

## JOB DESCRIPTION

Job Title	SEN Administrator
Band/Job Group	Grade C
Hours/Weeks	37 hours per week - Term Time Only + 8 Days (of which 5 are INSET Days)
Responsible to	Head of School/Assistant Head Teacher for Safeguarding, Wellbeing and Needs

### Job Summary

To ensure the smooth running of the department on a day-to-day basis and ensure that statutory timescales are met. Responsible for the development and maintenance of all administrative and records systems supporting the SEND department and operation of the Code of Practice, correspondence and liaison with parents/carers and external agencies.

### Main Duties & Responsibilities

- To act as the first point of contact for SEN enquiries from parents/carers, external agencies, students and staff, answering telephone calls and responding to enquiries.
- Administration of annual review procedures and processes for all students in The Westminster School including arranging annual review meetings and collating information for reviews and sending to parents/carers and statutory assessments.
- Administration of the school's consultation processes, including liaison with Local Authorities, schools and parents/carers.
- Organisation and administration of parents/carers evenings, Meet the Teacher events and Open Evenings for prospective parents/carers and students.
- Administration of the school's processes for the admission of new students, including liaison with parents/carers, liaison with students' current schools and supporting student transitions.
- Maintenance of student data using SIMS/Arbor, including preparing reports, class lists, receiving and sending student data from and to other schools via secure channels and ensuring data is correct for administration/census purposes.
- Supporting parents with applications for SEN transport and liaising with Local Authorities in submitting these applications.
- To organise own workload to ensure that statutory deadlines are met and make arrangements for meetings within the required timescales.
- Maintenance of filing systems and files for students, including the use of SharePoint.

- Working as part of the Administration Team to provide a comprehensive administrative service to the school.
- Use ICT and develop ICT skills as required.
- It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.
- Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out their responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.

Issued by: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## Personnel Specification

<b>Job Title</b>	School Administrator			<b>Directorate</b>	Education
<b>JE Reference No:</b>		<b>Grade</b>	C	<b>Service</b>	The Westminster School
<b>Completed By</b>	A Gibson			<b>Date of Issue</b>	January 2025

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential	N/A	How identified
<b>1. Qualifications</b>			
What does the job require in the way of: - Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSEs, CIPFA etc. Consider carefully whether these are absolutely necessary.	<ul style="list-style-type: none"> <li>Educated to GCSE grade C/4 in English and Maths (or equivalent)</li> <li>NVQ 3 or equivalent in Business Administration or relevant experience</li> <li>Word Processing qualifications at intermediate level (or equivalent).</li> </ul>	<input type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
<b>2. Experience</b>			
What does the job require in the way of: - Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?	<ul style="list-style-type: none"> <li>Experience of Word, Excel and Outlook.</li> <li>Previous experience in a busy office environment</li> <li>Able to handle pressure and meet challenging deadlines.</li> </ul>	<input type="checkbox"/>	Past employment activity record. Performance in related selection methods, e.g. presentation, group discussion.

3. Training			
<p>What does the job require in the way of: -</p> <p>Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, interpersonal skills.</p> <p>Apprenticeship in a recognised trade.</p> <p>Practical training in the use of specific equipment, word processing etc.</p>	<ul style="list-style-type: none"> <li>• Prepared to undertake training, when necessary, on the necessary educational software packages e.g. Sims modules.</li> <li>• Prepared to undertake training in school administration.</li> </ul>	<input type="checkbox"/>	<p>Past training history from application form and records. Selection process by <b>demonstration</b> of ability to display knowledge and skills at the interview.</p>
4. Special Knowledge			
<p>What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?</p>	<ul style="list-style-type: none"> <li>• Microsoft Office Suite.</li> <li>• Experience of working with databases</li> </ul>	<input type="checkbox"/>	<p>Qualifications held and demonstration of knowledge at interview.</p>
5. Circumstances (personal)			
<p>What kind of personal circumstances are required to do the job properly?</p> <p>The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.</p>	<p>The ability to work when the school is open (term time working).</p>	<input type="checkbox"/>	<p>Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.</p>
6. Disposition			
<p>How far does the job require: - Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage.</p> <p>Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail.</p>	<ul style="list-style-type: none"> <li>• Well organised and able to plan workload schedules.</li> <li>• Can work with information of a confidential nature.</li> <li>• Work as a member of a team.</li> <li>• High level of accuracy and attention to detail</li> <li>• Show initiative &amp; self motivation.</li> </ul>	<input type="checkbox"/>	<p>Performance in related selection process, e.g. exercises, group discussion, problem solving, questions etc.</p>

### 7. Practical and Intellectual Skills

<p>What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?</p>	<ul style="list-style-type: none"> <li>• Keyboard skills.</li> <li>• Must be able to calculate figures accurately.</li> <li>• Excellent verbal &amp; written communication skills.</li> <li>• Proven organisational skills.</li> </ul>	<input type="checkbox"/>	<p>Performance in related selection process.</p>
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### 8. Legal Requirements

<p>Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?</p>	<p>Enhanced DBS check for regulated activity.</p>	<input type="checkbox"/>	<p>Application form and interview questioning and references.</p>
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**THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.**

### 9. Background Checks

Please  required check(s) referring to Section 9 of [Guidance on completing individual sections of the Personnel Specification](#)

<p>The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.</p>	<p>a) Enhanced DBS with Children's and Adults Barring List Check</p>	<input type="checkbox"/>	<p>Only <b>one</b> or <b>none</b> of these checks (a – f) may be applicable.</p>
	<p>b) Enhanced DBS with Adults Barring List Check</p>	<input type="checkbox"/>	
	<p>c) Enhanced DBS with Children's Barring List Check</p>	<input checked="" type="checkbox"/>	
	<p>d) Enhanced DBS Check</p>	<input type="checkbox"/>	
	<p>e) Standard DBS Check</p>	<input type="checkbox"/>	
	<p>f) Basic Disclosure Check</p>	<input type="checkbox"/>	
	<p>Police Vetting Check</p>	<input type="checkbox"/>	<p>This check may also be required in addition to one from (a-f) above</p>
	<p>No Check Required</p>	<input type="checkbox"/>	

### 10. Politically Restricted Post

Is this post a "politically restricted post"?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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### 11. Main Physical Activities/ Requirements of the Post.

Please  if activity requires to be undertaken.

The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities

Lifting / manual handling / client handling	<input type="checkbox"/>	Prolonged standing or sitting	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input type="checkbox"/>
Working outdoors	<input type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	
Significant use of computers	<input checked="" type="checkbox"/>	Using restraint	<input type="checkbox"/>
Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input type="checkbox"/>		
Other main physical activities not listed above			

### 12. Safety Critical Posts

Is this post a "Safety Critical" post?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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### 13. Language Requirements

<p>Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:</p> <p>The employee will work in a customer-facing role. The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role. The employee requires a command of spoken English, to enable the effective performance of the role.</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
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