

Langley Grammar School



Sixth Form Administrator ***Full-time***

Required ASAP

Application information

**Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q**

***Tel:* 01753 598300**

***Email:* school@lgs.slough.sch.uk**

***Web:* www.lgs.slough.sch.uk**

From the Headteacher

September 2024

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Sixth Form Administrator.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2024 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. Ofsted confirmed this in November 2021 when we were judged Outstanding in each of the four areas of the current framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learn much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely



JD Constable

John Constable
Headteacher



David Harding

David Harding
**Deputy Headteacher &
Headteacher Designate**

The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1283 students on roll, of whom 380 are in the Sixth Form. The school was founded in 1956 and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social, and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, a sports centre, an all-weather pitch, and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state-of-the-art accommodation for science, art, technology, and computing, and new public areas of the school such as hall, library, and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated several aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Ofsted last inspected the school in November 2021, when it was judged outstanding in all categories.

Our students

Students enter the school in Year 7 based on an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous, and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades, and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent. Pre-pandemic, A-level, and GCSE were consistently high, with students making excellent progress from their already high starting points. In the 2024 public examinations, 85% of A Level entries were graded A*-B with a 3-year ALPS score of 3; At GCSE, 75% of entries were graded 9-7 with an expected Progress 8 score of around 0.7..

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line-managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative, and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high-quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies, and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education, and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional well-being. Throughout the school, there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their talents, to be confident of their abilities, and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective, and independent learners with high-level skills, willing to think in new ways, solve new problems, and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity, and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.













External recognition



Langley Grammar School was last inspected by Ofsted in November 2021 and was judged 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – we are only the fourth school to achieve this. .

Climate for learning  Reaccredited July 2023	Culture of reflection  Awarded April 2022	Effective learning behaviours  Awarded July 2019	Variety of teaching approaches  Reaccredited May 2021
Engagement with key stakeholders  Awarded June 2023	Engaging with evidence and research  Awarded July 2022	Principled assessment  Reaccredited July 2023	Principled curriculum design  Awarded May 2021
Leadership through moral purpose  Awarded January 2020	Professional learning  Awarded July 2019	Quality assurance  Reaccredited July 2021	Wellbeing  Awarded July 2022

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.



Background to the vacancy

The Sixth Form at Langley Grammar School is an important and integral phase of the school. There are approximately 380 students across Years 12 and 13, including around 60 who have joined the school at the start of Year 12 having completed their GCSE studies elsewhere.

The Director of Sixth Form, Helena Makowski, takes responsibility for the leadership and management of the Sixth Form, under the strategic direction of the Senior Leadership Team. She is supported in this role by two Deputy Heads of Sixth Form and an Administrator.

The school is fortunate to have a purpose-built Sixth form Centre which was opened in 2007. The building contains classrooms, staff office space, music practice rooms and a large supervised private study area for students. In addition, there is a 220-seat lecture theatre which is used for a variety of school functions including parents' meetings, assemblies, and talks by external speakers. Students will have lessons in classrooms all around the school depending on their subjects but regard the Sixth Form Centre as their social base.

Sixth Form students play a key role in the life of the school. The Head Boy and Head Girl lead a team of students in a variety of leadership roles, but there are a wide range of other leadership and mentoring roles that are undertaken by students both in and out of school.

The key aspects of the Sixth Form Administrator/Student Manager's work are to:

- Act as a point of first contact for parents;
- Provide a focal point for student enquiries and concerns;
- Proactively deal with minor/routine pastoral issues, seeking support and assistance from the Director/Deputy Director of Sixth Form at the appropriate point;
- Monitor students' attendance and behaviour, reporting issues and concerns to the form tutor and Director of Sixth Form as appropriate.
- Provide administrative and organisational support to the Director and Deputy Director of Sixth Form;
- Supervise the Sixth Form study area in the Sixth Form Centre;
- Liaise with external agencies as appropriate under the guidance of the Head of Sixth Form;

This is expected to be a full-time, term-time only, role, totaling 37 hours per week. Job-share applications are welcome.

