



## CHILTERN TEACHING SCHOOL COORDINATOR

**RESPONSIBLE TO:** Teaching School Manager

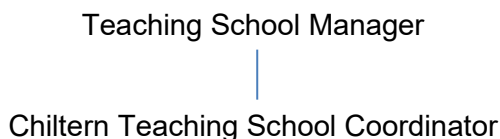
**GRADE:** L3

**CONDITIONS:** 37 hours/week, term time only plus 10 days

### CORE PURPOSE OF POST:

1. Co-ordinating and administering teaching school hub activities.
2. Maintaining communication with partner and prospective partner schools and trusts and relevant external organisations.
3. Ensuring meetings, events and activities are effectively supported.
4. Supporting the effective delivery of initial teacher training.

### ORGANISATION CHART:



### The post-holder will be expected to undertake the following responsibilities:

1. Provide a full and responsive secretarial and administrative support service to all Teaching School activity, ensuring that deadlines are met and confidentiality maintained at all times. This would include reception style duties and greeting Teaching School visitors as and when required.
2. Register and maintain relevant databases in line with appropriate deadlines.
3. Assist in the maintenance of the Teaching School budgets to include ordering, liaising with suppliers to achieve best value, stock taking and annual inventory of equipment.
4. Carry out allocated central admin functions to ensure the Teaching School activities run smoothly.
5. Produce standard letters and other documents as required including minute/note taking; ordering and stocktaking of supplies; cataloguing, preparing, issuing and maintaining equipment and materials; taking telephone messages; diary management including making diary appointments and arrangements for visitors; supporting trainers and facilitators with photocopying, organisation of resources and other administrative requirements.

6. Ensure that all statistical and other information required by the Teaching School is provided accurately and to timescale e.g. reports to the Board and other external organisations as required.
7. Assist in the maintenance of all necessary record keeping systems and computerised management information systems ensuring that these are accurate and up to date at all times. Produce statutory returns, data and reports and analyse these as required.
8. Respond to queries from all stakeholders as appropriate. In particular, act as first point of contact for all activities associated with the Teaching School.
9. Maintain records of newly qualified teacher assessments including: flag any reports arriving with low grades; make hard copy of assessments submitted electronically, for signing off and maintain electronic filing systems (including taking over files from previous years).
10. Assist in the production of marketing, communication and publicity material and resources for training and other purposes.
11. Support the team in maintaining the ethos of the Trust.
12. Provide support for hospitality as required.
13. Undertake other duties of a similar level and responsibility as appropriate.

#### **DIMENSIONS:**

**Supervisory management:** NA

**Financial resources:** NA

**Physical resources:** Office equipment and supplies.

**Other:** NA

**Physical effort:** Operation of standard office equipment to include personal computers, photocopiers, and telephones.

**Working environment:** Office environment

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.**

**All personnel may be required to work across all schools by agreement with the Chief Executive.**

## **Safeguarding Children**

### **CONTEXT:**

You will work closely with the rest of the Teaching School team in a single office dedicated to the needs of the Teaching School Alliance. More broadly, all support staff are part of a whole trust team. They are required to support the values and ethos of the trust as defined in the Trust Development Plan.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in schools.

## Person Specification: Chiltern Teaching School Coordinator

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Substantial administrative experience including use of ICT.	1,2,3	Experience gained in an educational environment.	1,2
<b>Skills / Abilities</b>	Able to use own initiative within defined procedures and policies. Able to draft reports and letters. Able to work within and meet competing deadlines and targets. Able to work as part of an effective and flexible team. Able to communicate tactfully and politely with colleagues, other staff and the wider community. Able to maintain accuracy and attention to detail	1,2 1,2 1,2 1,2 1,2 1,2		
<b>Equality Issues</b>	Able to demonstrate an understanding of equality principles in service delivery and employment.	1,2		
<b>Specialist Knowledge</b>	Demonstrable knowledge of relevant ICT systems including word processing. Knowledge of Word and Excel. Principles of Health & Safety in an office environment.	1,2,3 1,2,3 1,2	Knowledge of Bromcom	
<b>Education &amp; Training</b>	NVQ Level 2 in administration or equivalent or equivalent experience. Evidence of personal development.	1,2,4 1,2		
<b>Other Requirements</b>	Willing to be responsive to the demands of a changing environment. Willingness to undertake further work related training. Willingness to undertake First Aid training and to apply this in the Trust	1,2 1,2 1,2		

1 = Application Form	2 = Interview	3 = Test
4 = Proof of Qualification	5 = Practical Exercise	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- i. Equal Opportunities
- ii. Health and Safety
- iii. Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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