



Royal Greenwich  
Trust School  
*Learning Today, Leading Tomorrow*  
PART OF UNIVERSITY SCHOOLS TRUST



# Candidate Information Pack

## Student Services Manager

*Learning Today, Leading Tomorrow*  
Responsibility | Grit | Teamwork | Success







“ Providing transformational educational opportunities for all children...”

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# Student Services Manager Royal Greenwich Trust School

## University Schools Trust

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### Contents

Welcome	5
The University Schools Trust	6
Professional Development	8
Staff Benefits and Wellbeing	9
Job Description	10
Person Specification	17
Application and Selection Process	18

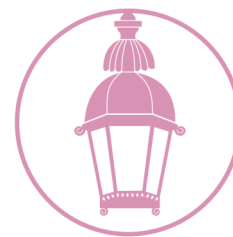






# Welcome

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Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools

with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

[www.rgtrustschool.net](http://www.rgtrustschool.net)

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 2515 or email [Recruitment@rgtrustschool.net](mailto:Recruitment@rgtrustschool.net).

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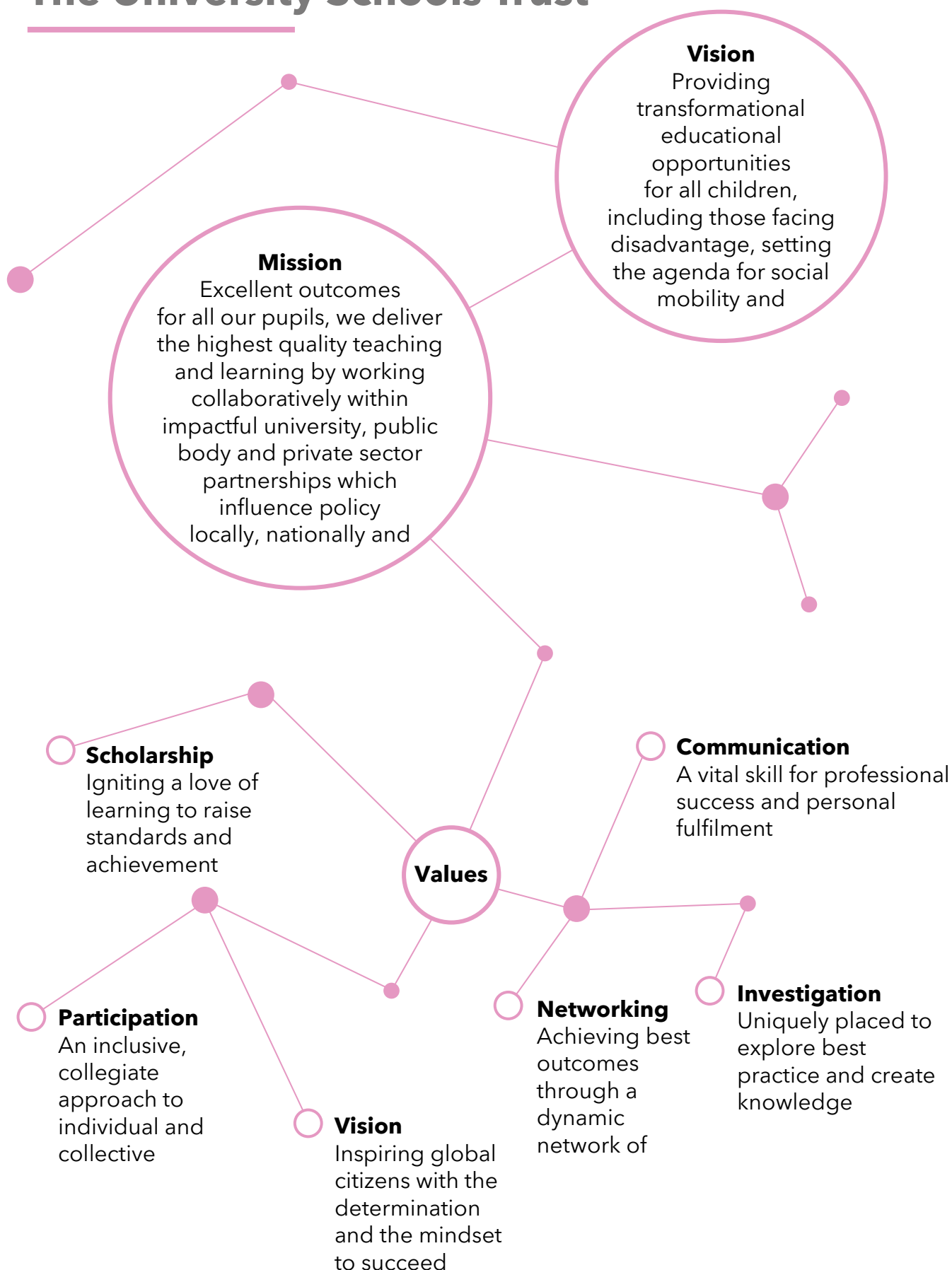
**Caroline Toye**

