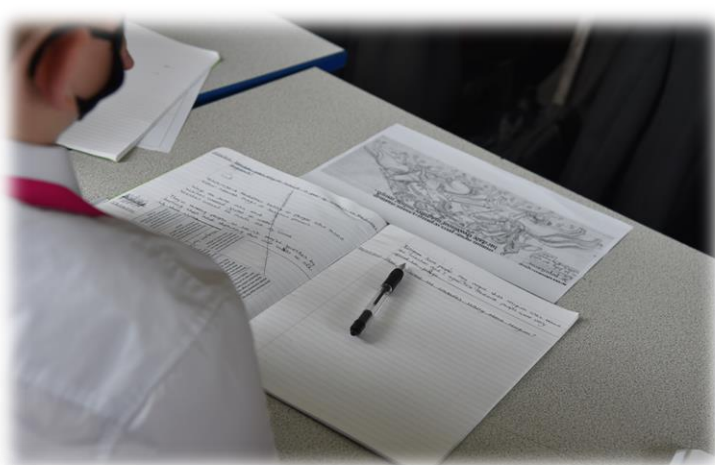


Forward Thinking, Cohesive, Proud

Candidate brief for the position of:

Personal Assistant to Senior Leadership Team

Hours/Contract: 36 hours per week for 46.21 weeks per year
Tenure: Permanent
Salary: Scale 6 (points 18 to 21) £25,232 to £26,619
Start date: Asap



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Chair of Trustees
Anthony Young
Chingford Academies Trust
Nevin Drive
Chingford
London E4 7LT

Tel: 020 8529 1853
Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Personal Assistant to Senior Leadership Team 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.

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.

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.

We very much look forward to receiving your application.

Yours sincerely



Anthony Young
Chair of Trustees

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

Job Title:	Personal Assistant to Senior Leadership Team
Responsible To:	Personal Assistant to the Chief Executive Officer
Grade/Pay Range:	Scale 6 (points 18 to 21)
Hours:	36 hours per week for 46.21 weeks per year 8:00am to 4:15pm Monday to Thursday 8:00am – 4:00pm Friday
Key Contacts:	Students, Staff, Parents, Visitors, Governors/Trustees External Bodies
Responsible For:	Administration Assistants/Receptionists

Under this contract, the post holder will be required to work 5 additional days outside of term time.

Purpose of Job

- To provide a confidential secretarial and administrative service to members of the senior leadership team and to support the Personal Assistant to the CEO as necessary
- To directly support the Senior Leadership Team to assist in the running of all activities within the Trust including (but not limited to) the main duties and responsibilities outlined below
- To support uphold and support Trust Data Protection
- To support the line manager in the quality assurance and upload of materials to the websites

Main Duties and Responsibilities:

- To provide a confidential secretarial support to the Senior Leadership Team, working efficiently and effectively with due regard to punctuality and meeting deadlines
- To be pro-active in diary management (including making and monitoring appointments and diary conflicts)
- Under direction, to prepare meeting agendas, taking and distributing minutes and associated papers

- To make arrangements for visitors to the Trust, including parking and catering for meetings and events; greeting visitors on arrivals
- To maintain confidential files and ensuring these are up to date; providing SLT with the appropriate information and files in advance of meetings
- To maintain Trust filing systems within an agreed format under the direction of the line manager
- To processing correspondence and documentation
- To prepare relevant communications (composing letters/emails, proof reading and distributing communications via post and/or electronically), as directed
- To collate relevant information to produce reports
- To respond to telephone and other enquiries from staff and parents
- To liaise as necessary with staff, students, parents, professional colleagues, external agencies and the public
- To be support the administration of Trustee/Governor related activities
- To support the oversight of the whole school email addresses and the distribution and timely responses to members of the public
- Under the direction of the line manager, to support the monitoring of the school complaints procedure, ensuring that responses are made to complaints in a timely fashion and collating and maintaining a complaints register to meet statutory obligations
- General office administrative duties, including updating administrative templates and staffroom pigeon holes, supporting the organising of open evenings, presentation evenings etc as directed
- To support the production and collation of high quality school publications including the Prospectus and Student Planners for schools within the Trust in collaboration with the line manager
- To work with the administrative team in organising evening events for the school e.g. open evenings, presentation evening etc.
- To use relevant IT office packages proficiently to carry out duties, undertaking appropriate training as required
- To support other members of the school admin team in the case of staff absence and emergency situations
- To work with the advertising and website teams to ensure that information is uploaded onto the school's website in a timely manner

- Ad hoc tasks as requested to support the wider team
- Undertaking project work as required.

GDPR

- To liaise with the Trust's Data Protection Officer on all aspects of compliance and data processing activities as directed
- To support processing requests for SARs and FOIs ensuring all queries from data subjects addressed within legal timeframes

Line Management

To assist with the appointment of administrative assistants/receptionist within the team

To support the induction process for new members of staff

To be the first point of call for any matters and queries that arise within the team

To devise rotas for the effective deployment of the team, ensuring that all any administrative absences within the remit of the team (e.g. welfare/reception) are adequately covered

With support from Human Resources, manage staff absences in terms of service delivery and ensure that weekly/monthly returns required by HR (sickness, leave requests etc.) are provided in a timely manner

To identify and support training needs of the team, using both online e-training platforms and face-to-face training as required

To lead on performance appraisals for the team in line with Trust policy

Other

- To support the administration of all Inset (training of staff) for the Trust, e.g. booking of courses and recording CPD on SIMS
- In liaison with Senior Leadership Group, support the preparation of the Annual Student Planner and Schools Prospectus including co-ordination of the Extra-Curricular Activities Booklet for inclusion in the school Prospectus
- Operate the school's switchboard during school holidays
- Flexibility in working hours (occasionally outside of school hours to support meetings and events)
- To deputise in the absence of the Personal Assistant to the CEO under the direction of senior staff

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 School.

