

# Northumberland County Council

## JOB DESCRIPTION

<b>Post Title:</b> Control Reception Officer		<b>Director/Service/Sector</b> People		<b>Office Use</b>		
<b>Band:</b> 3		<b>Workplace:</b> Kyloe House		JE ref: 3517		
<b>Responsible to:</b> Site/Buildings Manager		<b>Date:</b> 29/04/19		<b>Manager Lever:</b>		
To contribute to the provision of a security/Reception service at Kyloe House.						
<b>Resources</b>		Staff	No Staff			
		Finance	No			
		Physical	Safety and Security of the building			
		Clients	Vulnerable Young people, Staff and Visitors			
<b>Duties and key result areas:</b>						
<div>1. To operate a complex computerised security management system within Kyloe House and take steps to rectify faults if problems occur. The control room operator will ensure exemplary standards of security and customer service are provided to the staff, visitors and Young People at all times.</div> <div>2. To provide support in a response environment including emergency – utilising and operating all the specialist systems within the control room, ensuring that all requests for assistance are attended too and that all monitoring systems are operating to their optimum.</div> <div>3. Responsibilities, ranging from operating and responding to alarm monitoring systems, access control and intercoms in the event of alarm activation; operators may be required on occasion to contact emergency services if requested by senior staff.</div> <div>4. To operate, monitor, evaluate and maintain CCTV systems comprising over 259 cameras ensuring visual images are always to necessary standard, images of anti-social behaviour at times will be observed.</div> <div>5. Monitor the Fire Alarm, systems and pass on via radio or telephone any information necessary for the safety and security of Staff, Visitors and Young People.</div>						

6. In the event of a fire alarm situation carry out procedures as instructed and assist the Duty Manager/Fire Liaison Officer in the event of a fire. Keep F.L.O. chart updated.
7. Issue/collect at the start and end of shift staff with appropriate personal keys, Minder personal alarm.
8. To ensure accurate logging of all staff and Young People entry/exit to the building updating the appropriate recording systems.
9. To ensure all visitors are accurately logged in/out of the building ensuring security procedures are followed at all times.
10. To liaise with care staff and other professionals both on and off the site and manage the appropriate response.
11. Liaise with specialist maintenance support contractors to report any defects on the maintenance logging system assist with remedial action and record as necessary.
12. Report any failures or issues to the Site Manager.
13. Welcome visitors to the site by greeting them, in person or on the telephone; answering or referring inquiries, on occasion empathy and compassion may be required, the ability to deal effectively with stressed and angry individuals.
14. Check the identity of all visitors and ensure that they have the necessary identification to access the site, ensure all visitors are issued with a valid identity badge and / or pass.
15. Answer the phone in a timely manner, direct calls to the correct offices, schedule and confirm appointments and maintain event calendars, inform other staff of visitors' arrivals or cancellations, completion of various day to day administrative tasks copy file and maintain paper or electronic documents and records, handle incoming and outgoing mail, create and manage both digital and hardcopy filing systems.
16. Training of staff on the use of Cortech Security Management software, CCTV, Telephony, Intercoms systems and associated procedures.

17. Contribute to the continuous improvement of the service.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

<b>Work Arrangements</b>	
Transport requirements: Working patterns: three week rolling rota Working conditions: office based	

## PERSON SPECIFICATION

<b>Post Title:</b> Control Reception Officer		<b>Director/Service/Sector:</b>		Ref: 3517
<b>Essential</b>		<b>Desirable</b>		<b>Assess by</b>
<b>Knowledge and Qualifications</b>				
<ul style="list-style-type: none"><li>• Knowledge and extensive experience of working in a pressurised control room environment implementing a full range of procedures and policies</li><li>• Demonstrate basic numeracy and literacy.</li><li>• Basic I.T Skills</li></ul>				
<b>Experience</b>				
<ul style="list-style-type: none"><li>• Experience of working with the general public</li><li>• Customer orientation and ability to adapt/respond to different types of characters</li><li>• Experience of Security Systems</li><li>• Operation of CCTV systems and associated procedures</li><li>• Clerical/Admin Experience</li><li>• Telephone/Reception skills</li></ul>				

<ul style="list-style-type: none"> <li>• Basic I.T skills</li> <li>• Dealing with difficult and abusive customers</li> <li>• Face to Face contact with Professionals and the public</li> <li>• Negotiation skills</li> <li>• Interpersonal skills and ability to communicate with a variety of people both face to face and on the telephone</li> <li>• Ability to work methodically</li> </ul>		
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Calm temperament and confidence to deal with people at all levels</li> <li>• IT literate</li> <li>• Administration skills - ability to input, extract, interpret and record information from manual and computerised information sources</li> <li>• Communicates clearly orally and in writing</li> <li>• Ability to respond calmly in emergency situations</li> <li>• Ability to work with minimal supervision following set procedure</li> </ul>	Knowledge of customer care skills	

<ul style="list-style-type: none"> <li>• Willingness to show flexibility towards duties</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Must be able to work as part of a team and have the ability to communicate effectively and motivate colleagues</li> <li>• Must be able to work alone and use initiative</li> <li>• Enthusiastic and committed</li> <li>• Proactive approach to problem solving and customer care</li> <li>• Ability to work calmly and accurately under pressure</li> <li>• Dealing with emotionally demanding calls frequently dealing with the public who may be aggressive and/or abusive</li> <li>• Ongoing lifting and handling of moderate weights</li> <li>• Prolonged periods of time spent sitting at a work station requiring periods of concentration</li> </ul>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Able to work and meet deadlines</li> <li>• Shift pattern determined by the requirements of the service weekend and evening work will be required</li> <li>• Dependable, reliable and good time keeper</li> <li>• Encourages and displays high standards of honesty, integrity, openness and respect for others</li> </ul>		

<ul style="list-style-type: none"> <li>• Helps create a positive work culture in which diverse individual contributions and perspectives are valued</li> <li>• Proactive and achievement orientated</li> <li>• Works with minimal supervision</li> </ul>		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## Appendix 3

### National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.