

Job Description

POST:	School Admin Assistant
RESPONSIBLE TO:	Admin and HR Manager
SALARY:	NJC Scale 3 SCP 5-6
LOCATION:	The Telford Langley School
WORKING PATTERN:	20 hours, (Term Time plus 1 week)
DISCLOSURE LEVEL:	Enhanced
KEY RELATIONSHIPS:	SLT, BST, OLT, Other Administrators, Parents, Pupils, Staff and outside agencies
RESPONSIBLE FOR:	N/A

MAIN PURPOSE:

Provide clerical and administrative functions for the school under the direction and instruction of senior staff. Assist with the planning and development of support services.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Community Academies Trust in relation to the post holder's professional responsibilities and duties.

SPECIFIC RESPONSIBILITIES

General Admin

- Printing & Reprographics, including the resource inbox
- General phone calls to parents
- General filing, copying, typing
- Post and franking
- Administration support of management information system including updating and maintaining accurate pupil records.

Reprographics

- Manage the school's repository inbox
- Produce high quality and efficient printing in a timely manner
- Coordinate whole school printing requests in line with school calendar and manage high volume printing effectively
- Stationery order and stock replenishment
- Proofread and format in line with school branding
- Secure confidential printing
- Maintain the school's one information stop shop

- Maintain template repository for school communications (letterheads, certificates, forms, standard letters etc.)

Behaviour Admin

- Oversee behaviour entries in the school's management information system (MIS) and update Duty Staff as necessary.
- Responsible for the administration process for school detentions.
- Oversee detention registers and be responsible for rearranging detentions as directed by SLT.
- Notifying parents of pupil's detention and Internal Exclusions.
- Exclusion paperwork for exclusions under 5 days.
- Recording of racial and homophobic incidents.
- Producing a range of reports as directed by stakeholders using relevant management information systems in line with GDPR.
- Administering student rewards.
- Administration support of management information system including updating and maintaining accurate pupil records
- Pupil reception

Responsibilities

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Establish and maintain constructive, effective relationships internally and externally
- Communicate with other agencies/professionals
- Attend and participate in regular meetings
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm. **Our Staff**

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Person Specification

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> NVQ 2 or equivalent qualification or equivalent experience in relevant discipline 	<ul style="list-style-type: none"> NVQ 3 Qualification in first aid at work desirable, or willingness to become qualified.
Experience	<ul style="list-style-type: none"> Experience working in an office environment 	<ul style="list-style-type: none"> Experience of working in a secondary school Experience of working in a similar role
Knowledge	<ul style="list-style-type: none"> Knowledge of administrative procedures of a working school Basic knowledge of relevant policies/codes of practice/legislation Evidence of CPD 	<ul style="list-style-type: none"> Knowledge of administrative procedures of a working school
Practical Skills	<ul style="list-style-type: none"> Good keyboard and data entry skills. Good numeracy and literacy skills. Good interpersonal skills both written and oral Organisational skills. Ability to analyse data accurately. Ability to prioritise effectively. Ability to relate well to children and adults on all levels. Work constructively as part of a team, understanding school roles and responsibilities and your own position within these. Ability to identify own training & development needs and co-operate with appropriate individuals to address these. 	
Personal Attributes	<ul style="list-style-type: none"> Develops good relationships with others by behaving with integrity, treating people with respect and leading by example To be organised and efficient and follow instructions Reliable and punctual Have a polite, friendly and flexible approach to work To keep calm and professional at all times Interpersonal - common courtesy and tact, confidentiality, Working in close proximity to and inspiring and motivating others. 	
Other	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children and young people Willingness to undergo appropriate checks, including enhanced DBS Checks Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	