Headteacher

*Learning Today, Leading Tomorrow*



# The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate,

share and continually raise our standards. The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

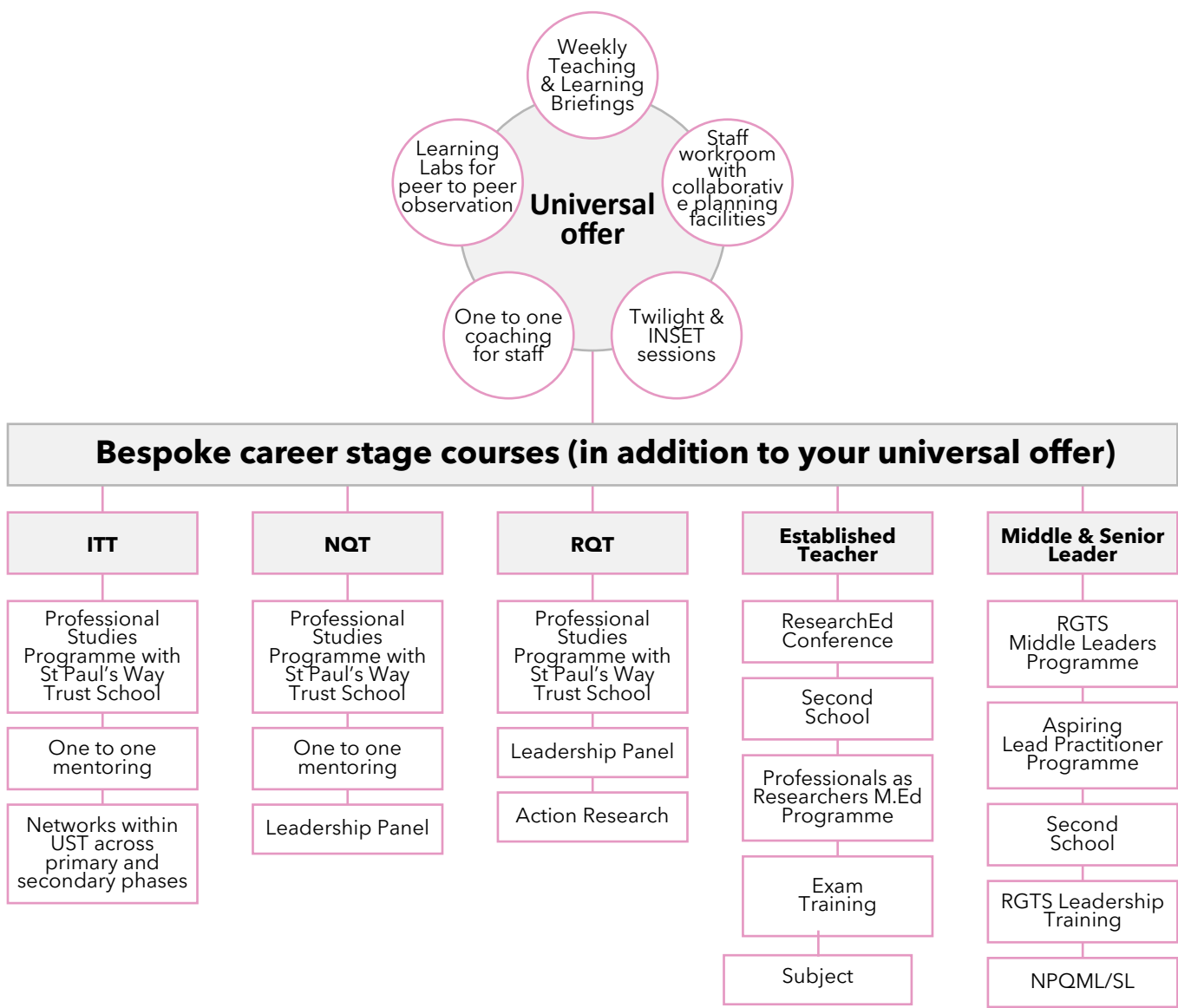
[www.ust.london/444/school-of-education](http://www.ust.london/444/school-of-education)

