

Job Description for Learning Support Administrator

Post: Learning Support Administrator (part-time 0.8)

Line Manager: Head of Learning Support

Start date: September 2025

Outline of Department

At Bristol Grammar School, our Learning Support department is committed to ensuring that every student receives the support they need to thrive academically and personally. We work closely with teachers, pupils, and parents to provide tailored assistance for students with a range of learning needs, including specific learning difficulties such as dyslexia and dyspraxia, physical disabilities, and English as an additional language.

As Learning Support Administrator and Exam Access Coordinator, you would be joining a dedicated and experienced team that plays a vital role in helping students achieve their full potential. Support is delivered through a combination of in-class assistance, small-group interventions, and one-to-one specialist teaching, with a focus on developing literacy, numeracy, and study skills. Our department also provides a welcoming space where students can seek guidance on academic challenges and general well-being.

In addition to direct teaching support, the department has developed initiatives to enhance student well-being, including a sensory room designed to support pupils with sensory needs or those requiring a quiet space to regulate before returning to lessons. We also work closely with form tutors and the wider academic team to monitor student progress and conduct diagnostic assessments where needed, ensuring that the right interventions are put in place.

This is an exciting opportunity to be part of a forward-thinking and supportive team, making a real difference in the lives of our students. If you are passionate about inclusive education and helping young people succeed, we would love to hear from you.

Purpose of Job

The Learning Support Administrator plays a pivotal role in ensuring that pupils with specific educational needs receive the necessary support and accommodations to succeed in their academic journey. This role combines administrative expertise and application of the requirements and regulations surrounding Exam Access Arrangements, as stipulated by JCQ and other governing bodies.

The postholder will work closely with the Head of Learning Support across Infant and Junior and Senior Schools, internal and external assessors, teaching staff, the exams team, parents, and pupils to coordinate and facilitate the smooth implementation of learning support services and EAAs. They will be responsible for maintaining accurate records, managing essential documentation for inspections, liaising with stakeholders, and ensuring compliance with all relevant policies and procedures.

By providing administrative and organisational support to the Learning Support department, the role ensures a streamlined process for identifying, assessing, and implementing support strategies, while fostering an inclusive and supportive environment for all pupils.

Duties and Responsibilities

Exams Access Arrangements:

- Facilitate the application and approval process for Exam Access Arrangements for pupils across the school.
- Stay informed about updates and changes to EAA regulations by attending relevant training and courses, as required by JCQ.

- Prepare and complete all required documentation for EAAs (e.g., Form 8s, Form 8RFs, Form 9s) accurately and promptly, ensuring readiness for inspection and approval by the Head of Learning Support.
- Submit and update EAA applications via the AAO/CIE portal for GCSEs and A-Levels, including transitioning applications from GCSE to A-Level.
- Attend meetings, as required by the Head of Learning Support, with parents to facilitate successful EAA applications and address queries.
- Notify parents and pupils of their approved EAAs, distribute relevant policies, and ensure responses are collated.
- Collaborate with the exams team to ensure they are informed of all EAAs, regularly reviewing and updating information.
- Organise, administer and maintain candidate records according to the requirements of the School and in preparation for JCQ inspection.
- Provide guidance to teaching staff, alongside the Head of Learning Support, to document evidence of pupils' 'normal way of working' in classrooms, supporting EAA applications.
- Act as a liaison between pupils, parents, carers, previous schools, and external professionals to ensure the efficient processing of EAA applications, including coordinating assessments by external specialist assessors.
- Facilitate the preparation of pupils for examinations with regards to Exam Access Arrangements that will be in place for them e.g. the use of reading pens, computer readers, WP use etc.
- Ensure all evidence of need for EAAs is securely filed and ready for inspection by ISI, JCQ, or examination boards.

Administration:

- Liaise with the internal learning support assessor to arrange Further Diagnostic Assessments (FDAs) and Access Arrangements Assessments (ARAAs) following pre-assessments.
- Arrange and coordinate meetings related to the admission of new pupils with SEND.
- Provide administrative support for parental meetings and internal meetings, including recording notes where necessary.
- Attend and actively contribute to Learning Support departmental meetings.
- Organise and manage pupil files and data, including Confidential Information Sheets, ensuring that evidence and qualifications of assessors are consistently updated, secured stored, readily available and meet JCQ requirements.
- Oversee administration of Specific Strategy Lists by teaching colleagues.
- Maintain compliance with data protection policies by securely handling all data related to pupils and staff.
- Support external assessors during their school visits, ensuring smooth facilitation of their work.
- Manage the EHCP provision for pupils including preparing and organising documentation required for EHCPs (Education, Health, and Care Plans) and arranging annual reviews alongside Head of Learning Support.
- Any other task or activity as reasonably requested by management
- Conforming to the School's Code of Conduct
- Adherence to the School's safeguarding procedures

This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment at any time after consultation with the holder of the post.

