

**BRIEFING FOR APPLICANTS**

**Pupil receptionist**

**Grade 7, 37 hours, 39 weeks per year**

## **An introduction to our school**

Our school is an 11-16 mixed, community, comprehensive school of around 950 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school's doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school's staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

Chapel-en-le-Frith is a rural Peak District market town. The biggest employers in the area are however industrial, mainly manufacturing and quarrying. The school takes students from a wide rural area beyond the town with some students travelling for up to an hour by bus to reach school. There is considerable socio-economic variation across the school's catchment.

We believe that our school is unusual in several ways; perhaps the most obvious of these is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 50 place enhanced resourced SEND provision, always referred to simply as 'Learning Support' in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a 'school within a school' with a full independent curriculum with significant dedicated SEND trained staffing, including 7 teachers of SEND. Students based in Learning Support study an independent curriculum appropriate to their needs. The curriculum is highly adapted to the social and academic needs of the individual, with a strong focus on independent living, interpersonal and employability skills. The aim is always that a student's school life should be as 'normal' as possible. Almost all students based in Learning Support attend mainstream tutor groups and assemblies.

All can integrate at breaks and lunchtimes and share social and eating facilities. Many students attend at least one mainstream subject and some will progress to take several mainstream subjects including GCSEs. These arrangements make for a wonderfully inclusive school with young people who are very accepting of difference.

Our inclusive approach spreads more widely too and we often buck local and national trends by being positive about accepting students with difficult and complex backgrounds. We have, for example, an unusually high number of looked after children in school, and we often take students who have been permanently excluded from other schools.

Raising aspirations is of critical importance to us, as many students in this isolated rural area are not naturally exposed to the wider opportunities that an urban area might offer. Significant resources are devoted to bridging this gap, we have good links with further education providers and, despite being an 11 to 16 school engage with a number of universities including Oxford and Cambridge. As a result of this work, and despite being in an area with few local post 16 provisions, the school maintains superb progression rates to successful post-16 education. Students in a typical year may transition to over 20 different post-16 institutions.

We think that we are different in other ways too. Our governors value the arts and creative subjects, and we retain high uptake in these areas. We aren't a top-down organisation; we are a team, and we work together to do the best we can for the young people in our care. Perhaps most importantly, we recognise that happy, committed staff make for a successful school. We work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of one of our Ofsted inspections the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. Perhaps it is not a coincidence that we are always fully staffed and are often 'cold called' by people wanting to work here.

We are in the minority of secondary schools that remain local authority run. This is by choice after careful research and consideration and is regularly reviewed by governors. We are not however an isolated school, we benefit from support from Derbyshire County Council, we're a member of the Peak Edge Group of schools (PEGS) a local grouping of rural primary and secondary schools, and we have good links with local employers, universities and teaching schools.

Like most schools, we have our strengths and weaknesses. We are proud of the work we have done recently on curriculum development, on teaching and learning and on behaviour. We believe in research-based practice and many staff are now engaged with research and further professional qualifications. Our exam results are consistently strong with subjects attaining above national averages. Our challenges remain those of many rural schools; further improving our results requires that we better engage disadvantaged students, the increasingly complex SEN needs that face us require constant adaptations to practice in Learning Support, and while we've always set balanced budgets, and are proud that we've never had to make staff redundant, finances remain tight. Running one of Derbyshire's largest SEND provisions means that we're at the sharp end of the current national issues around SEND education.

This is a brilliant place to work. The school is in a good position with a strong Ofsted inspection in October 2024, above average progress 8, oversubscribed for the last 13 years, and consistently above average progression figures.