# Continual Professional Learning

At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

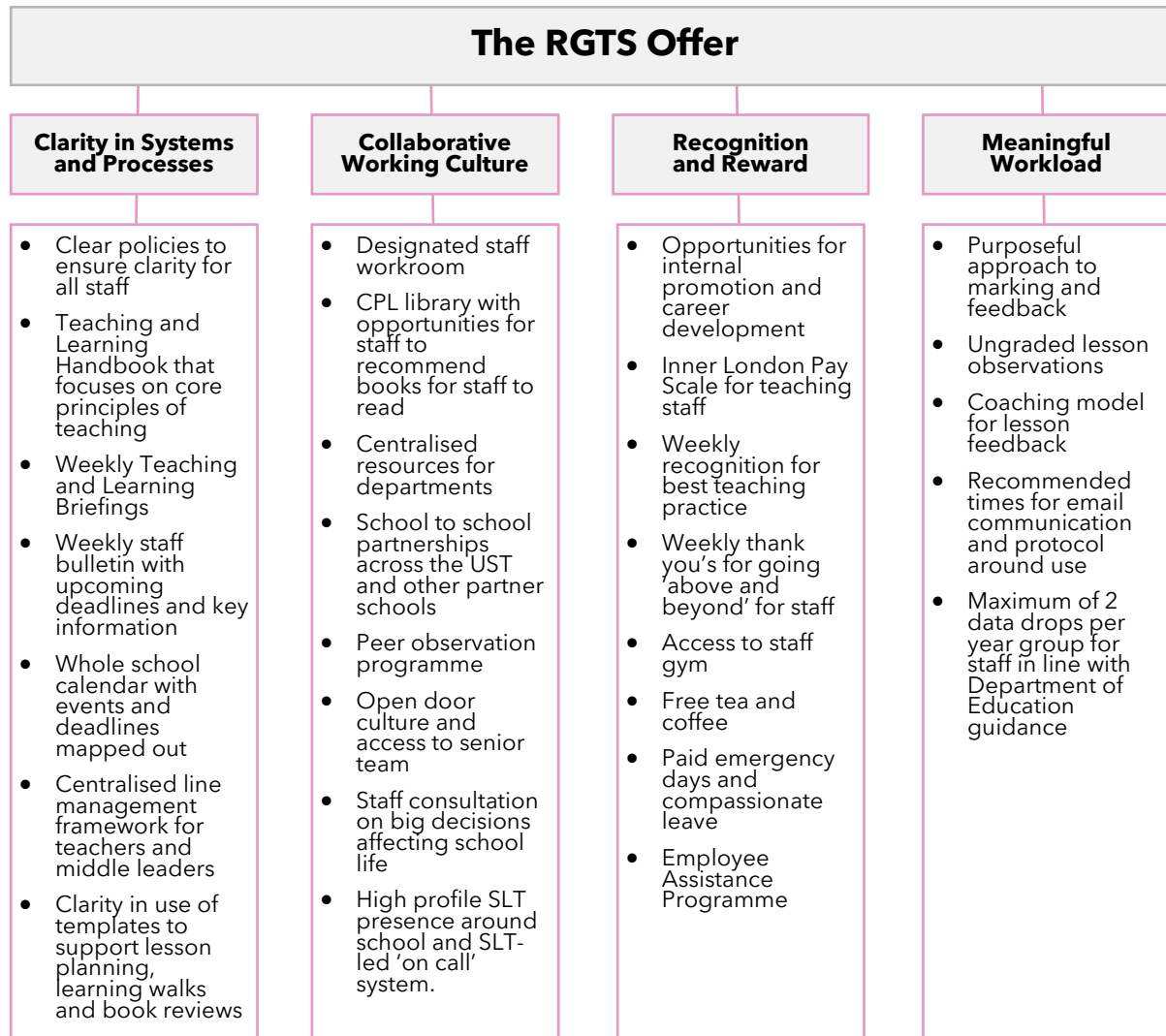
All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations





