

**Ofsted**  
Outstanding  
Provider



# ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**RECEPTIONIST**

**OCTOBER 2019**

# **Ilkley Grammar School**

## **RECEPTIONIST**

**Salary Scale Point 5 (Range 5-6)**

**Pattern of hours will be 37 hours each week**

**7.30am – 3.30pm with a 30 minute unpaid lunch each day and an early finish of 3.00pm one day each week**

**Employment will be on a term time only basis with the exception of 11 extra days. The exact days will be confirmed by management, but are likely to include a full day or half a day during several weeks of our timetabled school holidays.**

Thank you for requesting details for the post of Receptionist. We are looking for a colleague to join our administration team at this successful, oversubscribed comprehensive Academy.

The successful applicant will be personable, friendly and enthusiastic and willing to learn. Building excellent relationships with parents/carers, students and staff is an essential part of this role and the ideal candidate will have experience of working in a school or similar environment.

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 with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. This new building accommodates English and is due to be named after Yorkshire poet, playwright and novelist, Simon Armitage. In addition, we have also opened a 12 place Designated Specialist Provision (DSP) 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 2019 A-level and GCSE results were outstanding: 30% of all A-level entries were at A/A\* and 57.5% at A\*-B; at GCSE over 41% of all GCSE entries were achieved at 7+ this year – a 4% rise on last year's IGS results and over 20% above this year's national rate, with a very impressive 24% of all entries achieved at the very top level of grades 9/8 - more than double the national rate. As a result, the school is anticipating a very positive Progress 8 score in excess of +.5.

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, Monday 14<sup>th</sup> October 2019**  
Provisional interview date is likely to be Thursday 17<sup>th</sup> October 2019

If you do not receive an invite to interview by Friday 18<sup>th</sup> October we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Helen Williams  
Headteacher

## **PRIME OBJECTIVES OF THE POST:**

To contribute to the administrations function of the academy in ensuring delivery of a comprehensive, effective and professional reception service is provided. The post holder will be the professional 'face' of the academy to greet visitors, maintain security and deliver a professional telecommunications service.

## **RESPONSIBLE TO ADMINISTRATION TEAM MANAGER THE POST HOLDER WILL:**

### **Key accountabilities:**

- Ensure that all visitors to the school's reception desk are welcomed in an efficient and professional manner at all times
- To be proactive in dealing with routine and repetitive telephone enquiries ensuring that more specialist questions are transferred to the relevant person in a timely manner.
- To take responsibility for the Visitor's Management System (and in the event of a fire drill)
- To process visitor WIFI codes and badges on request
- Listen to voicemails, responding accordingly
- Throughout school holidays, (using a school iPad when at home) to share the monitoring of the admin inbox, forwarding messages to the most appropriate member of staff
- Play a key role in the delivery of professional services within the Academy and to deliver basic administrative support
- Receive deliveries and ensure incoming post is effectively distributed with outgoing post franked and delivered to the post office at the end of each working day
- To arrange room bookings, site, ICT and catering requests
- Use of the school's SIMS system to access information
- Recording into the whole school accident book

### **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.

## **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

As with most associate staff roles. this post is subject to the satisfactory completion of a six month probationary period.

**Agreed by:**

**Post Holder:**

**Print name**.....

**Signature**.....

**Line Manager:**

**Print Name**

.....

**Signature**.....

**Date:** .....

## PERSONNEL SPECIFICATION – RECEPTIONIST

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English and maths	E	Application form and selection process
<input type="checkbox"/> ICT qualifications e.g. RSA, Excel, Publisher, PowerPoint, European Driving Licence etc or experience of Microsoft Office applications, or relevant, recent experience	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	E	
<input type="checkbox"/> First Aid at work qualification or the expectation that the qualification will be required (training will be provided, if necessary)	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	D	Application form and selection process
<input type="checkbox"/> Some administrative experience	E	
<input type="checkbox"/> Previous experience of working with SIMS	D	
<input type="checkbox"/> Experience of using visitor management systems (ie. Inventory)	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of working in a school based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Experience of working in a customer service/public facing role	E	
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	E	Application form and selection process
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Ability to use radio communication tools competently with correct use of the phonetic alphabet	D	
<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"/> Good numeracy skills	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	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	