

**Ofsted**  
Outstanding  
Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**ADMINISTRATOR  
(CAREERS)**

**DECEMBER 2021**

**Administrator (Careers)**  
**Salary scale point range 7-11**  
**Actual annual salary range: £3,644.80 - £3,945.20**  
**8 hours per week, pattern of hours flexible**  
**Term time only plus 1 day**

Thank you for requesting details for the post of Administrator to work with the small yet established Careers Team. Please note that prior knowledge of careers is not required. We are looking for an experienced colleague to provide administration support at this successful, oversubscribed comprehensive Academy, the founding school of Moorlands Learning Trust. Our Careers Team work extensively with all staff, parents and stakeholders and strive to equip our students, each on their own career journey, with the transferable skills to make them 'future proof'. We continually develop and extend our careers programme and were very pleased to be awarded the Quality in Careers Standard. This is the national quality award for careers education, information and advice and guidance, which is fully aligned to the Gatsby Benchmarks and complies with the Department for Education's Statutory Guidance.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for English with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. We have also opened a 12 place School Resource Provision (SRP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England. In addition, our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A\* and 70% at A\*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a published score of +.58 in 2019 and, although performance tables will not be published for 2020, our indicative P8 score is +.74.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

### **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

**The closing date for this post is: 8am Tuesday 4<sup>th</sup> January 2022 *although we reserve the right to close early subject to levels of interest. Early applications are therefore encouraged.***

Provisional interview is scheduled for week commencing 3<sup>rd</sup> January 2022

If you do not receive an invite to interview by Thursday 6<sup>th</sup> January, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell  
Headteacher

## **PRIME OBJECTIVE OF THE POST**

To contribute to the growing careers provision of the academy by providing a comprehensive, effective and professional service as part of the careers team at Ilkley Grammar School. Working cooperatively as part of the Associate Staff team to facilitate a high level of support and expertise to support the Moorlands Learning Trust strategic objectives. This role will require excellent interpersonal and communication skills, extensive use of Microsoft systems and school specific systems such as SIMS, Schoolcomms and Provision Map.

No prior knowledge of careers is a requirement.

## **RESPONSIBLE TO THE CAREERS LEADER THE POST HOLDER WILL:**

### **Key accountabilities:**

- Deliver general administrative support to the Careers Education Information Advice and Guidance (CEIAG) team
- Schedule and code careers appointments and input student data
- Communicate and assist with the organisation of events and manage feedback generated by events such as business enterprise events, mock interviews and the careers fair
- Support the administration of mock interview events – including the organisation of student applications and setting up appointments for students, sending out of information using mail merge, liaising with external interviewers to create a schedule, organising information and collating feedback using MS Forms
- Create feedback forms and transfer information from each interviewer, collating details for review and reflection
- Manage the careers twitter account and liaise with website content
- Monitor the careers emails inbox and communicate with all stake holders to provide information about careers related opportunities as directed by the Careers Leader
- Recording careers across the curriculum using in house Provision Map spreadsheet
- Working with the careers team to develop the school Alumni network
- Liaise with other Associate Staff teams and teachers, as appropriate
- Play a key role in supporting the operations of the school as part of the Associate Staff Team
- Mapping careers provision across the curriculum.

### **Responsibilities**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

## **General Accountabilities**

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

## ***VARIATION IN ROLE***

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

## **Probationary Period**

All Support Staff new to Ilkley Grammar School will undertake a six month probationary programme.

## **Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

**Agreed by:**

**Post Holder:**

**Print name .....**      **Signature.....**

**Line Manager:**

**Print Name .....**      **Signature .....**

**Date: .....**

## PERSONNEL SPECIFICATION

### Administrator (Careers)

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths	E	Application form and selection process
<input type="checkbox"/> ICT qualifications e.g. Microsoft Office, Office 365, RSA, Excel, Publisher, PowerPoint, European Driving Licence etc OR proven experience	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Substantial administrative experience	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	D	
<input type="checkbox"/> Previous experience of working with SIMS	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, businesses and other agencies	D	
<input type="checkbox"/> Experience of working in a high-pressured environment	D	
<input type="checkbox"/> Experience of secondary school age children	D	
<input type="checkbox"/> Experience of working in a school based environment	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions accurately	E	Application form and selection process
<input type="checkbox"/> A friendly customer focused approach	E	
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Able to think logically and calmly when under pressure	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> High standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver and ability to think creatively	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	

<b>Professional Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	D	