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| Post Title | Receptionist and SENCO Administration Assistant |
| Salary range/grade | £9.20 per hour |
| Responsible to | Head Teacher |
| Type | Part-Time, term time only - 15 Hours per week Bank Contract |
| Base | Pierview Academy, Gravesend |
| Job Purpose | |
| <p>To be the School Receptionist providing a friendly, professional and efficient service at all times. To play a key role in receiving visitors, parents and learners, ensuring they gain a positive impression of the school either on arrival or over the phone. The role will also include assisting in some administration duties.</p> <p>Provide efficient and professional secretarial and administrative support to the Head Teacher/SENDCo</p> | |
| Key Tasks and Activities: | |
| Reception Duties: | |
| <ol style="list-style-type: none"> 1. To manage the reception area ensuring that a positive impression of the school is gained by all visitors. 2. To be responsible for visitors' welfare. To manage the visitors signing-in service. 3. To be the principal operator of the telephone system and to be responsible for managing telecommunications including incoming calls and messages. 4. To manage the postal system. 5. To answer all incoming calls, both internal and external, redirecting/taking messages as necessary, and acting on instructions received. 6. To relay messages to staff and learners in a timely and efficient fashion. 7. To receive deliveries and distribute all incoming posts. 8. To deal with general day to day queries from staff, pupils and parents. 9. To grant access to visitors, parents and learners in accordance with safeguarding procedures. 10. To distribute stationery and forms to teaching staff on request 11. To provide administrative support as required 12. To undertake photocopying, filing and general office duties 13. Manage petty cash requests and record keeping | |

SENDCo Administration

1. Provide overall administration support to the Special Educational Needs Coordinator in order to assist with the annual review process
2. Planning of all Annual Review documentation ensuring deadlines are met.
3. Typing and distributing EHCP reviews and documentation.
4. Typing correspondence to parents, agencies, professionals, staff and any internal correspondence under the direction of the SENDCo.
5. To liaise with the SENDCo to ensure that certain systems in place to monitor and support the wellbeing and educational progress of individual learners are in place and updated at predetermined times eg. Wellbeing Measure and IEPs.

Knowledge and Understanding

1. To gain an understanding of the school's processes, policies and procedures.
2. To understand the meaning of confidentiality and ensure all relevant documentation remains confidential.
3. To know how to use ICT to advance administrative duties.
4. To have achieved a qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework.
5. To gain an understanding of the legal definition of Special Education Needs and Disabilities (SEND) and be familiar with the SEND Code of Practice.
6. To work as part of the team liaising, advising and consulting where appropriate.
7. To identify personal training needs and to attend appropriate internal and external in-service training.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating learners with respect
2. To support and contribute to the school commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Key Performance Indicators

1. Ensuring all administration duties listed above are up to date, organised and well presented.
2. Good punctuality and attendance
3. A smooth and effective system is in place to ensure all annual reviews take place and paperwork is filed in a timely fashion

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the schools dress code.
3. Contribute to development through team meetings.

All staff have a responsibility for understanding and adhering to the safeguarding policy and the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school's policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

Pierview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- o To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- o A relevant qualification related to reception duties (D)

Experience

- o Relevant experience of working in a reception or customer service role within a similar setting (D)
- o Experience of working with clear guidelines, procedures and adhering to child protection and Data protection guidance (E)
- o Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- o Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- o Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- o Experience of working with special educational needs and / or relevant paperwork for special educational needs.

Knowledge, Skills and Abilities

- o Willingness to keep up to date/complete relevant administration training as and when needed (E)

- o Excellent interpersonal skills with both adults and children. (E)
- o Willingness and ability to work as part of a team. (E)
- o Ability to communicate effectively both verbally and in writing. (E)
- o Ability to prioritise and organise own work. (E)
- o Computer literate (E)
- o Excellent interpersonal skills, inc active listening (E)
- o Strong organisational, planning and time management skills (E)
- o Knowledge of special educational needs and disabilities (D)
- o Proactive approach to problem solving (D)
- o Knowledge of social media (D)
- o Knowledge of SEND (E)

Personality and Social Skills

- o To have a positive and professional approach to work (E)
- o To enjoy working with young people. (E)
- o To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- o Committed to raising standards and continuous improvement. (E)
- o Ability to maintain confidentiality in the light of handling sensitive information (E)
- o Good communication and social skills, with a good sense of humour (E)
- o Ability to work flexibly with reference to time and location and meet deadlines (E)
- o Ability to cope with difficult interpersonal behaviour and language (E)