team. SCC have an All-Age Autism Strategy and the postholder's tasks will focus on achieving the aims and ambitions of the strategy, with a focus on supporting education settings to develop inclusion.

The role is based at Victoria Gate in Woking however the post holder may work at any Surrey County Council office. They may also work remotely, and the post holder will be supported to work flexibly. There will be a requirement to travel to other locations including schools.

### Representative Accountabilities

- Undertake a course of studies and develop a broad range of skills within the requirements of the service to achieve a nationally recognised Apprenticeship
- To develop a working knowledge of Surrey County Council's policies and procedures in line with the requirements of the Apprenticeship standard
- Provide high standards of performance to ensure that the service continues to operate efficiently and effectively
- Under supervision work closely with other team members to assist in a range of projects and service developments.
- Through personal example promote the values and behaviours (including equalities) that underpin the Council's organisation strategy.
- Maintain and look for ways to improve administrative processes
- Assist with planning and organising meetings, workshops and events
- Take responsibility for initiating and completing tasks, managing priorities and time to successfully meet deadlines
- 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 work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required.

To have regard to and comply with safeguarding policy and procedure as appropriate.

## Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics

- Ability to work towards and achieve a level 3 apprenticeship
- Educated to GCSE level (or equivalent)
- GCSE 9-4/A\*-C in Maths (or equivalent) or ability to work towards level 2 maths
- GCSE 9-4/A\*-C in English (or equivalent) or ability to work towards level 2 English

## Details of specific qualifications and/or experience required for role in line with role outputs

You will support the work of the All-Age Autism team by using your own lived experience of being autistic. We are looking for a team player who is committed to the principles of coproduction and someone who is enthusiastic about learning, who values the opportunity to support autistic young people in Surrey.

## Role summary

Roles at this level typically work as part of a team performing routine duties to support the team. They will usually have little prior knowledge or experience and will be interested in pursuing a career in the organisation but require training. Tasks are generally straightforward within established routines and procedures and under regular or direct supervision, and training is provided for more complex tasks. There is a need to plan and prioritise work and training activities. They are given the opportunity to learn about a range of activities and procedures, developing capabilities through learning on the job and/or formal study.