Candidate Specification

There are certain **essential criteria** that we would expect a candidate to possess.

Prior experience of working in an administrative role or other role involving significant administrative and organisation work including maintaining accurate records and filing systems.
Excellent written and verbal communication skills.
Strong IT skills, including experience with Microsoft Office Suite (Word, Excel, Outlook) and data management systems.
Ability to liaise confidently and professionally with parents, pupils, teachers, and external professionals.
Discreet and sensitive in handling confidential information.

The following list outlines the further qualities, skills and experiences that the selection panel will be keen to explore with candidates. It is understood by the panel and – we hope – by prospective candidates, that no single person will fulfil every criterion. We encourage candidates who do not “tick every box”, therefore, to apply nonetheless and to be open during the selection process about those areas in which they would wish to develop their skills and experience further.

Experience of working in a school or educational environment
Familiarity with JCQ Exam Access Arrangements regulations and processes
Have specific training for coordinating exam access arrangements, such as this APAAC accredited course or be prepared to undertake similar training within the first three months of the post
Understanding of exam access arrangements and how they support pupils with SEND
Knowledge of Data Protection and GDPR requirements when handling sensitive information
Ability to interpret and apply JCQ regulations and school policies accurately
Ability to manage multiple tasks and deadlines independently
Strong time management and ability to prioritise workload
Experience of using SIMS
Ability to multi-task and manage your own priorities and workload.
A self-starter who is motivated and shows initiative
A sense of humour and an optimistic, resilient style when faced with pressure
The ability to develop good working relationships with all members of the School community
A well organised and resourceful approach to their work and have the ability to meet deadlines
Commitment to the ethos and holistic education provided by BGS and to the maintenance of BGS as a leading independent school
An enthusiastic and approachable nature

Be able to communicate well with children and young people and in particular be prepared to demonstrate:

- 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 any challenging behaviour
- Professional attitudes to use of authority and maintaining discipline
- Understanding of safeguarding and promoting the welfare of young people

Hours and Benefits

Working hours

Part-time 0.8, 32 hours per week, over 5 days. Exact daily working hours to be agreed, 38 weeks per year which is term time plus additional days in school holidays (approx. 3.4 weeks).

Standard full-time working week is 8 Monday to Friday, 8.00am to 4.30pm with a half an hour unpaid lunch break.

Holiday working schedule is agreed with the Head of Learning Support and will likely include at least 3 days during February half-term and 3 days over the Easter holiday in support of crucial times for exams administration.

Salary

The salary will be determined by the Technical and Clerical scale and will be dependent on relevant experience and technical expertise.

Pension

The School will automatically enrol support staff into a “Defined Contribution” pension scheme provided they meet certain eligibility criteria. Those choosing not to be a member of the Scheme may opt-out in accordance with the rules of the Scheme.

Lunch

School lunch is provided during term time.

Education

At present the School’s policy is to allow all eligible members of staff to educate their children at the school at concessionary rates, subject to their children meeting the academic entry requirements and subject to a place being available.

Car Parking

No car parking is provided during term time.

Equal Opportunities

The School is an equal opportunities employer and is committed to equality of opportunity for all staff. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage / civil partnerships. We are committed to increasing the diversity of our staff body and particularly welcome applicants from minority groups who are currently under-represented in our staffing community.

Application details

To apply please visit our website, [employment opportunities section](#). On the role specific page there is an ‘Apply now’ button which will take you into the online application process.

The closing date for applications is 13 July 2025.

Interviews are currently planned for 21 July 2025.

Bristol Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as ‘spent’ must be declared when applying. The applicant may post such a declaration in an envelope marked ‘Private & confidential for the Headmaster’ which will only be opened should the candidate be shortlisted. The successful applicant must obtain List 99 clearance and DBS (Disclosure and Barring Service) clearance at enhanced level.