An additional five days of work during the school holidays will be expected, to cover the administrative duties associated with Sixth Form admissions and enrolment before the start of the autumn term.

The job description included in this pack sets out the responsibilities of the role as it is currently proposed. Depending on the successful candidate's background, experience, and interests there may be scope to further develop the scope of the role.

Job description – Sixth Form Administrator

Job title	Sixth Form Administrator
Salary range	NJC Scale 5, points 12 - 17, £27,460 – 29,809 (FTE), £23,540 – 25,554 (pro rata) per annum
Line management	The Sixth Form Administrator reports to the Director of Sixth Form who is part of the Senior Leadership Team.
Hours of work	Working hours will be to be agreed upon with the successful applicant and will total 37 hours per week, Monday to Friday 8.00am – 4.00pm (3.30pm on Fridays), term-time only (plus 5 days in the summer holiday to support Sixth Form enrolment).
Purpose of the role	
To support the Director and Deputy Director(s) of the Sixth Form, and the Sixth Form tutor team, in ensuring high standards of pastoral care, student achievement, attendance, punctuality, and behaviour.	
Operational responsibilities	
<p>Student welfare</p> <ul style="list-style-type: none"> a) Be aware of and comply with national and local policies and procedures relating to child protection and all aspects of safeguarding children. b) Provide support for the Director and Deputy Director(s) of Sixth Form on general behavioural and disciplinary issues. c) Respond to and proactively take action on day-to-day student issues as they arise. d) Proactively supervise the Sixth Form study area, and as necessary provide direction for students in regard to their independent work. e) Contribute to the induction of any students joining part-way through the year. f) Undertake First Aid training and provide first response to student medical issues. <p>Communication</p> <ul style="list-style-type: none"> g) Be the first point of routine contact for parents, being responsible for and dealing with issues when appropriate and referring to other staff (e.g. form tutor, subject teacher, Director of Sixth Form) h) Maintain a record of communication with parents. i) Check first-day absence and contact parents as necessary. j) Contribute to Sixth Form leadership and tutor meetings as appropriate, recording meeting notes and actions. k) Liaise with external agencies and other professionals as required. l) Arrange for work to be set and collected for significant student absence. m) Request and collate reports on student progress from staff. n) Arrange parental appointments for the Director and Deputy Director(s) of Sixth Form as appropriate. 	

- o) Maintain a database of recent alumni and update destination data.
- p) Liaise with the Student Support Manager to facilitate an effective handover of information between Year 11 and Sixth Form.

Organisation

- q) Proactively assist the Director of the Sixth Form in planning and organising public events, including student careers days and visits, parents' information meetings, and parent-teacher consultations.
- r) Support the Director of Sixth Form with Sixth Form recruitment and enrolment.
- s) Carry out administrative tasks for the Director and Deputy Director(s) of Sixth Form as appropriate, including the production of letters or other documentation, completion of references for leavers, filing and making and receiving telephone calls.
- t) Develop and maintain spreadsheets or databases as required.
- u) Keep physical and online student records up-to-date, filing information promptly and appropriately.

Monitoring and evaluation

- v) Monitor behaviour issues, attendance, and punctuality, produce regular reports on absence and lateness, follow up issues, and brief the Director of Sixth Form and form tutor as appropriate.
- w) Monitor requests for leave of absence and liaise with the Director of Sixth Form.











General

- x) Represent the school in a manner consistent with its ethos and values, and respect the confidential nature of information relating to the school and students.
- y) Carry out any other duties which may reasonably be required by the Headteacher.

