



DR CHALLONER'S
GRAMMAR SCHOOL
Administration Officer
Reception
Information
Pack

Challenge with reward



DR CHALLONER'S GRAMMAR SCHOOL

Administration Officer – Reception To start as soon as possible

Salary	Bucks Pay Range 2. £20,515 - £23,014 f.t.e Actual Salary: £17,393 - £19,511 p.a.
Contract	Permanent
Hours per week	37.5 hours
Working weeks per year	39 weeks (term time plus INSET days) NB Successful candidates will be expected to work one day in the Summer Holiday on Results Day.
Holiday Entitlement	5.087 weeks paid holiday entitlement per year

We are seeking an experienced person with excellent interpersonal and administrative skills to take on the role of Administration Officer - Reception at this 11-18 selective school. We have a long history of providing superb education to our 1350 students. All our support staff play a key role in enabling that to happen, by contributing to the forward thinking and innovative culture of the school.

The postholder will play a key role in being the first point of contact for all stakeholders contacting or visiting the school, ensuring they receive excellent customer service and gaining a positive impression of the school, whilst assisting in the efficient administration of the school.

Applicants should have excellent written and oral communication skills, including the ability to communicate confidently but respectfully with the public.

Competent & flexible use of IT (the school uses Google) is essential, as is the ability to meet deadlines, handle a variety of tasks at any one time and work unsupervised if required. Experience of working in a school environment, and updating and using MIS Systems is preferred but not essential.

Closing date: Tuesday 9 November, noon.

To apply for the post, please email a completed application form to Alii McAloon (HR Manager and Head's PA).

Email: employment@challoners.org

We are interested to hear from candidates as soon as possible and earlier applications are welcomed.

Shortlisted candidates may be interviewed before the closing date.

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headmaster Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspection, carried out in November 2019, graded the school as outstanding in every respect. We believe that this judgement is a reflection of the fact that Challoner's is genuinely a special place. The report echoed what many visitors tell me – that the school has a distinctive ethos and culture of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its formidable academic record, Challoner's is not an examination hothouse – it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our teachers are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other co-curricular activities is that spending time with our students is so rewarding and enjoyable.

Over the years, schools have been subjected to a daily influx of policy changes and 'guidance' from government, much of it well-intentioned but unhelpful. I see it as an important part of my job to insulate staff from 'initiative overload' as much as possible so that they can direct their talents and energy into the things which we think are really important – ensuring that our students develop into confident learners who are at ease with themselves and others and willing to take responsible risks in their learning. We don't believe that just getting good GCSE and A Levels necessarily makes our students into good learners. Therefore we put a lot of thought and effort into how to make their time at school into a really worthwhile apprenticeship in the arts and crafts of learning which will stand the test of time, equipping them to make a success of whatever they choose to pursue in later life. Our Learning and Teaching framework has been carefully developed over the years to promote valuable. You'll find a lot more information about the school on our website www.challoners.com (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some information about your subject at Challoner's along with some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to meet.

With best wishes,

Mr D Atkinson,
Headmaster

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff, including the opportunity to gain designation as an Astra/Buckinghamshire Leader of Education, where eligible. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Having been rated 'outstanding' by Ofsted in all categories for ITE in 2018, and now leading the delivery of the ECF and NPQ programmes across the county colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



Dr Challoner's Grammar School is based in Amersham. The school benefits from outstanding modern facilities including spacious, light classrooms, all of which are fully equipped with a whiteboard and digital projector. The school also enjoys recently modernised sports, music and arts facilities.

Staff often remark that DCGS is a great place to work. Staff retention is very high which we think reflects the supportive and friendly environment in which we work. Students are hard working, capable and diligent. New staff to the school often remark that they enjoy working in an environment where students want to learn. The Ofsted inspection from November 2019 noted that the school has a culture of teamwork, loyalty and aspiration, and that staff feel exceptionally well supported.

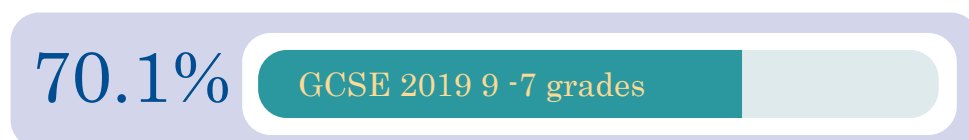
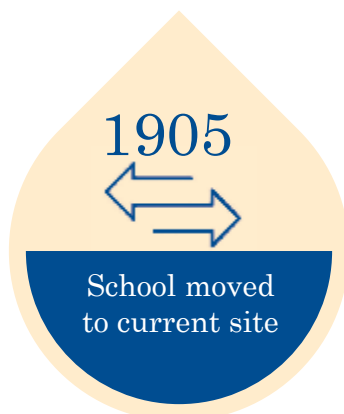
Working at Dr Challoner's is busy and very rewarding. The School has high expectations of its staff, so looks to offer a positive range of benefits in addition to the ones already mentioned.

- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- The school offers a friendly working environment with supportive and caring colleagues.
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to regular staff social events
- Generous pay based on the London Fringe Allowance
- Dr Challoner's offers access to join the Local Government Pension Scheme ("LGPS"). The LGPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme. Full details of the superb benefits conferred by membership of this scheme can be seen by following the hyperlinks.
- The School operates a successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- There is an extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.

Dr Challoner's Grammar School at a glance



2020 and 2021 qualifications were awarded through the provision of a centre assessed grade, because of the cancellation of public examinations. As such those results are not comparable with previous years' outcomes, and are not published here.



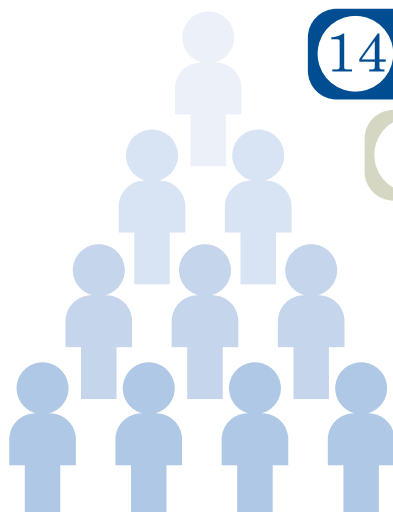
1351 Staff Years of experience of working at DCGS

Current staff have worked over 10 years 62

31
Staff promoted internally in past 2 years

Staff development 2020/21:

96
CPD requests approved 2020/21



14 staff on the Leadership Development Programme

7 Leadership shadowing programmes

5 Early Career Development programme

4 NQT programme

2 on Pilot CCT NQT Coaching programme

Dr Challoner's Grammar School at a glance



Due to school closures in 2020 and 2021 and on going guidance on educational visits, the data reflects both current and previous years figures.

2 week October half-term

International residential trips

Marseille, Murcia, Bruges, Ardeche,
Berlin, Bensheim, Sicily, Krakow, Iceland,
Washington, Geneva, Namibia, Portugal,
Holland, Paris, Austria, Barbados,
Normandy.



55

Staff went on
residential trips
(inc Support
Staff) in 2019



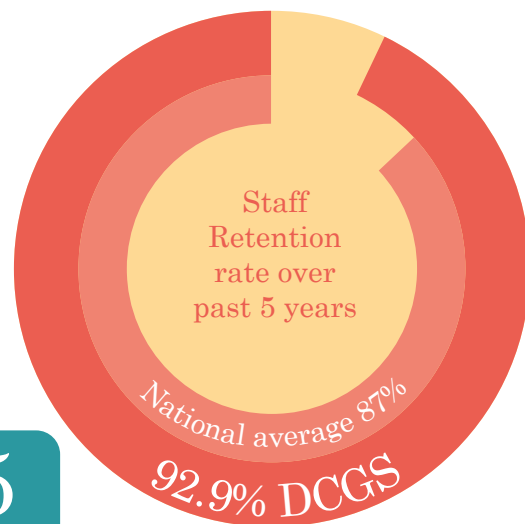
1 staff member wedding reception at school
1 played nationally for their country
123 Strawberries eaten at Staff Wimbledon

Mental
Health
awards
(One of 15
nationally
to do so)

4

Average Number of
extracurricular Clubs
and Societies per Term

85

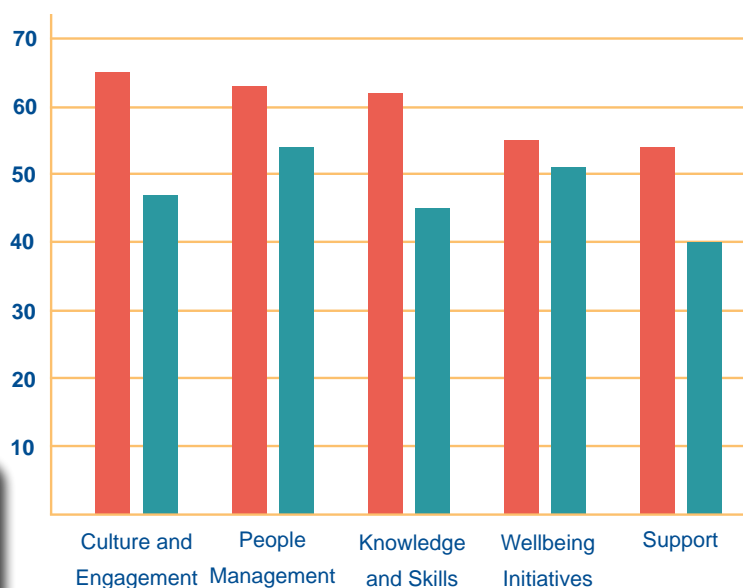


Staff Survey Results

What % staff rate positively

DCGS

Sector Average



Staff Football End of Term Gatherings Christmas Party Secret Friend
Staff Yoga Time to Talk Day Mental Health Day Staff Badminton
"How's it going?" Step Challenge Secret Santa
Leavers Dinner French Film Society Staff gathering
Staff Wimbledon Staff Tennis Pub trips
Staff Cake Rota Staff Tea and Coffee



Staff walked 5302.47 miles in 3 weeks
(twice round the earth's circumference)!



