

## Job Description

# Administrative Assistant

## Purpose Of The Post

- To act as an administration assistant providing general administrative support to the school including cover for visitor and student reception areas.
- To assist the School Business Manager by providing administrative support within the range of office functions.

## Liaising with

Senior Leadership Team, Heads of Faculty, teachers, non-teaching staff, students, visitors/parents/carers and suppliers.

## Requirements of the Post

The ability to attend meetings as required by the Principal/Line Manager. Most of this work takes place during term time but the postholder must be able to work 5 additional days between July and 31<sup>st</sup> August.

The postholder may be subject to some exposure to disagreeable or unpleasant people related behaviour so must be calm under pressure and resilient.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications - see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

# Main (Core) Duties

## General Administration

- Providing general support, advice and guidance to staff, pupils and others on school administration processes
- Assisting in arrangements for school trips, events, etc.
- Providing general administrative support e.g. photocopying, filing, faxing, completing standard form, responding to routine correspondence, sending letters to parents/carers and updating contact information on BROMCOM.
- Maintaining manual and computerised records/management information systems.
- Undertaking typing and word processing and other IT based skills.
- Taking notes at meetings
- Producing lists/information and data as required.
- Sorting and distributing mail.
- Maintain and collating student records.
- Act as a designated First Aider within the school, monitoring First Aid supplies and liaising with first aiders as necessary.
- Undertaking routine administration of school lettings and other uses of school premises

## Visitor & Student Receptions

- Undertake reception duties, on main reception, answering the telephone and face to face enquiries.
- Signing in visitors, including monitoring the security camera for external visitors, deliveries and students leaving and returning to site.
- Escorting visitors to and from visitor reception.
- Being the first point of contact for visitors, dealing with uncooperative and irate parents/carers as required.
- Ensuring messages are passed to the appropriate member of staff or parents/carers in a timely manner.
- Assist with student welfare i.e. liaising with parents/carers/staff, etc.
- Update MIS systems with detention information.
- Providing general advice and guidance to students and staff.
- Undertake reception duties, answering the telephone, sending text messages to parents/carers, and dealing with face to face enquiries.

## Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Being aware of and complying with policies and procedures relating to child protection, safeguarding, health and safety and security and data protection, reporting all concerns to an appropriate person.

## Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the overall ethos/work/aims of the school.
- To participate in regular line management meetings.
- Other duties commensurate with the grade of the post as directed by the line manager.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.



# Person Specification

## Administrative Assistant

### Essential Criteria

#### Qualifications

- GCSE Grade C or equivalent in English
- Level 3 First Aid at work or willingness to obtain this.

#### Experience

- Experience in clerical and administrative office procedures.
- Experience of working in clerical/administrative roles.

#### Personal Knowledge/Understanding

- Familiarity with all aspects of administration procedures and protocols.
- Knowledge of relevant policies/codes of practice and awareness of relevant legislation (GDPR/safeguarding)

#### Competencies & Other Skills

- Effective use of ICT packages
- Ability to work unsupervised and to tight deadlines
- Ability to work at pace with good attention to detail.
- Ability to prioritise own workload as may be subject to regular interruptions.
- Excellent keyboard and accuracy skills.
- Ability to relate well to children and adults.
- Work constructively as part of a team.
- Able to work calmly under pressure.
- Strong resilience.
- Enthusiastic, good sense of humour and approachable.

### Desirable Criteria

#### Qualifications

- GCSE Grade C or equivalent in Maths
- NVQ Level 2 /3 in Administration

#### Experience

- Experience of operating reprographic equipment
- Experience working in schools or other public sector services
- Experience of use of data management systems

#### Personal Knowledge/Understanding

- Familiarity with Academy/school administration procedures and protocols
- Appropriate knowledge of First Aid
- Awareness of GDPR

# Working for Northern Ambition Academies Trust

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## Early Career Teachers (ECTs)

ECTs working within NAAT benefit from a full, two-year induction programme which is quality assured by Selby & Wakefield Teaching School Hub.

Through this programme, each ECT will:

- Be provided with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance.
- Receive support from an appointed Induction Tutor and Induction Mentor.
- Have a reduced timetable to allow them to undertake induction activities.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers in similar posts.
- Not be presented with demands outside of their remit.

# Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees

and doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- Accountancy and Taxation Professional Level 7
- Chartered Manager Degree Level 6
- School Business Professional Level 4
- Data Analyst Level 4
- Business Admin Level 2 & 3
- Supporting Teaching & Learning Level 2

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

# Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- The opportunity to work collaboratively within a vibrant, supportive family of schools.
- Use of School IP to assist with CPD and the development of all staff.
- Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).
- Annual appraisals.
- National College membership.
- The Key membership.
- Recognition including Random Acts of Kindness and Staff Awards.
- Access to fitness facilities at Airedale Academy including a gym.
- Discounted Microsoft products.
- Annual flu jabs.

# Ethical Leadership

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NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

# Curriculum

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Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Science, English and the English Baccalaureate (EBacc).

## Science Hub

The Science Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Science and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## **EBacc Hub**

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## **SEND Hub**

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## **Attendance Hub**

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Director of Finance and Operations

Anastasia Byard

### School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

### Head of Human Resources

Nikky York

### Trust Executive Assistant

Isabelle Parkinson

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

# Recruitment Process

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<b>1</b>	Advert posted with job description and person specification.	<b>5</b>	Offer made to successful candidate(s).
<b>2</b>	Candidates invited to look around if desired.	<b>6</b>	Pre-employment checks completed.
<b>3</b>	Shortlisting process.	<b>7</b>	Start date and induction period.
<b>4</b>	<p>Candidates invited to interview, and references requested.</p> <p><i>Interview days may include a task or teaching example depending on the role.</i></p>		

