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| Trinity Academy Sowerby BridgeJob Description |  |
| Job Title:  | Pastoral Support Administrator |  |
| Job Scale:  | Scale 3 (Points 5 – 6) |  |

**BASIC JOB PURPOSE**

* To work as part of a team, providing a range of administrative support for internal and external customers, the Behaviour and Pastoral team and Senior Leadership
* To support the development of effective and efficient administration services, including the Academy’s detention and Behaviour for Learning systems
* Supporting the House Manager team and Senior Leadership by arranging meetings with parents/carers and external agencies

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| **Reporting to:**  | Administration ManagerAssociate Assistant Principal, Behaviour & Safety |
| **Responsible for:** | n/a |

**MAIN RESPONSIBILITIES**

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| **1** | To work as part of a team to provide customer focused services and a high quality, efficient administration support, using a range of IT packages and general office skills. |
| **2** | To provide a confidential and high quality administrative service to the Behaviour and Pastoral team.  |
| **3** | To maintain the Academy’s detention system and contribute to the Behaviour for Learning system.  |
| **4** | To undertake administrative duties including; preparing correspondence/referrals; managing meeting rooms, dealing with hospitality and arrangements for attending conferences, raise orders and monitoring stock supplies. |
| **5** | To support the attendance team in preparing referrals for collaborative work with the local authority |
| **6** | To collate and prepare information from a variety of sources, including inputting and retrieving data using databases, or other applications. Ensuring accurate and detailed records are kept.  |
| **7** | To support the House Manager team and Senior Leadership by arranging meetings with parents/carers and external agencies, where appropriate |
| **8** | To communicate effectively with internal & external customers in relation to work undertaken. |
| **9** | To work with others to help improve work organisation and effectiveness. |
| **10** | To maintain accurate records and track progress of work. |
| **11** | To assist in the training of new team members. |
| **12** | To undertake any other administration duties to support the Behaviour and Pastoral team. |

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| Other Specific Duties: |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.
* Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
* To continue personal professional development as required
* Attend staff and other meetings and participate in staff training and development events as required
* To actively engage in the performance review process
* All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary
* To work in the best interests of the academy, students, parents and staff
* To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety
* Undertake the role of a Form Tutor within the academy’s Vertical Tutoring pastoral College structure, and provide relevant and appropriate pastoral support
* To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role
* To work at locations across the academy Trust, as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be 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.This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.  |
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| **PERSON SPECIFICATION** |
| **Job: Pastoral Administrator**  |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * a good standard of education including English and Maths
* evidence of experience in an similar, office or administration role
* experience of working to deadlines
* experience of note taking and arranging meetings
* experience of using databases, word processing and a range of other IT packages
 | * At least 5 or more GCSE’s including English and Maths at grade C or above (or equivalent)
* experience of working in a school environment (understanding of safeguarding and Child Protection issues)
* experience of SIMS
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| **Knowledge & Understanding** | * knowledge of administration systems and general office procedures
* understanding of filing, storage and archive systems and procedures
 | * the potential uses of data to support efficiency
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| **Skills & abilities** | * ability to communicate and negotiate effectively to a range of audiences (internal and external) through strong inter-personal, written, oral and presentation skills
* sound judgment and ability to make decisions based on understanding of relevant information
* able to prioritise work and to manage work to meet tight deadlines
* adaptability to changing circumstances/ideas
* work as an effective team member and apply given instructions
* customer service skills
* able to apply written and verbal instructions
* able to organise, plan and complete tasks
* able to work in a school environment, around children and young people
* able to work as part of a team
* high personal standards and able to provide a role model for students and staff
* seek support and advice when necessary
 | * negotiate and consult fairly and effectively
* deal sensitively with people and resolve conflicts
* able to develop and maintain effective communication systems
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| **Personal Qualities** | * adaptability to changing circumstances/new ideas
* ability to inspire confidence in staff, students, parents and others
* reliability and integrity and a commitment to confidentiality
 | * determination to succeed and the highest possible expectations of self and others
* a commitment to inclusive education
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