## Chapel-en-le-Frith High School

### Job Description

#### Pupil receptionist

Grade:	Grade 7
Hours:	8.00 am – 4.00 pm (finish at 3.30pm one day) Monday - Friday (½ hour lunch break) 37 hrs pw
Weeks worked:	39 weeks per annum (term time only)
Reporting to:	Business Manager/ Assistant Headteacher - safeguarding

#### Duties and Responsibilities

- Attend to all student enquiries, first aid and medical requirements, observing established school and Derbyshire County Council guidelines and procedures.
- Responsible for collating and updating student health care plans and ensure accurate data is held on school systems.
- Responsible for storing, issuing and disposing of student medication, and liaising with parents when required.
- Responsible for ensuring school medical equipment; school Epi pens, asthma inhalers and defib machines are in date.
- Responsible for completing risk assessments with parents and students, following an injury/operation allowing a safe return to school.
- This post requires a first aid and a youth mental health first aid qualification, training can be provided for both.
- Take part in other required training for the role; e.g. diabetic training.
- Manage the allocation of locker keys, bus passes and sort lost property on a weekly basis.
- Responsible for collating locker keys, medication and catering balances for year 11 leavers.
- Order stationery items for the office and all the schools first aid requirements.
- Use Parent Pay and the catering system checking students accounts, and resolving queries.
- Assist with the process of new student starters.
- Act as a fire marshal during fire evacuations.
- To actively contribute to the support staff appraisal process.
- Support the communication process to ensure the smooth running of the school. This will include written, face to face, telephone and email correspondence with both internal colleagues and external agencies.

- Work flexibly as part of the administrative team, covering for absences and assisting colleagues.
- Carry out any other reasonable duties and responsibilities, commensurate with the grading and level of responsibilities of the post.
- To contribute to the aims and ethos of the school.
- To support and implement school policies and procedures.



## Person Specification

### Pupil Receptionist

#### Essential:

- ✓ Experience of Microsoft Office packages (Word, excel, Powerpoint, Outlook)
- ✓ A good understanding of internet usage and e-mail messaging using Microsoft Outlook
- ✓ Experience of working within a customer service/reception environment
- ✓ Current first aid qualification or commitment to train
- ✓ Current youth mental health first aid qualification or commitment to train
- ✓ High level communication skills
- ✓ Ability to work flexibly and to be approachable
- ✓ Commitment working as a member of a team
- ✓ Sense of humour and sense of perspective
- ✓ Patience and tact
- ✓ An ability to maintain strict confidentiality and discretion at all times
- ✓ Ability to prioritise and organise their time around a busy schedule
- ✓ Ability to handle conflicting demands
- ✓ Ability to negotiate and consult effectively
- ✓ Ability to work alone and as part of a team to represent the school in a professional manner
- ✓ Ability to be adaptable to the changing needs and requirements of the post
- ✓ Commitment to own professional development
- ✓ Commitment to the highest professional standards

#### Desirable:

- ✓ Experience in using and maintaining databases
- ✓ Experience of data input
- ✓ Experience of working with young people and/or in a school environment

## Safer recruitment and our values

The school uses robust safer recruitment procedures that meet the requirements of [Keeping children safe in education](#) . These processes are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in the school.

Our safer recruitment processes form a vital part of our whole school approach to safeguarding and are an essential part of creating a safe environment for our learners. Further details on the safer recruitment of staff in school can be found in our Child Protection and Safeguarding policy which is on the school's website.

When you apply for a job in our school you will be asked to disclose any previous criminal convictions. You will be asked to provide a full employment history and the names of two referees. One of these referees must be your most recent employer and, if the employer is a school, must be the headteacher. We will follow up on any issues raised by your references at interview and we may contact your referees to verify their identity or for further information.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) checks.

For teachers, qualified teacher status will be checked. Appointment to a post will be subject to satisfactory references, satisfactory DBS checks, the checking of qualified teacher status (for teachers), checking of the right to work in the UK, and health clearance.

Chapel-en-le-Frith High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chapel-en-le-Frith High School is committed to creating an inclusive workplace, which promotes and values diversity in age, gender identity, race, sexual orientation, physical or mental ability and ethnicity. We expect our staff and volunteers to share these values.