# Staff Benefits and Well-being



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

<b>Job Title:</b>	Student Services Manager
<b>Location:</b>	Royal Greenwich Trust School
<b>Responsible to:</b>	Deputy Headteacher – Inclusion
<b>Full/Part time:</b>	Permanent, Term Time Only plus four weeks (43 weeks)
<b>Grade:</b>	PO3* - £40,614 to £43,815 (salary will be pro-rata of FTE) *subject to evaluation Pro rata: £38,857.59 to £41,920.16

## INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

## OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

## MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

## JOB PURPOSE

Responsible for:

- The leadership and management of all aspects relating to Student Services
- Ensuring that all areas within Student Services is functioning and fit for purpose to support our students
- The direct line management of the Student Services team, ensuring excellent service to students, colleagues and parent/carers is being provided at all times, and that internal processes are effective and being adhered to

- The timely and appropriate response to any enquiries, concerns or disclosures and to make sure that other stake holders are kept informed of any welfare issues that are raised in Student Services and that appropriate action is taken
- Communicating policies regarding all aspects of student welfare, and to ensure school notice boards are up to date with correct information for students at all times
- The management of the overall administrative tasks to provide effective services to students and to ensure that all governance and compliance standards are maintained
- Acting as main point of contact for all senior staff and middle leaders for tasks required and to provide feedback and support
- Ensuring communication between Student Services and colleagues is delivered effectively
- Ensuring that Student Services team are professional, are trained and well informed of best work practices and are provided with ongoing school events required to support the school community
- Being a lead practitioner in the oversight, maintenance and updating of the VSI (Vulnerable Students Index) and CPOMS
- Representing the school at key meetings, as agreed with the Deputy Headteacher - Inclusion, and acting as the advocate for the child and or family
- Championing the needs of the child to ensure that there is swift and effective intervention within school and from outside agencies as required

## **SPECIFIC RESPONSIBILITIES**

### **In-Year Admissions**

Leadership/Oversight of and responsibility for all aspects relating in-year admission and working with the Head of School Admin to ensure best practice in all areas.

Responsible for:

- Acting as first point of contact for all admissions queries. Advising parent/carers of admissions process, applications and availability
- Communicating all admissions queries via telephone, email, letter or 1:1 meeting
- Ensuring that all applications made to the waiting list are actioned and followed up
- Maintaining and updating the waiting list database. Monitoring and tracking admissions processes for each applicant from start to finish
- Arranging and conducting interviews and new pupil information for tutor group allocation
- Collecting student references from previous schools
- Oversight of any Safeguarding Admissions and liaising with external agencies and DSL's from previous schools
- Liaising with the school Data Analyst to ensure that all relevant information is added onto SIMS and important information is received via CTF from previous schools
- Ensuring all medical conditions and SEND info is shared internally to support student transition
- Organising and arranging admissions meetings with Head of Year
- Sending out offer letters, admissions packs and student information forms
- Checking and recording all relevant documents and admission forms
- Liaising with Applica on new student information. Creating and sending new parent login information



