

## Job Description

**Post Title:** Senior Administrator

**Pay Range/Grade:** Band 7, SCP11 - SCP17

**Line Manager:** Office Manager

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### Purpose of the Role:

To assist in the provision of high quality, professional, flexible, proficient and constructive clerical, administration, financial support and reception service to the school.

To work closely with the Office Manager, Senior Leadership Team and managers to assist in managing the school admin service to staff, pupils and parents.

The Senior Administrator will be a part of the wider school admin team and will carry out their duties at the direction of the Office Manager. However, much of the work is self-generating, and the post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work, dealing with exceptional or complex queries from senior members of staff.

This may include general admin functions, reprographics, reception duties including welcoming visitors & promoting positive and welcoming communication, arranging cover for absent staff, organisation of events such as parent evenings, cashless payment systems and trips (in conjunction with the lead trip organiser) as well as managing requests for admin support from both teaching and non-teaching staff, using the resources available within the school office.

To provide prompt and effective information, advice and access to services offered by the School to parents/carers, governors, community groups, members of the public and other agencies, dealing with requests for help and intervention, seeking guidance from and working in conjunction with senior/qualified professional staff on more complex requests. Undertaking and promoting the School to public and external agencies.

### Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

3. Our School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.

4. We are committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a condition covered under the Equality Act 2010.

### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

### **Supervision and Guidance:**

To work under the instruction and guidance of the Office Manager and senior staff.

### **Supervisory Responsibilities:**

Assisting as a member of the administration team in the supervision of admin staff, apprentices, students on work experience, trainees and voluntary helpers with whom the post holder is working with.

### **Key Responsibilities:**

#### **General duties:**

- To give advice and guidance as appropriate, making decisions regarding individual visitors/callers in terms of the advice and information provided and making judgements within established procedures and guidelines, liaising with other staff within the school and assessing the level of urgency.
  - Frequently dealing with both routine and complex enquires. Given the changing needs of the school, workloads can vary to involve less routine tasks and the post holder will be expected to undertake these with minimum supervision as they arise, verifying/authorising action where applicable, liaising with senior members of staff on more complex issues if necessary.
  - Contribute to the planning, review and organisation of support service systems, procedures and policies; participating in specialist groups to contribute to the resolution of issues, assisting in the development of new procedures and addressing new issues or operational methods whilst supporting work on one off projects.
  - To support/assist in the supervision of less experienced staff, students on work experience, trainees and voluntary helpers.
  - Training new and existing members of staff.
  - Undertake reception duties, answering complex telephone and face to face enquiries and signing in visitors.
  - Assist with pupil first aid/welfare duties, looking after sick pupils, liaising with parents/staff etc.
  - Assisting with arrangements for visits by school nurse, photographer etc.
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## **Administration:**

- Dealing with routine and less routine enquiries. Given the changing needs of the school, workloads can vary to involve fewer routine tasks and the post holder will be expected to undertake these with little or no supervision as they arise, verifying/authorising action where applicable, liaising with senior members of staff on more complex issues if necessary.
- Participating in specialist groups to contribute to the resolution of issues, assisting in the development of new and complex procedures and addressing new issues or operational methods whilst supporting work on one off projects.
- Undertake reception duties, answering complex telephone and face to face enquiries and signing in visitors when required.
- Assisting with arrangements for visits by school nurse, photographer etc.
- Provide an effective and efficient comprehensive administrative service, including the full range of administrative duties.
- Create and maintain manual/electronic filing and information systems, including those of outside agencies e.g. DfE.
- Maintain and collate pupil reports.
- Complex data inputting of computerised records/management information systems, ParentPay, milk returns and NRS systems.
- Undertake typing, word-processing and complex IT based tasks (audio and copy typing services, letters, memos, minutes etc), some of which may be highly confidential and sensitive in nature.
- Undertake confidential and routine administration, e.g. documents and reports, responding to complex letters and emails/maintaining and updating distribution lists/registers/school meals/arranging and coordinating support team meetings as well as other school meetings on behalf of school staff and governors/room bookings/minute taking.
- Responsible for the safe keeping of office equipment and secure storage of supplies.
- Operate office equipment e.g. photocopier, computer.
- Maintaining stock and supplies, processing orders, checking delivery notes and invoices ensuring they are correctly recorded, cataloguing and distributing as required with regular audits of resources.
- Procurement in accordance with the Academy/Trust procurement policies and procedures.

## **Support for the School:**

- To give advice and guidance as appropriate, making decisions regarding individual visitors/callers in terms of the advice and information provided and using some judgement within established procedures and guidelines, liaising with other staff within the school and assessing the level of urgency.
- Assist with travel arrangements for trips/visits.
- To support/assist in the supervision of students on work experience, trainees and voluntary helpers.
- To be aware of and comply with school policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- Available to work during school hours in term time, as well as other times of year to complete 'plus' days to be agreed with the successful candidate upon appointment.



- A willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

### **Working in Partnerships with Parents/carers and external agencies:**

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

### **Safeguarding and Compliance:**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

### **Management of Resources:**

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.
- May be a key holder and have security responsibilities.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



### Person Specification

| Area of specification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Essential/<br>Desirable                           | Method of<br>Assessment   |
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| <b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>Minimum of GCSE English and Mathematics at grade C or above (or equivalent).</li> <li>NVQ3 (or equivalent) in a relevant discipline.</li> <li>Further professional qualifications relevant to the role.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E<br><br>D<br>D                                   | Application and interview |
| <b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>Experience using Microsoft Office, Office 365, SIMS and complex databases with excellent IT skills.</li> <li>Experience of working in a school office environment, to include development, management and operation of administrative/ICT systems.</li> <li>Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | E<br><br>E<br><br>E                               | Application and interview |
| <b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b> <ul style="list-style-type: none"> <li>Extensive experience of higher-level school office work including the full range of reception duties and dealing with a complex workload.</li> <li>Knowledge of schools and how a support service within a school is run.</li> <li>Excellent literacy and numeracy.</li> <li>Excellent communication skills including telephone/reception skills.</li> <li>Knowledge of and the ability to use office machinery e.g. photocopiers, scanners, shredding machine etc.</li> <li>Experience in the use of complex databases and other software packages with an advanced level of word processing/typing skills e.g. Microsoft Office (Word/Excel/Outlook etc.). This should include the production of detailed reports, presentations, visual aids, new forms etc.</li> <li>Experience of maintaining complex financial information systems and making payments.</li> <li>Have a neat and organised approach to work.</li> <li>Be willing, courteous and able to work both using your own initiative and in a team.</li> <li>Respect confidentiality.</li> </ul> | E<br><br>E<br>E<br>E<br>E<br><br>D<br>E<br>E<br>E | Application and interview |

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| <b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> <li>• Ability to work well within a team</li> </ul> | E<br>E<br><br>E<br>E<br>E<br>E | Application and interview |
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.

