



Shaw
Education
Trust



Careers
at Shaw Education Trust



Job Title:	Administration Assistant (Primary)
Grade:	4
SCP:	SCP 13 – SCP 16
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

Under the guidance of senior staff, to be responsible for undertaking administrative and organisational support processes within the school and work with the Trust's central services teams. Staff undertaking this role will have specific skills and experience and have day to day responsibility for administrative tasks.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

Key Responsibilities

General Duties

- To act as a point of contact for all school enquiries either by telephone, email or face to face and contribute to the smooth running of the school reception.
- Deal with reception/visitor etc. matters.
- Provide personal, administrative and organisational support to other staff.
- Maintain confidential staffing records.
- Supporting administration for safe recruitment process
- Completion of appropriate forms to ensure contractual and payroll information is produced and accurately maintained.
- Provide advice and guidance to staff, pupils and others.
- Allocate work as appropriate to role to any volunteer helpers
- Assist with marketing and promotion of the school.
- Manage administration of facilities including use of school premises.
- Report staff absences to Trust Central Service Team and to the relevant school colleague for cover purposes.
- Ensure accident procedures followed and reports documented or escalated to relevant person.
- Liaise with Payroll administration as appropriate.
- Maintain records of staff CPD, book courses with external providers and prepare regular budget reports for senior staff.
- Manage manual and computerised record/information systems.
- Analyse and evaluate data/information and produce reports/information/data as required.
- Undertake typing and word-processing and IT-based tasks.
- Operate relevant equipment and ICT packages.
- Undertake research and obtain information to inform decisions.
- Undertake administration procedures.
- Complete and submit school forms, returns etc., including those to outside agencies.

Support to Pupils, Parents and the Community

- Organise school trips/events etc.
- Manage uniform/snack/other 'shops' within the school.
- Provide advice and guidance to staff, pupils and others.
- Parent payment systems.

- Parent mailing system.
- To assist with first day absence calls and support the attendance team.
- Liaise with parents to obtain information as necessary.
- Basic first aid.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- NVQ 3 Business and Administration or equivalent qualification or experience in relevant discipline.

Experience / Knowledge / Skills

- Very good numeracy/literacy skills.
- Effective use of ICT and other specialist equipment/resources.
- Knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Ability to relate well to children and adults.
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Good organising, planning and prioritising skills.
- Good interpersonal skills.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC 13.08.2024

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.