

## Senior Secretary

<b>Department</b>	Children, Young People, Education and Skills	
<b>Section</b>	Grainville School	
<b>Reports to</b>	Deputy Headteacher	
<b>JE Ref</b>	CYP1050	
<b>Grade</b>	CS07	<b>JE Date:</b> 15/11/2021

### Job purpose

To provide and co-ordinate a range of specialist services, which include comprehensive, confidential and efficient administration and secretarial responsibilities to the Inclusion Team; which supports and safeguards students and their families with social needs within the community.

To ensure that the role is executed in compliance with government procedures, regulations, legislation and/or to contribute to operation decision making as appropriate. This includes pre-empting unforeseen circumstances.

To collate, organise, edit and record extremely sensitive material for inclusion in legal documentation such as court reports, Parish Hall Enquiry reports and other statutory documentation involved in the Exceptional Action and Record of Need processes.

### Job specific outcomes

Provide a complete secretarial service for the Inclusion Team to include taking minutes at range of meetings, ranging from in-house team meetings to meetings involving external agencies with legal responsibility. This consists of typing from rough drafts and composing routine and non-routine documentation while having regard for high standards in accuracy and efficiency.

Compile agendas, reports and minutes for meetings, which can be of a technical nature at times. Organise meeting rooms, collate and distribute meeting notes, background information and other documents as necessary. Attend meetings and produce accurate and concise minutes and action notes as appropriate.

Undertake specialised typing requiring specific layout and terminology, to include the preparation of new Records of Need and completion of current Records of Need, within a specific statutory timeframe.

Compile and maintain confidential profiles of students for members of the MAST team, to include sensitive Child Protection data and referrals.

Maintain an up-to-date diary for individual team members and coordinate meetings on behalf of the team with visiting professionals; responding to meeting requests on behalf of members of the Inclusion Team.

Coordinate timetable of appointments for students with individual team members.

Cross-phase liaison with schools and Local Education Authorities/CYPES to ensure the staff responsible operate an efficient management of the admission of students to school.

Liaise with other secondary schools regarding various issues, for example, transfer of students and handover of sensitive data, in line with GDPR.

Establish and maintain administrative information and database systems, for example the Inclusion Register, to ensure the effective and efficient dissemination of information and functioning of the Inclusion Team.

Analyse and submit legislative data for termly student census to include numbers of students on the Child Protection Register and open Child in Need cases, also those children in care, students with special educational needs and students with English as a second language.

Lead training of other administrative staff on CP matters and processes.

Liaise with external agencies e.g. Police, Children's Service and Social Services in order to communicate appropriate information on behalf of the Inclusion Team, and support and develop partnerships with parents, liaising with them to ensure consistency in approach and compliance with legislation.

Receive and screen calls for all members of the Inclusion Team and deal with enquiries where possible or redirect as necessary to ensure a prompt and efficient service.

Provide professional, informed and appropriate guidance to the Senior Leadership Team in relation to a range of issues which may including Safeguarding and Child Protection policies and procedures and associated GDPR.

Contribute to the improvement of the service delivery by recommending, where appropriate, alternative courses of action to maximise service quality, efficiency and continuity.

Ensure all student files are held or sent to Government Archives in line with relevant retention schedules.

Co-ordinate, organise where necessary and effectively communicate by written and oral means with staff, students, parents Governors, Government Departments and external agencies (e.g. Police and Children's Service)

Act as first point of contact for general enquiries relating to the Inclusion Team.

Well-developed communication skills are vital in presenting a positive image of the school coupled with a high degree of confidentiality and discretion.

Provide and receive information verbally and in writing, e.g. correspondence letters, email, reports and referrals to third parties, monitor incoming calls, relaying messages to appropriate key staff or external agencies.

Ability to build a rapport with staff, students and visitors, to be conscious of making people welcome, using empathy, reassurance and being able to alleviate any initial concerns.

Be able to resolve tensions and embrace conflict.

Be aware of de-escalation techniques to reduce any hostility.

Have a non-judgemental approach to work.

Remember to use active and direct language. Talk about the work that the job does, not what the whole team or a manager might do.

### **Statutory responsibilities**

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	Have numeracy/literacy skills to a minimum of level 2 standard NVQ 3 or equivalent qualification.	
<b>Knowledge</b>	<p>Be an experienced administrator with excellent organisational skills and the ability to make independent decisions.</p> <p>Willingness to learn relevant policies/codes of practice and apply relevant legislation.</p> <p>Have an understanding of the range of support services/providers/agencies.</p>	<p>Knowledge and certification of Child Protection Legislation would be an advantage.</p> <p>Have knowledge of Health and Safety.</p>
<b>Technical / Work-based Skills</b>	<p>Have excellent Information Technology skills, especially in respect of Microsoft Office products.</p> <p>Use of other equipment technology.</p>	
<b>General Skills/Attributes</b>	<p>Possess the ability to work efficiently and to meet deadlines.</p> <p>Have the ability to judge priorities and act accordingly in a busy environment and to deal diplomatically with a wide range of people.</p> <p>Have the ability to relate well to children and adults.</p> <p>Work collaboratively as part of a team.</p> <p>Possess the ability to communicate at all levels while exercising a high degree of confidentiality.</p>	

## ***Communication and Relationships***

### **Inclusion Team**

To provide administrative support to individual members of the Inclusion Team.

### **Teaching Staff**

To answer queries and give the administrative support to the Deputy Headteacher, Heads of Year and Heads of Department.

### **External stakeholders including parent, governors, and outside agencies**

To answer routine queries and to refer to others as appropriate.

### **Students**

Dealing with students who are often highly emotionally charged.

## ***Planning & Organisation***

Daily contact with Inclusion Team members and Deputy Headteacher for Inclusion.

Be able to work without direct supervision and under own initiative.

The post holder will be expected to:

Follow instructions from Inclusion Team members regarding work

Be able to establish priorities, work independently and proceed without direct supervision on all routine matters.

Implement school policies.

Carry out tasks which may require a high degree of confidentiality and discretion.

### **Post-holder's agreement of job content (if appropriate/BAU)**

Sign and date:

Print name:

### **Line Manager's agreement of job content**

Sign and date:

Print name:

**Date of evaluation**

**Post number**

**Post band**