



PA TO THE HEADTEACHER, DEPUTY HEADTEACHERS AND CLERK TO GOVERNORS

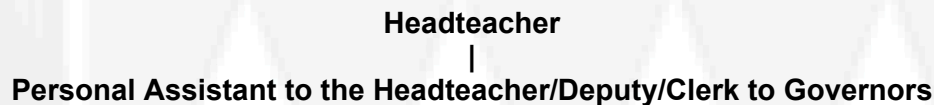
Responsible to: Headteacher

Grade: NJC L6 (points 21-25)

Hours/Weeks: 37 hours per week / 39 weeks per year (occasional overtime by negotiation)

PURPOSE OF POST: This is a key post within the school which requires dedication and a highly efficient and responsible approach. It requires working closely with the Headteacher and being able to give the Headteacher's requirements first priority. The post therefore calls for the ability to work on one's own, to use judgement and initiative. The ability to remain calm and controlled under the pressures of working in a very demanding and constantly changing environment is also essential. This will require considerable flexibility in working hours and styles and a willingness to undertake training to meet the varying demands of the role. As the first point of contact for the Headteacher, it is essential that the post holder has a manner which inspires confidence

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. To provide confidential, personal and administrative support to the Headteacher and to be the first point of contact for people wishing to contact the Headteacher.
2. To liaise with other staff to ensure the efficient processing of the Headteacher's work.
3. Through regular contact with the Headteacher and Leadership Team to be aware of, and sympathetic to, the best interests of the school and to communicate these to parents and the wider community as required.
4. To strive at all times to meet the high standards of delivery required for this post including the following:
 - dealing with correspondence and documentation as directed by the Headteacher
 - maintaining the Headteacher's diary, liaising, as necessary with staff, pupils, parents, professional colleagues and the public,
 - receiving visitors for the Headteacher and to ensure that appropriate arrangements are in hand (including hospitality) for the Headteacher's visitors and meetings
 - preparing for and minute school and other meetings as required by the Headteacher,
 - providing confidential secretarial support and diary management to Deputy Headteachers.





5. To maintain confidential files to ensure that the Headteacher has access to the most up-to-date information and that appropriate files are made ready and given to the Headteacher in advance of meetings on a daily basis.
6. To provide support and all necessary documentation in relation to the Governing Body including the following:
 - preparation for, and minuting and clerking of Governing Body meetings and other governor committee meetings as required,
 - consulting with deputies in order to ensure that information for governors is circulated in accordance with required deadlines.
7. Draft reports for the Headteacher as required and prepare communications.
8. At appropriate points, and working with the broad staff team, to:
 - contribute to achieving the stated aims and objectives of the school including contributing to policy formation/review, whole school
 - development planning and evaluation,
 - contribute to problem solving, decision making and managing change within the school,
 - play an active role in developing and maintaining effective working routines at the school,
 - play an active role in activities related to the induction of new staff to the school,
 - work both efficiently and effectively with due regard to punctuality and meeting deadlines,
 - collaborate with colleagues in using the resources of outside agencies to best effect and actively promoting a positive image for the school, maintain an optimistic and positive attitude with colleagues, and work to support and motivate others,
 - promote effective written and oral communication and the efficient storage and retrieval of information,
 - achieve a good working rapport with pupils and maintain a balance being friendly and approachable, and achieving specified work tasks,
 - periodically take part in staff review/appraisal and undertake relevant INSET activities to up-date knowledge and skills.
9. Bring a range of ICT skills and competencies to support the effective execution of the role and be receptive to further training where relevant to enhance this.

DIMENSIONS:

Physical Resources: Office and other equipment

Working environment: Office environment

The Chiltern Learning Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

Safeguarding Children

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs and would be involved in promoting the acceptance and integration of pupils with English as a second language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

Disclosures are handled in accordance with the DBS Code of Practice, which can be accessed via www.disclosure.gov.uk

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in schools.

Person Specification: PA to the Headteacher, Deputy Headteachers and Clerk to Governors

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected
Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
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Experience	<p>Demonstrable secretarial and administrative experience.</p> <p>Demonstrable extensive recent experience in the use of IT, i.e. word processing, spreadsheets, desktop publishing and other computer skills.</p>	<p>1,2</p> <p>1,2,5</p>	<p>Experience of working in a school environment is desirable for this post.</p>	<p>1,2</p>
Skills/Abilities	<p>Has a competent command of written and spoken English.</p> <p>Can remain calm and controlled under pressure.</p> <p>Is determined to set and achieve high standards for oneself and others. Can work in the flexible ways needed for the post.</p> <p>Can demonstrate initiative and sound judgement and take a great deal of responsibility.</p> <p>Able to develop constructive working relationships with all school staff, whilst maintaining a high level of professionalism at all times.</p> <p>Able to helpfully deal with and give accurate information to visitors, colleagues, parents, pupils, etc.</p> <p>Able to organise workload to meet conflicting demands and deadlines, prioritising the needs of the Headteacher over all other needs.</p> <p>Able to write reports, read and comprehend written information that may not be straightforward.</p> <p>Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p>		
Competencies	<p>Able to form appropriate relationships with young people.</p>	<p>1,2</p>	<p>Able to demonstrate appropriate motivation to work with young people.</p>	<p>1,2</p>
Equality Issues	<p>Able to recognise some forms of discrimination which commonly exist.</p> <p>Can relate well to children and adults of a variety of backgrounds.</p>	<p>1,2</p> <p>1,2</p>		
Specialist Knowledge	<p>High level of ICT skills including Microsoft Excel, Word and PowerPoint</p>	<p>1,2,3,4</p>	<p>Evidence of administration and secretarial qualifications</p>	
Education and Training	<p>Qualification relevant to the job, or good evidence of equivalent experience and training gained in the workplace.</p>	<p>1,2,4</p>	<p>A recognised PA / secretarial qualification</p>	





Other Requirements	Willing to undertake training and development activities.	1,2		
	Willingness to adjust working arrangements to suit the changing needs and demands of the school (occasional).	1,2		
		1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the posts.

The Job-holder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.