

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Receptionist / Administration Assistant

37 hours a week, term time only plus staff development days.

(Highsted Academy Trust pay band 3: £12,870 (pro rata to £15,253))

Friendly, flexible and enthusiastic Receptionist/Administration Assistant required to work at this outstanding girls' grammar school. The successful candidate will also monitor the medical room and assist with administrative office tasks. A first aid qualification is desirable and willingness to undergo first aid training. ICT experience essential but specific training will be given. Experience of working with young people would be an advantage.

Application forms containing contact details of two referees, including email addresses, should be accompanied by a CV and covering letter explaining why you feel you would be suited to this post.

Please contact Linda Sayers at the school or visit the website to download further information and an application form: www.highsted.kent.sch.uk
(Closing date noon Friday 22 June 2018)

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





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GENERAL INFORMATION

Summer 2017 school performance:

GCSE results achieved by pupils at the end of key stage four

	2017	2016
Percentage A*/A grades	47.7	45.5%
Percentage of pupils gaining at least five A* - C grades, including English and maths	97.2%	97.2%
Percentage of pupils gaining at least two A* - C grades, science	99.2%	97.2%
Percentage of pupils gaining at least one A* - C grades, MFL	84.9%	86.2%

Pupils	% achieving 5+ A*-C, including Maths & Eng.	% achieving English Baccalaureate*	% achieving 2+ Science A*-C	% achieving history or geography A*-C	% achieving 1+ MFL A*-C
Highsted 2017	97.2	84.0	99.2	97.5	84.9
England 2014	53.4	22.9	47.5	43.8	36.1
Kent 2014	58.1	26.8	47.9	42.2	35.9

* **English Baccalaureate** consists of A*-C grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A/AS-level results achieved by students at the end of Year 13

	2017	2016
Percentage pass rate	100%	100%
Percentage A*-B grades	60%	69%

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 824 on roll, including 214 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2018)

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF

Job title: Receptionist/Administration Assistant

Reports to: Administration Office Manager

Postholder's name:

Date:

Grade: Highsted Academy Trust Band 3, point 7

Hours: 37 hours a week, term time only, plus Staff Development Days

Purpose of job

*Provide an efficient receptionist service, monitor the medical room and undertake clerical tasks as part of the Administration Office support team, in line with Kent's 'Ways to Success' document.
Teamwork, efficiency, flexibility, good time management and an ability to use ICT are all essential qualities for the post of Receptionist/Administration Assistant.
Hours of work 8.00 am – 4.30 pm Monday to Thursday, 8.00 am – 4.00 pm Friday, term time only, plus Staff Development Days.*

Dimensions

1. Line management responsibilities:

Not applicable.

2. Statistical information relating to the scope of the job.

School roll: 824

Agreed by

Approved by

Date

Principle accountabilities

- Reception: dealing with enquiries/requests from members of the public, parents, pupils, teachers, Governors - in person and by telephone. Welcoming visitors to the school (ensuring that the Visitors Book has been signed and that visitors are supplied with a visitor's badge).
- Answering the telephone, adhering to the telephone protocol, and passing on calls or taking messages (all within the Support Staff code of practice for contacts relating to pastoral matters).
- Answer calls to assist visitors and pupils to access the site via the electronic gates.
- Dealing with and maintaining a record of pupils attending the medical room; liaising with the Key Stage Learning Mentor for appropriate action. Supervising pupils whilst in the medical room and contacting parents (if requested by Learning Mentor) to arrange collection. Maintenance of First Aid stock, ensuring sufficient supplies are held and liaising with Admin Office Manager for re-ordering.
- Act as first point of call for First Aid, having received appropriate training.
- Ensure the Reception area is kept tidy and notices removed when obsolete.
- Maintenance of the electronic Reception diary and Room Booking diaries.
- Daily monitoring and printing of registers on reception, as soon as possible following registration, manually entering when necessary. Print registration sheets and official registers on a weekly basis.
- Preparation of First Aid Kits and 'Pupil Illness and Administration of Medicines in School' forms for trips, as necessary.
- Prepare refreshments for meetings, placing in the relevant room and clear afterwards, ensuring sufficient supplies are maintained.
- Responsible for outgoing post, parcels and exam papers and the franking machine, ensuring sufficient credit is maintained and liaising with Admin Office Manager and the Finance office.
- Monitoring lost property and placing regular (usually termly) notices into registers to remind pupils to check for missing items. Also, re-directing named items to pupils.
- Distribution of pupils' travel tickets; liaising with Area Education Office, as necessary. Filing of letters regarding travel arrangements as required.
- Arrange pupils' general filing in alphabetical order in readiness for filing.
- Preparation of exam result envelopes.
- Assistance with duplicating and photocopying of examination papers; booklets, letters to parents; standard forms, tickets and programmes for events and any other papers as requested.
- Preparing letters for trips and assist with general typing of letters as required.
- On a weekly basis attending the staff briefing, taking notes, typing up and circulating.

In addition the post-holder is to:

- Assist with general office duties as requested by the Administration Office Manager.
- Annually, on Welcome Evening, assist with the Admission Procedure (NB this involves an attendance of approximately one hour in the evening for which time off in lieu will be given).
- Undertake in school training as appropriate.
- Cover for absent colleagues.
- Assist with invigilation during exam periods.

Necessary experience

- The postholder requires a good level of general education.
- A high level of interpersonal and communication skills.
- A flexible, efficient approach to duties is required, with the ability to act on own initiative.
- Computer literacy in Word and Excel is essential.
- The ability to relate well to children and adults.

Confidentiality

All personal information regarding pupils, parents, employees at the school to which the Receptionist/Administration Assistant may have access in the course of his/her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.

To fulfil as an employee, legal obligations under Health and Safety requirements; namely those of personal safe practice and the promotion of Health and Safety procedures generally.

Job context

The postholder has day to day contact with staff, students, parents and members of the public, in person and by telephone and works as a receptionist and as part of the Administration team.

Organisational structure

Headteacher



Administration Office Manager



Postholder (37 hours per week term time only)



Administration Assistants

Person Specification
Receptionist/Administration Assistant

	Essential	Desirable
Experience	Educated to GCSE standard or equivalent, with GCSE English and mathematics grade C or above.	First Aid qualification.
	Use of ICT, in particular, office packages such as Word and Excel.	Knowledge of SIMS would be an advantage but training will be given.
	Evidence of excellent time management skills and ability to multi-task.	Successful experience in working with young people.
Personal Qualities	Evidence of working with other professionals as part of a team.	
	To be a flexible and helpful member of a team.	
	Enjoy working with young people.	
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.
	Consistently high expectations.	
	Self-motivated and self-confident.	
	Willingness to take on delegated responsibility.	
Skills	Confidence in dealing with pupils, parents and outside agencies in person and on the telephone.	
	To pay attention to detail.	
	High-level communication and presentation skills.	
	Communicate effectively with groups of children to maintain an orderly atmosphere.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems.
	Ability to use ICT effectively to support the job.	
	Excellent organisational skills.	
	Adhering to the safeguarding procedures of the school and promoting associated protocols.	
	'Can do' approach to the varied needs of the school.	