Role Profile



Job Title

Administration Officer - Reception.

Job purpose

To act as the first point of contact for all visitors and stakeholders contacting or visiting the school, ensuring they receive excellent customer service and gain a positive impression of the school To provide administrative support to the Administration team and Admissions function.

Objectives

- To manage incoming enquiries in an efficient, helpful and friendly manner
- To act as the first point of contact for all visitors coming to the school
- To assist in the efficient administration of the school

Line management

Administration Manager

Principal Responsibility Areas

- | | |
|---|---|
| A | Managing school office reception |
| B | Providing administrative support to the Administration team |
| C | Supporting the Admissions Manager |
| D | Other Duties |

Key Tasks

A: Managing school office reception

- To greet visitors professionally and take responsibility for their welfare in the event of an evacuation.
- To maintain the electronic sign in system and ensure that visitors are processed in accordance with safeguarding procedures.
- To select and effectively use the most appropriate form of communication channel to resolve customer queries promptly and satisfactorily, directing enquiries as appropriate.
- To ensure, politely but firmly, that cold sales approaches and admissions enquiries are not routed unnecessarily to other colleagues.
- To provide ad-hoc assistance to the Matron and Attendance Officer.
- To receive and sort incoming mail and monitor the school's general email account.

B: Providing administrative support to the Administration team

- To manage the administration of the school locker system, including liaison with external provider.
- To organise and prepare information to be used in references for current and former students.
- To update and maintain contact information of parents held on the school's MIS system.
- To maintain and update staff telephone and email lists and compile the annual student list.
- To organise completion of all necessary Health and Safety and Asset Register for Reception.
- To manage the distribution of school uniform that has been delivered to school.
- To assist in the process for overseeing Sixth Form students on and off site during lunchbreak.
- To assist the HR Manager and Head's PA with gathering relevant paperwork pertaining to DBS checks for incoming staff and suppliers.



Role Profile continued



C: Supporting the Admissions Manager

- To assist in responding to admissions enquiries from potential applicants.
- To assist with the organisation of Open Mornings.
- To support the Admissions Manager with admissions communications including maintaining incoming student lists, compiling enrolment forms, updating contact information, creating welcome packs and associated new starter information.

D: Other tasks

- To comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protections, reporting any concerns to the appropriate person.
- To provide occasional classroom management in the absence of a teaching member of staff.
- To assist in the invigilation of examinations at peak times.
- To accompany students as an additional adult on educational day visits as required.
- To provide cover for other colleagues in the support staff team when required.
- To comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protections, reporting any concerns to the appropriate person.
- Any other reasonable duties as required by your line manager or Headmaster.



Person Specification



ESSENTIAL

DESIRABLE

Qualifications

Educated to 'A' level standard.

5 GCSE A*-C including English.

Previous Work Experience

Experience of working in a customer facing role.

Experience of working within an education environment.

Knowledge and Skills

Excellent communication skills, including the ability to communicate confidently but respectfully with the public.

Highly organised and self-motivated, with the ability to manage time to ensure that deadlines are met.

Strong and adaptable IT skills, including the ability to pick up new systems and processes quickly.

The ability to work independently, with good awareness of when to take initiative and when to check and confirm actions.

The ability to work under pressure.

The ability to form strong and effective working relationships with colleagues, within the school.

Experience of updating and using MIS Systems.

Personal and professional attributes

Appropriate motivation for working in a school (one which values young people and shows concern for their personal safety & well-being).

Personally well organised and proactive with excellent time management skills.

Flexible and able to handle a variety of tasks at any one time.

Attention to detail and willingness to follow difficult/routine tasks through to completion.

Happy and willing to use initiative and work unsupervised when necessary.

Personal stamina & energy including a good record of attendance and health.

Able to plan and monitor progress against plans.

Able to remain calm and focused when working against tight deadlines/under pressure.

Confidential and discreet.

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to employment@challoners.org

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview

A first round of interviews may be conducted remotely.

During the second round of interviews candidates will also be given a tour of the school, and there will be a chance to meet members of the team informally over lunch or coffee.

Selected candidates will then be formally interviewed by the Head and other members of the school management team.

The interview will also include an administration task for support staff.

Please note that the school adheres to all social-distancing guidelines in schools.

(Support Staff) Administration Task

The interview process for support staff will include a skills test which is relevant to the role in which you are interviewing for. These will be completed using Google docs and Google sheets, which are very similar to Microsoft Word and Excel.

As part of our safer recruitment process please find a link to our Child Protection Policy, Safeguarding Statement and recruitment of ex-offenders policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Excellence with integrity

At DCGS...

We are determined to give our best to everything we do
We are prepared for the opportunities and challenges of today and the future
We serve the wider community

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality

Developing leadership at all levels

Maintaining a culture of high expectations

Showing a concern for everyone's wellbeing

Providing a first class learning environment

Ensuring a breadth of opportunities for all

Promoting an open and outward facing attitude

Engaging with the global potential of technology

Exploring innovative and sustainable approaches