Person Specification

Characteristic	Essential	Desirable
Qualifications and experience		
Good standard of general education	✓	
Literacy skills to at least A level standard	✓	
Other qualifications appropriate to the role		✓
Commitment to further professional development		✓
Previous experience of providing high-level and wide-ranging administrative support in a busy environment	✓	
Experience of working in an educational or training environment		✓
Knowledge and skills		
High level of office ICT skills; ability to use a range of software (including word processing, spreadsheets, and presentational software) effectively.	✓	
Confident and effective use of email for communication with students, parents, and staff.	✓	
Experience with video-conferencing systems, e.g. Zoom and/or Microsoft Teams.		✓
Confident and courteous telephone manner.	✓	
High level of written communication skills.	✓	
Well-developed interpersonal skills; the ability to communicate with tact, discretion, and sensitivity.	✓	
Strong organisational skills; proven ability to set up meetings, activities, and events.	✓	
Attention to detail and ability to prioritise tasks efficiently.	✓	
Personal qualities		
Demonstrable professionalism and integrity	✓	
Ability to build positive working relationships with others.	✓	
Clear commitment to a team approach	✓	
Self-starter, able to work on own initiative, establish priorities, and meet agreed targets and deadlines.	✓	
Adaptable and flexible, able to respond and work calmly under pressure	✓	
Tact and discretion	✓	
Commitment to the well-being and safeguarding of young people	✓	
Commitment to the promotion of student's academic, social, and emotional wellbeing	✓	

Staff benefits

	<p>Healthcare and mental health</p> <ul style="list-style-type: none"> • Up to £25 for an annual flu vaccination • Eye care vouchers to cover some/all of the costs of eye tests and spectacles • Free confidential and independent counselling helpline
	<p>Connection and community</p> <ul style="list-style-type: none"> • An active staff association that organise social events and gifts • Regular social opportunities to connect with colleagues beyond their immediate teams
	<p>Fitness</p> <ul style="list-style-type: none"> • Free access to a small onsite gym available outside of working hours • On-site yoga / HIIT exercise classes offered where possible and subject to demand
	<p>Timetabling and cover</p> <ul style="list-style-type: none"> • Maximum teacher contact time set at 42 hours per/ fortnight • Additional protected PPA period for form tutors • We employ Cover Supervisors to reduce the amount of cover by teachers
	<p>Planning, marking, assessment, and reporting</p> <ul style="list-style-type: none"> • Specific staff support for administration planning of educational visits and other activities • Teachers encouraged to set homework when it is meaningful, not to a rigid timetable • Feedback policy designed to make marking and feedback demands on staff manageable • Reporting requirements reviewed regularly and streamlined where possible
	<p>Communications and technology</p> <ul style="list-style-type: none"> • All teachers are provided with two devices – an iPad and a laptop • school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails • Communication streamlined though the use of weekly bulletin and staff briefing • ClassCharts and School Cloud used to help teachers work more efficiently and flexibly • iPads are used to support efficient communication between staff and students
	<p>Calendar planning</p> <ul style="list-style-type: none"> • Parents' evenings end at 6.30pm to reduce late evening working • Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm • Deadlines and events scheduled to spread workload where possible • Programme of after school meetings is relatively light compared to many schools • Off-site INSET day in December allows flexibility over when to complete CPD tasks • Term dates are carefully set to maximise the number of weekends in school holidays
	<p>Flexible working and leave of absence</p> <ul style="list-style-type: none"> • Staff leave of absence policy is applied generously • Informal and formal requests for flexible working considered • Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	<p>Professional development</p> <ul style="list-style-type: none"> • Extensive in-house CPD programme and opportunities for external training. • Funding to support teaching and support staff working towards relevant professional qualifications.
	<p>Other benefits</p> <ul style="list-style-type: none"> • Cycle to work scheme, ample on-site parking, electric car charging points • Free tea and coffee, free coffee machine, discounted breakfasts for staff • Admissions policy favours prioritises access to children of permanent school staff • Attractive campus with modern facilities and buildings across the whole site

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

**Mr J Constable, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

**Deadlines for application: Midday on 4 October 2024 with interviews
scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to applications for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.