- Overseeing student transitions via Student Services – arranging timetables (in collaboration with the Deputy Headteacher – MIS, Data and Operations), thumbprint for canteen entry, locker allocations, uniform checks, medication and oversee any other welfare support. To check in with HOY at the end of the first week for student update to parent/carer
- Liaising with borough admissions department to maintain an accurate and on-going list of students on roll and any pending admissions allocations
- Providing weekly updates to SLT, bi-weekly updates to the Local Authority and Termly updates to the School Committee of school roll numbers
- Liaising with borough admissions on any students taken off roll by filling in a leavers form on the local authority website
- Liaising with the FAP team on any borough allocations
- Ensuring that all admissions policies and notices on the school website are up to date and in line with Royal Borough of Greenwich information
- Managing and reviewing all admissions processes within the school in collaboration with the Head of School Admin and the Deputy Headteacher
- Working in partnership with key staff members to promote RGTS and raise admission numbers across the school where there are gaps
- Ensuring effective off rolling takes place and availability of spaces is allocated to those on the waiting list in time for all census returns
- Maintaining up to date and accurate records of all students who enter the school mid-year [in-year admissions/FAP etc.] and monitoring the review periods associated with each case to maximise their successful integration within the school
- Supporting with the preparation of paperwork for students being referred to the FAP panel

### **Year 6/7 Transition**

- Maintaining a clear, accurate and up to date overview of numbers on roll from admissions
- Setting up Attendance Interventions for vulnerable students
- Securing good parental engagement with vulnerable students and families
- Collecting, collating and chasing safeguarding information from DSL's at previous schools
- Liaising with members of the Safeguarding team on all matters of concerns for new students and formulating an action plan of support, where required
- Liaising with admissions team at Greenwich on any developments to the 'offered list' – dealing with any declines, other offers, and allocation of spaces that become available
- Undertaking weekly checks of the SAM system and updating the Y6 transition team of any changes
- Providing a weekly update of numbers and admission process to SLT
- Contacting new applicants and ensuring offered status is changed to accepted
- Liaising and supporting the Y6 transition team on all admissions interviews and meetings
- Checking all relevant documents for all new Y6 transition students
- Keeping up to date tracking record for the safeguarding team of all documents checked and received, safeguarding info, medical condition and SEND
- Liaising with the school Data Analyst to ensure that all relevant information is added onto SIMS and important information is received via CTF from previous schools
- Checking all new Y7 student files for relevant information and alerting DSL/DDSL/SEND/CO/HOY/Tutor/Pastoral Team

## **Sixth Form Admissions**

- Liaising with the sixth form on new enrolments and allocating tutor groups
- Ensuring that all students enrolled are in attendance and to make necessary follow up calls
- Responsible for admissions numbers for Sixth Form students, providing up to date information of spaces available in time for the Census
- Supporting the sixth form team with admissions meetings and on enrolment days
- Collecting, collating and chasing safeguarding information from DSL's at previous schools

