

JOB SUMMARY

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|---------------------|--|------------------|--|--------------------------------|-----------|-------------------------|-------------|
| Post Title | Apprentice - Stores Assistant | | | | | | |
| Job Family | <i>Business Support</i> | Pay Range | <i>Scale: Apprentice rate Age 18-20: £7.49 per hour Age 21-22: £10.18 per hour Age 23 or over £10.42 per hour (note these rate change from April 2024)</i> | Line Manager to others? | No | Role profile ref | <i>BS04</i> |
| Service Area | <i>Community Equipment Stores (CES)</i> | | | | | | |
| Line Manager | <i>CES Admin Supervisor</i> | | | | | | |
| Location | <i>19 Barry Way, Newport Business Park</i> | | | | | | |

Job Purpose

The Community Equipment Service is a jointly funded service which provides equipment and adaptations to Island residents to enable them to live independently and safely within their own home.

The Stores Assistant will play a vital role in supporting the day to day running of the service to ensure that the right equipment is issued to the right person at the right time.

Job Context (key outputs of team / role to provide some specific examples of role profile accountabilities)

- To respond and process all enquires and referrals in a timely and professional manner
- To provide general reception duties to visitors to the stores
- To book deliveries and collections in line with service standards, prioritising work activities with limited supervision to ensure best use of the delivery team's time and mileage
- To support the CES Manager with general maintenance of the storeroom
- To maintain the CES systems to ensure all data is accurate
- To prepare documents using established formats and to the prescribed timeframe
- To build and maintain relationships with internal and external stakeholders to support the development of the service
- To resolve low level queries through the provision of practical advice on equipment
- To support the CES Manager/supervisor in developing the service in line with national best practise and applying a 'can do' approach

Knowledge, Skills and Experience

| Role Profile requirements. | Job specific examples. (if left blank refer to left hand column) | Essential | Desirable |
|---|---|------------------|------------------|
| Practical experience within the relevant working environment. | Practical experience of working within a warehouse environment | ✓ | |
| Working knowledge of relevant processes and systems. | Working knowledge of community equipment to enable the resolution of low level faults | | ✓ |
| | Ability to work under limited supervision, to make decisions, act on own initiative and use excellent organisational skills. | ✓ | |
| Good verbal and written communication skills. Understanding of how to deal with customers appropriately | The ability to communicate effectively at all levels with the public, staff, members and other agencies on sensitive and personal issues. Providing excellent customer service. | ✓ | |
| Knowledge of the service provided in own area. | Ability to work effectively within a team and to work under pressure prioritising workloads and handling changing | ✓ | |

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| | priorities showing an ability to be flexible and adaptable | | |
| ICT skills including use of Microsoft applications. | Extensive knowledge of Microsoft packages, in particular Outlook, Excel and Access | ✓ | |
| Numerate and accurate with attention to detail. | Ensuring accurate records are kept up to date in a timely fashion | ✓ | |
| Qualifications | | | |
| Role Profile requirements. | Job specific examples. (if left blank refer to left hand column) | Essential | Desirable |
| Educated with 3-5 GCSE passes at 4-9 (Grades A-C) in Maths and English, or equivalent | <i>You will be supported to undertake your functional skills if these have not been achieved at level 2</i> | ✓ | |
| Level 2 Business Administration or equivalent | | | ✓ |
| To complete a Level 3 Business administration qualification | <i>As part of the apprentice role requirements, the applicant will be working towards achieving the level 3 qualification and end point assessment</i> | ✓ | |