

Candidate Information Pack

Office Manager



Closing date - 11th October 2024
Start date - A date to be mutually agreed



A Message from the Headteacher

Alderman Knight is a remarkable school with a very strong school community. Working together we have achieved outstanding judgements in our last four Ofsted inspections, the last of these being in April 2024. Please [click](#) to read our latest inspection report.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 13 years the school has undergone a complete new build for all phases and we are lucky enough to have a truly exceptional learning environment.

We are expecting approximately 236 pupils to be on roll and almost 100 staff in September 2024. Please review the school website as this provides a wealth of information about the school including the Post 16 provision.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Headteacher





Closing Date: 11th October 2024

Interview date: To be confirmed

Office Manager

Start date: A date to be mutually agreed

Salary: Grade 8 Point 26-30 £34,834- £38,223 pro rata

Contract: Permanent, 37 hours per week, term time + 5 weeks during school holidays (to be agreed with Headteacher/ School Business Manager)

The Governors are looking to appoint a dedicated, experienced, confident, and effective Office Manager to join the committed and supportive staff team at this successful special school.

Applications are welcome from individuals with experience working in educational settings or similar environments.

This is a fantastic opportunity for someone with a background in office management who is looking to advance their career in a school environment. We require someone who can work efficiently and effectively under pressure and with direction. Attention to detail and accuracy is crucial in this role, as well as the ability to work independently, produce high-quality work, and meet deadlines. The role also involves leading the office team and providing clear direction.

This is an exciting time to join the school, as we are currently renewing our school office staffing structure. At this time we are looking to recruit a School Business Manager and Finance Officer.

This is a full-time position, 37 hours per week, Monday to Friday and is office-based. The working weeks include term time, inset days, and an additional 5 weeks across the school holidays, with 3 of these weeks used during the summer holidays.

At Alderman Knight we try to ensure all staff can work to their strengths. However, it is important to us that all our staff feel confident in their roles and also in providing general support to our pupils, students and staff on a daily basis, outside their key role. Therefore we provide plenty of opportunities to help develop knowledge and skills, through the provision of high quality CPD.

So, if you are looking for a new, exciting and immensely rewarding role, please have a look at what we can offer – we might just be that next step in your career, that you are hoping for!

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. Please contact hr@aldermanknight.gloucs.sch.uk with your request.

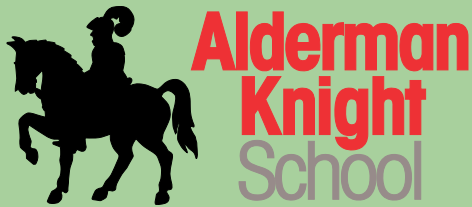
The job description gives an overview of the main purpose of the role and the key areas of responsibility. The person specification demonstrate the experience, knowledge and skills that we require for the post.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher / Employer.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an Enhanced DBS check. It is now also a requirement for the school to carry out social media checks on any person short listed for interview.

Copies of our Safeguarding and Safer Recruitment Policies can be found on the Vacancies page of our website for you to read.



Job Description

Post title:	Office Manager
Responsible to:	School Business Manager
Salary:	Grade 8 Point 26-30 £34,834- £38,223 pro rata
Contract:	Permanent, 37 hours per week, term time + 5 weeks during school holidays (to be agreed with the Headteacher/School Business Manager)

Job Purpose

To uphold the standards of the school and support the work of the senior team and headteacher in developing and delivering the administration management functions of the school.

You will be responsible for assisting with human resources as well as managing the administration team. The successful candidate will be responsible for implementing policies and procedures to ensure the smooth running of the school office. The post holder whilst working under the direction of the School Business Manager and Headteacher, will also:

- Act on their own initiative.
- Contribute to the aims of the school.
- Be responsible for and be committed to, safeguarding and promoting the welfare of children and young people.

Duties and Responsibilities

Overall responsibility

- To be responsible for line management of the Office Team on a day to day basis.
- Overseeing all administrative duties.
- Ensure effective communication with parents and carers, providing accurate and timely information to and from the school.
- To support the work of the Headteacher and School Business Manager.
- Contribute to the development and implementation of the overall ethos and aims of the school.

Human Resources

- Act as main liaison between the school and the school's HR service providers.
- Manage the day-to-day duties of office staff and assist in identifying and addressing of training and development needs.
- Participate in the recruitment, selection and appointment of administrative staff.
- Ensure that all staff personnel matters are properly dealt with including secure storage of all staff records. To assist in resolving personnel matters and conditions or service queries.
- Ensure that all relevant personnel documents are issued and returned. Set up all new members of staff on relevant systems such as SIMS, Arbor and Eforms and ensure GCC have all the information required. Deal with queries pertaining to new staff.
- To maintain staff information records for staff as instructed by Headteacher or School Business Manager.

- Maintain, update and support the induction documentation for new support staff members in liaison with the School Business Manager and Headteacher.
- Maintain confidential staff records.
- Advise and support with requests for time off for support staff, in accordance with the school's Annual Leave Policy.
- Oversee bookings for all staff training courses.
- Support other areas of the recruitment process when required.

Administration Management

- Work to:
 - Manage the whole school administrative function.
 - Oversee and implement internal office procedures and processes necessary for the smooth running of the school office.
 - Line manage administrative staff, including appraisal reviews.
 - Ensure all pupil data on Arbor and archive folders are accurate, up to date and relevant records are kept in line with GDPR.
 - To oversee the systems in place for communicating with parents and having an overview of correspondence being sent.