## **Safeguarding**

- Act as a Deputy DSL supporting on all including complex safeguarding matters under the direction of the Lead DSL
- Attending any relevant refresher courses every 2 years and hold a Level 3 Designated Safeguarding Officer training qualification
- Supporting with the annual review of all child protection and safeguarding policies
- Acting as a source of support, advice and expertise to staff members and help them to understand when it is essential to report their concerns
- Keeping detailed, accurate and secure written records of concerns and referrals
- Knowing how local authorities conduct both child protection cases and review conferences and to attend and contribute to these effectively when required to do so
- Understanding the assessment process for providing early help and intervention, including how to contribute towards an inter-agency assessment
- Preparing, collating and sending all external referrals at RGTS including Early Help, MASH referrals, CME, EHE and any other external welfare support referrals in collaboration with the DSL Team
- Working closely with the local authority and other relevant agencies
- Collecting information and liaising with DSLs from previous schools for all safeguarding matters on new admissions from Year 6 transition/Sixth form enrolment and in-year KS3, KS4 admissions
- Putting in place appropriate safeguarding responses for children who are often absent from education
- Encouraging a culture of listening for students and taking account of their wishes and feelings in any measures that the school puts in place to protect them
- Provide Safeguarding training to staff, visitors and contractors in the absence of or as directed by the Lead DSL
- Conducting sessions with low attendance students presenting with welfare and safeguarding issues to support and encourage attendance and engagement with learning. Where necessary, liaise with key staff and arrange parent meetings
- Liaising with AAO on attendance safeguarding matters and conducting weekly meetings to highlight any attendance safeguarding issues to action
- CPOMS Systems Administrator - managing upload of reports, incident disclosures and allocation of alerts to key staff, monitor actions and calendar tasks, provide reports to DSL and Deputy and any other administrative tasks relating to CPOMS
- CPOMS Systems Administrator - ensure all relevant safeguarding policies are uploaded onto CPOMS, all new staff are added onto the system and assigned with login information, all new staff are sent updated policies and to track and monitor all safeguarding policies read and training completed by staff

- Maintaining oversight from a welfare perspective of free school meal and pupil premium students who are designated as vulnerable
- Providing pastoral Support for students in KS5 and providing insight into cases for the safeguarding team
- Managing and recording all safeguarding tracking systems within the safeguarding team and providing minutes where necessary

Conducting home visits under the safeguarding team and in tandem with the Attendance Advisory Officer/Safer Schools Police Officer/Student and Family Support Worker/Social Care.

## **Attendance**

- Supervising and line managing the Attendance Team for KS3, KS4 and Sixth Form
- Monitoring attendance across the whole school from Year 7 to Year 13, identifying gap & trends and ensuring swift action is taken to address and issues according to school policies and procedures and in line with national statutory documentation
- Co-ordinating the keeping of accurate records of student attendance. Be responsible for overseeing regular communication with relevant members of SLT and other teaching staff regarding attendance issues, absence statistics and individual patterns of attendance
- Communicating with parents & carers, both by telephone, email and in formal letters, regarding matters of whole school student attendance
- Ensuring that records are routinely kept up-to-date and concerns shared with SLT
- Reviewing, on a regular basis, the systems in operation to record and monitor attendance, in order to make recommendations to further improve existing systems
- Supporting the School's Behaviour for Learning Policy to promote excellent punctuality and attendance
- In the case of persistent lateness/absence invite parent/carers to attend school to discuss and formulate a plan
- Liaising with relevant staff to arrange regular weekly meeting discuss attendance issues within the year group
- Examining each group cohort to target those who need intervention. Historic data should always be included
- Ensuring that all interventions are logged appropriately
- Carrying out home visits either at the request of the KS Lead or SLT
- Liaising closely with and share information with other agencies if appropriate
- Sending out half termly attendance letters highlighting the current attendance percentage weighed against the national thresholds
- Highlighting persistent absence concerns and the possible repercussions should there be no improvement
- Examining closely to allow comparison to be made including year on year whole school figures, year group comparison and at an individual student level
- Identifying trends in order to prepare strategy at times of previous low attendance – plan for low weeks and target intervention appropriately
- Preparing reports for a range of audiences on attendance and punctuality including Governors, Trustees and the Trust Executive Team
- Examining key areas of SEND, DP, PA, EAL and compare to previous data
- Co-ordinating the production of a weekly data report with all attendance data
- Creating case studies for students where there has been significant improvement, this can be beneficial in terms of evaluating impact and giving praise/feedback to individual students/families
- Introducing innovative programmes to help bolster attendance at traditionally low attendance times
- Liaising with the appointed Attendance Advisory Officer to implement effective strategies for low attenders



- Ensuring all safeguarding aspects for attendance issues are followed, including EHE and CME referrals and all correct off rolling procedures are followed
- Ensuring that effective rewards and sanctions are in place and are implemented across the whole school

### **Medical & Health and Safety**

Responsible for the oversight of first aid practices and processes in conjunction with the Head of School Admin ensuring that

- roles and responsibilities are clear and understood
- a duty rota is in place and adhered to
- appropriate records are kept relating to all incidents
- medication for children is kept safely and monitored
- medical records for teachers, school nurse and other outside agencies (if applicable) as kept up to date.

