



Chingford
Academies
Trust

Forward Thinking, Cohesive, Proud

Candidate brief for the position of

Senior Administrative Officer

Tenure: Permanent - 36 hours per week 45.6 weeks per year





CHINGFORD ACADEMIES TRUST

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CHINGFORD ACADEMIES TRUST

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Chief Executive Officer/Executive Principal
Jane Benton MA Med
Chingford Academies Trust
Nevin Drive
Chingford
London E4 7LT

Tel: 020 8529 1853

Dear Applicant

Thank you for expressing an interest in the post of Senior Administrative Officer at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

This pivotal role is available from ASAP and offers an exciting opportunity to join a passionate and focused team of colleagues dedicated to improving the lives of the more than 2000 students within our Trust.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

We are looking for a skilled, professional and enthusiastic individual to help us ensure that in every way the schools within Chingford Academies Trust move to outstanding schools. There remains a lot of work ahead of us, but with innovative, inspirational leadership there is no limit to what we can achieve for our students, as we start an exciting new chapter in our story.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description. If you have any questions, please contact me via my PA, Amanda Crowley on the above number or via email on crowley@chingfordfs.org.uk

We very much look forward to receiving your application.

Yours sincerely

Jane Benton
Chief Executive Officer

Chingford Academies Trust is a charitable company limited by guarantee registered in England and Wales
with registration number 08179498
Registered Office: Chingford Foundation School, 31 Nevin Drive, Chingford, London, United Kingdom, E4 7LT



An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

Our strengths, including what Ofsted say about our schools:

The Schools serve a diverse community and are inclusive in their approach.

Pupils say that they are encouraged to respect others and treat everyone equally.

Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.

Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.

Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."

Parents, carers and staff are overwhelmingly positive about the Schools' work.

Positive relationships between teachers and pupils underpin engaging and effective learning.



Job Description

School:	Chingford Foundation School
Title of Post:	Senior Administrative Officer
Grade/Pay Range:	SO1
Hours:	36 hours per week x 45.6 weeks per year
Responsible to:	Senior Vice Principal
Responsible for:	Administrative Officer and Receptionists
Key Contracts:	Internal - Staff/Pupils External - Parents

PURPOSE OF JOB

- To be responsible for the delivery of an efficient and effective administrative service to the Trust.
- To provide comprehensive administrative support to the Vice Principals and members of the leadership group as directed.
- To line manage the whole school administrative officer and receptionists.
- To deputise in the absence of the PA to the CEO.

To support learning by:

To provide comprehensive administrative support to the Vice Principals and members of the leadership group.

To maintain a diary for the Senior Vice Principal.

To maintain the school's link with parents, governors and outside agencies via Parentmail, the Website, Newsletter, Bulletins, letters and emails.

To maintain the leadership group calendar and school calendar on a daily basis.



MAIN DUTIES AND RESPONSIBILITIES

Line Management

1. To line manage the whole school administrative officer and receptionists.
2. To ensure and carry out performance appraisals in line with the Trust Appraisal policy; and to ensure that any issues around performance and training needs are addressed.

Senior Leadership Administration

3. To organise all aspects of the Lower and Middle School Presentation Evenings (including schedule of prize winners, mail merged invitation letters, seating plan, script, brochure etc).
4. To organise all aspects of the annual GCSE Presentation Evening (including invitations, seating plan, script, programme, trophy inscriptions etc).
5. Under the guidance of the Chief Executive Officer, manage the administration of exclusion including record information on SIMS, producing and sending letters to parents, completing Local Authority and Government returns, preparing reintegration paperwork and scheduling reintegration meetings as directed.
6. Under the guidance of the Chief Executive Officer, to prepare Fair Access Protocol (FAP) paperwork and supporting documents; liaise with SPL's, Heads of School, Leadership and Local Authority and produce and send the Pre-FAP letter to parents/carers.-
7. To maintain a comprehensive list of all policies and notify relevant staff when policies require updating and amendments; process amendment and schedule for Trustees and Governors approval at the relevant committee via the PA to the CEO.
8. Co-ordinate the Extra-Curricular Activities Booklet for inclusion in the school Prospectus.
9. To maintain a record of Performance Appraisal for all staff, including inputting data on staff records on SIMS and report generation as required senior management.
10. To update and produce the Staff Handbook, liaising with Senior Leaders and other staff where necessary.
11. To update the Leadership Group and school online calendars on a daily basis.



Whole School Administration

12. To deputise in the absence of the PA to the CEO.
13. To minute whole school weekly Staff Briefing Meeting.
14. To minute other meetings held in school as and when required.
15. To compile information and produce weekly Staff and Student Bulletins and circulate these by email to staff and governors.
16. To be responsible for the compilation of information and production of the termly Newsletter.
17. To organise Departmental Review Meetings as directed by the Senior Vice-Principal.
18. To process requests for absence and trip applications, photocopying and noting on school calendars as appropriate, as and when required
19. To maintain catering supplies for school events and provide refreshments as required.
20. To organise 'start of term' tables with diaries, planners, associated paperwork.
21. To provide back-up assistance to Lower/Middle School Teams in the absence of the Administrative Assistant.