In addition, this will include a range of tasks but is likely to include the following:

- Ensure the school pupil and workforce census is completed accurately and within the statutory time frames.
- Take responsibility for the production and distribution of all parents evening letters and end of year deadlines.
- Oversee school reports, ensuring that they are produced accurately and distributed within given deadlines.
- Ensure an accurate filing system for all letters and documents.
- Keep appropriate records and be responsible for record retention and archiving, in accordance with LA and government policies.
- Hold regular meetings as required, to keep up to date on new initiatives and gain useful information from staff of other schools in the area.
- Hold regular office meetings and update the School Business Manager.

Continuing Professional Development- Personal

- In conjunction with the Headteacher, take responsibility for personal professional development, keeping up to date with research and developments related to efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the appraisal process- evaluating and improving own practice.

Additional Duties for this Post

- Any reasonable request made by the Headteacher, SLT or Governing Body.

Supervisory Responsibility

- Be responsible for the line management of the Office Administration Team.
- Be responsible for the supervision of visitors on the school premises.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the office manager will carry out.

September 2024

Person Specification

	Qualities
Qualifications training and experience	<p>Essential</p> <ul style="list-style-type: none"> • Qualifications that are equivalent to, or above, Level 3 in a relevant discipline or different knowledge, skills and experience maybe considered. • Proven experience in office management, human resources or a similar field. • Experience of managing multiple priorities. • Demonstrate proven experience in Administrative Management to support the day-to-day management of an office. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of human resource and personnel record keeping and procedures. • Experience working with Arbor, SIMS or similar packages. • Up to date knowledge of GDPR in an office or school environment. • Professional qualification in Administration management (or working towards one.) • Returning information required by DfE, LA or similar bodies (e.g. Census). • Experience working in a school environment.
Knowledge, skills & abilities	<p>Essential</p> <ul style="list-style-type: none"> • Strong organisational, interpersonal and communication skills. • The ability, with proven experience, to effectively lead and line manage a team. • The ability to use own initiative to identify issues, problem solve and implement solutions. • Knowledge and experience of database and spreadsheet applications. • Knowledge and experience of management and administrative procedures. • The ability to work independently and under pressure whilst meeting deadlines. • The ability to work constructively as a team, understanding school roles and responsibilities and the post holder's position within these. • The ability to deal with difficult situations effectively. <p>Desirable</p> <ul style="list-style-type: none"> • Knowledge of other software packages such as Staff Absence Management, Weduc, Every etc.
Disposition, attitude and motivation	<p>Essential</p> <ul style="list-style-type: none"> • An excellent communicator able to build positive relationships with students, colleagues and other professionals. • Honesty, reliability, integrity and commitment. • Excellent attention to detail. • Willingness to attend occasional meetings outside of normal office hours, e.g. Governor Meetings and Parents Evenings. • Flexibility and a willingness to adapt to changing circumstances. • Commitment to maintaining confidentiality at all times.

COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL

1.	<p>AIM AND PURPOSE:</p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES:</p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p>DETAILS OF THE SERVICE:</p> <p>Capacity</p> <p>The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:</p> <ul style="list-style-type: none"> • 195 Pre 16 pupils (aged 7 to 16 years) • 25 Post 16 students (aged 16 to 19 years) <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 220 • Age range: 7 to 19 years • Gender: Co-educational <p>Worcestershire arrangements:</p> <ul style="list-style-type: none"> • Up to 35 places will be available for Worcestershire pupils • Top up for these will be payable directly to the school from Worcestershire

	<p>Client Group and Criteria</p> <p>1. Pre 16 pupils aged 7 – 16 years</p> <p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p>2. Post students aged 16 – 19 years</p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades 9 to 4 <p>and</p> <ul style="list-style-type: none"> • Require a specialist setting to access a further education curriculum
3.2	<ul style="list-style-type: none"> • The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. • Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting.

<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through, the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person's needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person. 4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel Or The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years) 6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care
<p>5.</p>	<p>CURRICULUM AND ACCREDITATION OF LEARNING: The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate. Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>

6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>
7. 7.1	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS from 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges. The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children's Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people's organisations <p>The service will promote and support the maintenance and continuation of children and young people's relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>

<p>8.</p> <p>8.1</p> <p>8.2</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parent /carers should be made 3 times per academic year for instance through parents’ evenings. • Annual reports should be provided to parents. <p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council’s protocols.</p>
<p>9.</p>	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



Mission Statement:

“Learning and Achieving Together”

Vision Statement:

The school wishes to be recognised as a dynamic, vibrant, centre of excellence that is an integral part of the local community and county’s provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

The Aim of the school:

‘To provide a supportive learning community that enables all children to thrive’

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.





Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre and Knight View are new, attractive and spacious buildings. The learning and working environments are second to none.



Contact Details

Alderman Knight School
Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Main Reception - **01684 295639**

Email - hr@aldermanknight.gloucs.sch.uk

Website - www.aldermanknight.gloucs.sch.uk

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/office-manager-1444487>

To contact Alderman Knight School to arrange a visit or for further information please email:

hr@aldermanknight.gloucs.sch.uk