Working with the SENCO to ensure that

- medical plans are in place for students who require them
- strategies are shared with staff which are monitored to ensure successful implementation
- plans are regularly reviewed and amended where required and
- outside agencies are consulted and/or involved in supporting the school and family to meet the needs of the child.

Provide administrative support in organisation relating to fire drills.

## **COMMON ROLES OF ALL TRUST MEMBERS**

### **Leadership: Vision and Values**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

### **Leading and Managing Others and Self**

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.

- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

#### **Additional requirements:**

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be

#### **JOB AGREEMENT**

The postholder will be line managed and appraisal managed by: Deputy Headteacher – Inclusion

The above job description was agreed on ..... (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

\_\_\_\_\_ Signed by (Postholder)

\_\_\_\_\_ Signed by (Headteacher)

## PERSON SPECIFICATION

	Essential
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>NVQ3 or equivalent in related field or Degree level qualification</li> <li>Excellent ICT skills including Microsoft office (word, publisher, excel) and use of SIMs</li> <li>Experience of school administration or a similar environment</li> <li>A commitment to the school's improvement process and ethos</li> <li>High standards of professionalism</li> <li>First Aid trained or willingness to undertake training</li> </ul> <p><b>Qualification Criteria</b></p> <ul style="list-style-type: none"> <li>Good Literacy and numeracy - GCSE English and maths or equivalent as a minimum</li> <li>Qualified to work in the UK</li> </ul>
<b>Experience and Knowledge</b>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Experience of working effectively in school administration and organization, including in attendance and ideally experience of safeguarding, first aid and admissions although training can be provided for these</li> <li>Experience of managing a team and working collaboratively</li> <li>Understanding of the processes and statutory obligations associated with the areas cited within the Job Description.</li> <li>Understanding of how to work effectively with parents/carers and outside agencies to bring about positive changes for young people.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Excellent communication skills, written and verbal</li> <li>An understanding of the strategies needed to establish consistently high expectations</li> <li>Able to develop positive relationships with staff</li> <li>Able to consistently display tact and firmness in a variety of situations</li> <li>Able to work on own initiative, make good judgments and lead as required</li> <li>A good knowledge of English and able to communicate effectively in the written word</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>The postholder must be committed to the safeguarding and welfare of all students</li> <li>Willingness to undertake training</li> <li>This post is subject to an enhanced Disclosure &amp; Barring Service check</li> </ul> <p>The Headteacher reserves the right to amend the job description in consultation with the employee to reflect duties of the post.</p>
<b>Characteristics/ Attributes</b>	<p><b>Skills &amp; Attributes</b></p> <ul style="list-style-type: none"> <li>Effective team worker</li> <li>High expectations for accountability and consistency</li> <li>Effective listening skills</li> <li>Willingness to be flexible around working hours to meet the needs of the school</li> <li>Vision aligned with RGTS values, aspirations and expectations of self and others</li> <li>Motivation to continually improve standards so that every student should make progress across the school</li> <li>Commitment to the safeguarding and welfare of all students.</li> </ul>