Data Management/General duties

22. To input data onto SIMS as necessary.
23. To maintain an up-to-date School Policy file, ensuring copies are available on the website and staffroom as appropriate.
24. To support the work of governance including updating the website and organising whole school ballots for Governor vacancies as and when required.
25. To be responsible for reprographics/scanning/shredding as and when necessary.
26. To sort and distribute the daily incoming post.
27. To prepare post for collection, including signed for deliveries, etc.
28. To allocate pigeonholes each academic year for staff.
29. To operate the school's switchboard during school holidays.



Parent Mail/Website Communication

30. To be responsible for Parentmail, including collecting data from parents, updating and maintaining records, preparing and sending emails.
31. To be available out-of-hours in order to send emergency school opening/closure information to parents and staff via Parentmail and forwarding information for the website as appropriate.
32. To maintain and organise the school diary and on-line school's calendar.

General

- These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the Trust.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school policies.
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school and Local Authority Policy and Practice relating to Health and Safety at Work.
- To participate in Performance Appraisal annually, in line with school policy.
- To participate in continuing professional development opportunities as identified in Performance Appraisal and ensuring ability to fulfil role effectively.
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully in your team within school.

OTHER REQUIREMENTS

- To have an up-to-date Enhanced Disclosure and Barring Check.



SAFEGUARDING

To identify, minimise and always try to prevent interpersonal abuse or violence. All staff must accept their role in safeguarding pupils and vulnerable people and must report actual or potential abuse or violence to the Safeguarding Lead, in the case of pupils, or to the Leadership Group line manager of their work area or the Trust Human Resources Manager, in the case of staff. An appropriate investigation according to the school policy framework will then be undertaken.

Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.



Person Specification

	Essential (E)	Desirable (D)
Training and Qualifications		
Good standard of education	E	
Willingness to receive appropriate training relating to the post	E	
Experience		
Minimum of 3 years previous experience working in a busy office environment	E	
Experience of using Microsoft Packages, including databases and spreadsheets	E	
Experience of managing data and maintaining accurate records and filing systems	E	
Experience in the line management of staff	E	
Experience of organizing meetings and accurate minute taking	E	
Skills and Knowledge		
Ability to effectively operate a full range of ICT equipment and other resources		D
Ability to proficiently use office computer and finance software including word-processing, spreadsheet, database and internet systems.	E	
Ability to work constructively as part of a team, understanding school roles and responsibilities	E	
Excellent organisational and administrative skills	E	
Ability to take instructions and carry out set duties	E	
Excellent communication skills with a wide variety of audiences, including pupils, parents, governors and staff, senior staff.	E	
The capacity to work in an orderly and logical way, prioritising and co-ordinating	E	
To be confident with detailed procedures, e.g. checking, cross-referencing, etc.	E	
Good standard of numeracy and literacy skills	E	
To be comfortable about working in a fast-moving environment with lots of different elements that need to converge at the right time	E	



Ability to build and form good relationships with students and colleagues	E	
Fine judgment to recognise when to consult and when to act on own initiative	E	
Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation such as Data Protection, Freedom of Information Act.	E	
Personal Attributes		
Ability to show initiative and prioritise one's own work and that of others even when under pressure	E	
Able to follow direction and work in collaboration with Line Manager.	E	
Able to work flexibly to support others and respond to unplanned situations	E	
Able to attend evening meetings as required	E	
Efficient and meticulous in organization	E	
Good verbal and written communication and interpersonal skills	E	
Commitment to the highest standards of child protection	E	
Recognition of the importance of personal responsibility for Health and Safety	E	
The ability to maintain confidentiality	E	
Desire to enhance and develop skills and knowledge through own professional development	E	
To undertake duties with a professional approach at all times.	E	
Commitment to the school's ethos, aims and Trust Charter	E	



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The Trust will endeavour to make any necessary reasonable adjustment 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.

You can find out more information by taking a look at our websites:

www.chingfordfoundation.org and www.southchingfordfoundation.org.uk

To arrange a visit to the Trust schools please contact Amanda Crowley on 020 8529 1853 extn: 222 or email crowley@chingfordfs.org.uk

Closing date: 9am on 1 March 2021

Interview date: 5 March 2021

Please return your completed application to jobs@chingfordfs.org.uk

The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.





How to Apply

- i. Read carefully all the information about this post.
- ii. If you have any questions, or would like to speak to the Chief Executive Officer, please do not hesitate to telephone or email the PA, Amanda Crowley on 020 8529 1853 extn: 222 or crowley@chingfordfs.org.uk
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iv. Send your completed application form by email (if downloaded) to:
jobs@chingfordfs.org.uk or post to:

Human Resources
Chingford Academies Trust
31 Nevin Drive
Chingford
London
E4 7LT

Your application must be received by 9am on 1 March 2021



Appointment Process

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Under normal circumstances candidates invited to interview will:

- be given a tour of the school
- have an opportunity to meet with key staff
- undergo a selection process
- have an interview with members of the Trust

Due to the current Covid-19 pandemic, it is unlikely that tours will be provided and interviews may be held online.

Pre-employment Checks

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Chief Executive Officer/Headteacher/employer. It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.



OUR TRUST CHARTER

Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.

This Charter supports CAT Strategic Objectives 3 and 4:

Strategic Objective 3:

To develop a culture within the constituent Academies of the MAT in which all employees and students show outstanding behaviour and attitudes to one another, their learning and the community of schools

Strategic Objective 4:

To nurture a culture in which personal development contributes to the creation of a harmonious community

How do we deliver on the Trust Charter?

Creating the Right Environment

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

Building Relationships

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

Repairing Relationships

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

Reflecting and Improving

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.



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