- Always to perform duties in all elements of the role in 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 Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy,
- To participate in continuing professional development opportunities as directed or identified through 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 DBS Disclosure.

Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process, All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWB in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed. All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

CHINGFORD FOUNDATION SCHOOL
CHINGFORD ACADEMIES TRUST
PERSON SPECIFICATION & ASSESSMENT

JOB REQUIREMENTS	Essential	Desirable	Method of Assessment I/A*
Qualifications			
A*-C GCSEs, including Mathematics and English or equivalent	✓		A
Educated to A Level standard		✓	A
Experience			
Excellent all round professional secretarial experience gained in a previous Personal Assistant/Secretarial role at senior level (2 years minimum).	✓		A/T/I
Basic understanding of school/Trust, local government and central government structures and how they interrelate, including DfE, OFTED	✓		A/T/I
Experience of working directly for senior members of staff within an organisation	✓		A/T/I
Basic understanding of the role of the Trustees/governing body within a Trust.	✓		A/T/I
Experience in the use of School Information Management Systems		✓	A/T/I
Minute Taking Experience	✓		A/T/I
Knowledge of the Chief Executive Officer's (CEO) and Senior Leadership Group's role in the running of the Trust or equivalent		✓	A/T/I
Skills, knowledge and Understanding			

Excellent communication skills, both written and oral, with the ability to produce confidential correspondence, documents, reports and communications.	✓		A/T/I
Excellent IT skills (Excel, Word, Powerpoint (Intermediate), email, Outlook (Advanced) - diary management, desktop publishing software and internet.	✓		A/T/I
Strong numeracy skills	✓		A/T/I
Ability to respond proactively to unexpected problems and situations.	✓		A/T/I
Ability to demonstrate initiative.	✓		A/T/I
Ability to maintain efficient record-keeping systems.	✓		A/T/I
Ability to effectively line manage others	✓		
Ability to identify work priorities and manage own workload to meet deadlines whilst ensuring that lower priority work is kept up to date	✓		A/T/I
Ability to relate well to children and adults	✓		A/T/I
Ability to diarise deadlines and ensure that they are met by the CEO and other members of the Senior Leadership Group	✓		A/T/I
Highly efficient and professional, able to remain calm and controlled under the pressure of working in a very demanding and constantly changing environment	✓		A/T/I
A high degree of inter-personal awareness, including initiative, diplomacy, discretion and a professional approach	✓		A/T/I
Ability to take notes at meetings and to transcribe those notes in a clear and understandable way.		✓	
Experience of handling and maintaining confidential information.		✓	
Ability to draft correspondence and documents on behalf of the Senior Vice Principal	✓		
Experience of setting agendas for meetings and collating supporting documentation as well as diarising any actions and ensuring that they are completed within agreed deadlines.	✓		
Experience of working unsupervised and using knowledge and judgement to refer appropriate matters to relevant parties		✓	

Personal Qualities			
Ability to present a confident and professional manner at all times.	✓		A/T/I
Exercise sound judgment especially relating to confidentiality and discretion	✓		A/T/I
Excellent interpersonal and communication skills.	✓		A/T/I
Ability to work effectively under pressure	✓		A/T/I
Can do attitude with a flexible and positive approach to work and a sense of humour	✓		A/T/I
Helpful, approachable and positive nature and ability to stay calm and diplomatic under pressure	✓		A/T/I
Knowledge of, and commitment to, Equal Opportunities	✓		A/T/I
Maintenance of confidentiality	✓		A/T/I
Willingness to undertake relevant training.	✓		A/T/I
Ability to build and maintain effective working relationships across the Trust	✓		A/T/I
Good negotiation skills and ability to balance and resolve conflicting requirements/ demands	✓		A/T/I
Able to take ownership of tasks and work with minimal supervision	✓		A/T/I
Have exacting standards and a keen eye for detail	✓		A/T/I
Other Requirements			
Ability to work well as part of a team	✓		A/I
High standard of punctuality	✓		A
Flexibility in working hours (occasionally outside of school hours to support meetings and events)			
Committed to school ethos and direction	✓		I
A commitment to on-going personal development and willingness to undertake appropriate training	✓		I
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

*I - Interview process A - Application Form

“The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”. (Ref: Safeguarding Children and Safer Recruitment in Education 2007).

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 HR on 020 8529 1853 extn: 226 or email hr@chingfordacademiestrust.org.uk

Closing date: 9am on Tuesday 11th October 2022

Interview date: TBC

The Trust reserves the right to interview and appoint a suitable candidate before the deadline.

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. 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.
- iii. 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 Tuesday 11th October 2022**

Recruitment 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.

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 working at a school, one of which must be your current Chief Executive Officer/Headteacher). 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 in order to ensure 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 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 have 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

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, empathic, 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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