



## Liverpool College

*The Staff of Liverpool College are its greatest strength. Their dedication, flexibility, and commitment to the mission of the school ensure its excellence and form the foundation of its future. It is this spirit of service and professionalism which allows the school to inspire young people to achieve their true potential. The expectation of the College is that all staff view their employment at the school in that spirit.*

### Job Specification

#### Chapter Administrator

|                  |                                                                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsible for: | An efficient and systematic administrative and communication system in the Chapter (year group).<br>First Aid provision                                                                                  |
| Reporting to:    | Vice Principal Secondary Phase                                                                                                                                                                           |
| Liaising with:   | Pastoral and academic middle leaders, Assistant Chapter Dean, Chapter House Mentors, other Chapter Administrators, Inclusion Team, other administrative and operations staff, relevant external agencies |
| Working Time:    | 37 hours per week, during term time                                                                                                                                                                      |
| Salary:          | This post is graded on a 3-point range on the NJC scale:<br>SCP5 (FTE £25,583) – SCP10 (FTE £27,94) : Actual salary range calculated pro-rata SCP5 £20,509 to SCP10 £22,201 per annum                    |
| DBS:             | Enhanced                                                                                                                                                                                                 |

#### Pupil Development, Behaviour and Welfare:

- To act as a first point of contact for pupils and parents in the Chapter (year group), dealing with general day-to-day queries and issues, distributing information to appropriate staff as needed (ensuring pupil safeguarding and welfare issues are escalated to the Chapter Dean), and recording relevant information and correspondence on school systems, including CPOMs.
- To supervise and guide pupils in the Student Services area as requested by the Dean.
- To communicate with parents on pupil absence and punctuality and to track attendance and punctuality in the Chapter, producing reports and data as requested by the Dean and/or Vice Principal.
- To track persistently absent pupils (PAs) in the Chapter and work to reduce the number of PAs, including undertaking accompanied home visits at the request of the Dean.

- To ensure all pupil and parental/carer information for the Chapter is kept up-to-date and accurate on the school's information management system (e.g. attendance records, parental/carer contact information).
- To collate and prepare information that is needed by staff to support parental meetings and multi-agency meetings for pupils in the Chapter (e.g. attendance, behaviour and attainment information).
- To act as First Aid Officer for the Chapter/s, maintaining a Medical/Incident Record and contacting parents where appropriate.
- Alongside other Chapter Administrators, to manage the lost property store and run the College equipment shop for pupils in Student Services.

### **Administrative Support:**

- To produce correspondence, reports and other documents (e.g. letters to parents).
- To undertake administrative tasks to support the effective implementation and monitoring of the rewards and sanctions system (e.g. run and collate reports of behaviour statistics for the Chapter from school information management system as required).
- To arrange parental meetings as requested.
- To attend, participate and take notes at meetings as required.
- To provide administrative support for Chapter events and trips.
- To provide cover for other administrative staff during absences at the request of the Vice Principal and maintain knowledge of work across all administrative areas as part of the administrative team.

### **Communications:**

- To communicate effectively and consistently with pupils, colleagues, parents and other stakeholders.
- To ensure the confidentiality of communications and records in line with College policy and GDPR requirements.
- Direct parental communication to appropriate staff.

***All employees are expected to play a full part in the life of the College community, to support its distinctive mission and ethos as a co-educational 4-19 state maintained independent school, and to encourage colleagues and students to follow this example.***

### **General Duties:**

- To follow the guidelines of the staff handbook
- To support the school and its leadership
- To continue personal development as agreed.
- To engage actively in the performance review process.
- To comply with any reasonable request from the Principal to undertake work not specified in this job specification.
- To be courteous to colleagues and parents, and to provide a welcoming environment for all visitors to the College.

***While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specifically identified. This Job Specification is current at the date shown but, in consultation with the post holder, it may be changed by the Principal to reflect or to anticipate changes in the job commensurate with the grade and job title.***

**September 2025**

## Person Specification:

| Characteristics          | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Desirable                                                                                                                                                                                                          | Evidence                                                                |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Qualifications           | GCSE or equivalent in Maths and English Grade C or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | School Business Management / Administration qualification<br><br>First Aid qualification                                                                                                                           | A,I<br><br>A,I                                                          |
| Experience and Knowledge | Experience of working in a busy office environment<br><br>Experience of using management information systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Experience of working in a school office environment<br><br>Experience of using SIMS/BromCom (School Information Management System)<br><br>Experience of working with young people, preferably in a school setting | A,I,R<br><br>A,I<br><br>A,I                                             |
| Skills                   | Ability to undertake a variety of administrative functions i.e. filing, telephone enquiries, typing letters etc.<br><br>Ability to use a range of IT packages including Microsoft Office and web based applications<br><br>Ability to work independently, prioritise workload, manage time effectively<br><br>A willingness to be flexible, demonstrating a “can-do” attitude<br><br>A commitment to the aims and objectives of the whole school and an understanding of how this post will contribute to fulfilling these aims<br><br>Willingness to learn new skills for professional development<br><br>An understanding of the practice of confidentiality in school<br><br>A commitment to safeguarding and promoting the welfare of children | Willingness and ability to contribute to the Learning with Character programme                                                                                                                                     | A,I<br><br>A,I<br><br>A,I,R<br><br>A,I<br><br>A,I<br><br>A,I<br><br>A,I |

|                        |                                                                                                                           |  |       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------|--|-------|
| Personal<br>Attributes | Good organisational skills                                                                                                |  | A,I,R |
|                        | Ability to work as part of a team                                                                                         |  | A,I,R |
|                        | Ability to work under pressure                                                                                            |  | A,I   |
|                        | Ability to keep calm in difficult situations                                                                              |  | A,I   |
|                        | Ability to communicate verbally and in writing with a range of people including parent/carers, staff, governors, visitors |  | A,I,R |