# Application and Selection Process

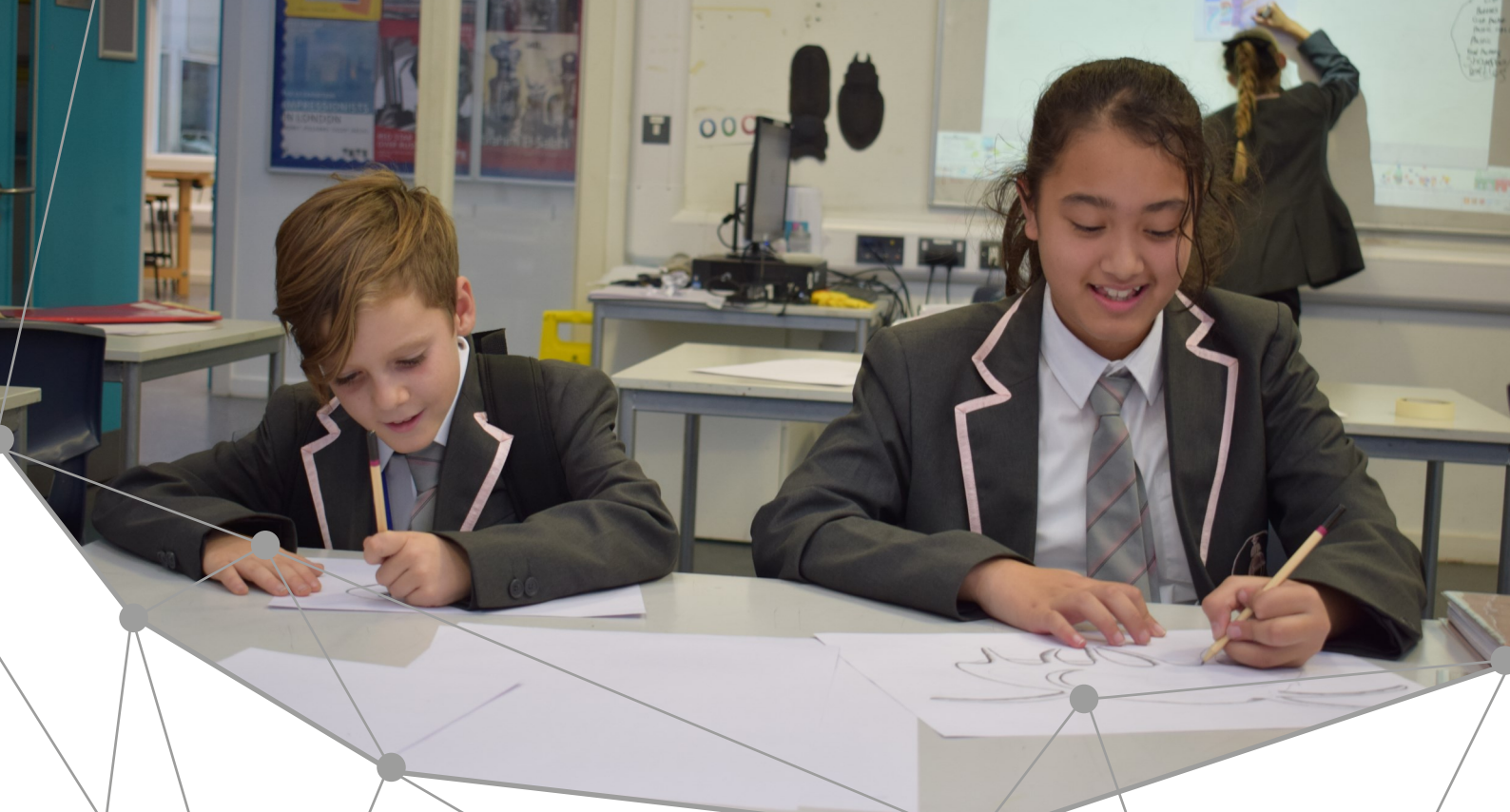
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

## **To apply please:**

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **24th March 2023, 9.00am.**





**Royal Greenwich  
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*Learning Today, Leading Tomorrow*

ROYAL GREENWICH TRUST SCHOOL IS A CHARITABLE TRUST

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**W** [www.rgtrustschool.net](http://www.rgtrustschool.net)

