

**Job Description Template**

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| **Job Title** | | Curriculum Administrator | | | |
| **Department** | | WAES Admin | | | |
| **Unit** | |  | | | |
| *Westminster City Council has Tri-Borough working arrangements with Hammersmith and Fulham Council and the Royal Borough of Kensington and Chelsea for the provision of some services. Under S113 of the Local Government Act 1972 you may be required to act on behalf of one or both of these other boroughs.  This may mean that the location of your employment will vary.* | | | |
| **Band** | | Band 2 Steps 1-2; Broadband Terms and Conditions | | | |
| **Date Valid** | | September 2018 | | | |
| **Responsible to** | | Learner Inclusion Manager | | | |
| **Staff Managed** | | | | | |
| Direct Reports: | Temps/TAC managed per annum | | Project staff managed per annum | | Are staff highly mobile or based on different sites? |
| No:0 | No:0 | | No;0 | | Yes (delete as app) |
| **Budgets managed** | Staffing £0 | | | Other £0 | |
| **Purpose of Job; (Brief summary of why the job exists, what the main outcomes expected are, taking into account workforce planning)** | | | | | |
| To provide administrative support to the LDD department and carry out the full range of administrative duties across LDD and Childcare. | | | | | |
| **Key duties and responsibilities:** | | | | | |
| 1. Provide an effective and efficient administrative support service within LDD and Childcare 2. Run weekly attendance and punctuality reports from EBS and distribute to tutors and managers as appropriate. Support tutors and Learning Support Assistant to manage punctuality and attendance by contacting learners highlighted as at risk of poor attendance. 3. Ensure that learners are contacted when classes are cancelled, provide a central contact point for learner absence and ensure that this information is passed on and followed up as appropriate. 4. Where appropriate keep assessment and confidential statements for LDD learners and liaise with parents and carers to support those learners. 5. Provide support for exam entries / RAPRA by collating learner data and distributing forms to relevant course tutor for checking and tracking the submission to exams within required timescales. 6. Be responsible for retrieving and collating achievement and relaying this data to MIS and Education and Training Manager as appropriate. 7. Deal with routine enquiries from learners, parents, carers, staff and members of the public via written correspondence, telephone and in person. 8. Provide support for the quality process by collating the required paperwork and data, including monitoring and reporting non-compliance by course tutors including course SARs and course evaluations. 9. Be responsible for ordering stationery, books, specialised equipment and resources, and arranging distribution to the relevant site. 10. Provide administrative support during assessment and enrolment periods, and emergency cover for exam invigilation. 11. Provide administration support for Childcare as requested by the manger 12. Liaising with external childcare providers and processing childcare invoices and payments 13. Support learners accessing internal and external childcare providers 14. Provide cover for other staff providing administrative support when required to do so. 15. Operate and maintain manual and computerised office storage and retrieval systems 16. Photocopy and despatch large mail-outs or paper work as necessary 17. Be prepared to work at any of the Services’ sites when required. 18. Carry out the above duties in a customer focused, professional, diplomatic and confidential manner   **General**   * To actively promote equality and diversity in all aspects of work with and for the Service. * To take responsibility for own professional development and participate in relevant internal and external activities; * To implement the College’s health and safety policies and practices. * To carry out the above duties within the requirements of the Data Protection Act. * To carry out the above duties in a confidential and sensitive manner.   **The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and the Service.**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **PERSON SPECIFICATION**  The person specification outlines what is essential for the competent performance of full duties and responsibilities of the job, including professional or specialist skills or experience required. Applicants will need to demonstrate in their supporting statement how they meet the criteria listed below.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Post Title: Curriculum Administrator |  | **We will assess your match to the criteria from:** | | | | | | KEY: (E) – Essential (D) - Desirable |  | Appl. Form | Tests | Inter-view | | Refer-ences | | **QUALIFICATONS/EDUCATION/TRAINING** | | | | | | | | Evidence of continuous professional development | E |  |  | ✓ | |  | | Minimum level 2 qualifications in IT | E | ✓ |  |  | |  | | Minimum level 2 qualifications in English and maths | E | ✓ | ✓ |  | |  | | **PROFESSIONAL KNOWLEDGE/UNDERSTANDING** | | | | | | | | Understanding of the appropriate curriculum areas and learners | D |  |  | ✓ | |  | | Understanding of the curriculum calendar and the teaching / assessment process for the area | E |  |  | ✓ | |  | | Understanding of professional boundaries between teacher and learner or parent / carer | E |  |  | ✓ | |  | | **EXPERIENCE** | | | | | | | | Experience in using management information systems and management reports | E |  |  | ✓ | |  | | Ability to sustain a high work rate in a demanding and rapidly changing environment | E |  |  | ✓ | |  | | Good standard of oral and written communication skills and the ability to write clear and concise letters memos and minutes | E |  |  | ✓ | |  | | **SKILLS** | | | | | | | | Ability to manage projects to time and to budget | E | ✓ |  | ✓ | |  | | An ability to develop positive working relationships with individuals at all levels (internal and external) and to promote the curriculum area and the Service | E | ✓ |  | ✓ | |  | | Good secretarial / administrative skills, with accuracy and an attention to detail vital. | E | ✓ |  | ✓ | |  | | Well-developed communication, external liaison and networking skills, with the ability to communicate and work effectively with staff across the Service and in community based venues | E | ✓ |  | ✓ | |  | | Outstanding IT skills | E | ✓ |  | ✓ | |  | | Proven ability to take the initiative in organise one’s own workload including establishing priorities, meeting deadlines, working under pressure and responding to conflicting demands | E |  |  | ✓ | |  | | **DISPOSITION/ PERSONAL QUALITIES** | | | | | | | | An engaging, professional and dynamic personality | E |  |  | ✓ | |  | | **KNOWLEDGE/UNDERSTANDING OF KEY POLICIES** | | | | | | | | Understanding of Safeguarding Legislation and its application within the educational sector and in relation to this post. | E | ✓ |  | | ✓ |  | | Commitment to equality and diversity and a good understanding of its practical implementation in the role. | E | ✓ |  | | ✓ |  | | | | | | | |