



The Blue Tangerine

JOB DESCRIPTION

January 2025

Receptionist/Administrator

Job Title:	Receptionist/Administrator
Reports to:	Bursar or Head of Operations, Head of School
Salary Range:	NJC Scale: H3 – H4 Dependent on accountabilities
Hours:	Pro-Rata Pay: Term-Time plus two weeks INSET (40 weeks)

Job Context

The Blue Tangerine Federation is a collaboration of specialist and special education schools with Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. The federation welcomes staff of a high professional calibre and shares the responsibility with each member of staff for continual review and the development of expertise.

All post holders in the federation are required to support the Executive Headteacher in the development and improvement of the school(s) by:

- Keeping children safe
- Being professional
- Committing to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

All support staff are part of a whole school team. They are required to support the values and ethos of the federation and the schools priorities as defined in the School Improvement Plans. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

The duties and responsibilities listed in this job description are not exhaustive and describe the post at present. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Receptionist/Administrator

To support the school's administration needs, working to sustain and improve systems, procedures and protocols regarding best practice and statutory requirements. Directing and signposting information for stakeholders where necessary, the Receptionist/Administrators are usually the first port of call for parents and visitors.

Leadership & Strategy

- Contribute to overall Federation strategy and policy making where required
- Contribute to all colleagues' training where required

You may undertake some or all of the following specific responsibilities:

- To manage the school reception area, including dealing with a wide range of people such as official visitors, parents, governors, contractors, staff and pupils - ensuring visitors have appropriate identification, are signed in and out and wear the appropriate badge whilst on site, are aware of the Fire and safeguarding procedures and process
- Respond to incoming calls and visitors, undertaking requirements where possible and/ or signposting
- To support with pupil attendance ensuring registers are completed and reasons for absence established
- Support the management of the school diary appointments and correspondence where possible and relevant
- Support with the maintenance of pupil files and maintain MIS (Arbor) with regard to all pupil records and to attend training courses as necessary to keep up to date with the systems and ensure you are suitably trained
- Support with the organisation, administration and financial administration of school events, activities and educational visits on and off site
- To liaise with the catering company to ensure the requirements of the school/pupils are met
- To type general letters, emails or documents as necessary
- Contribute to the development of policies and procedures

Knowledge	Competencies
NVQ level 2 in numeracy & literacy (or equivalent)	Communication (written and verbal)
Intermediate knowledge of ICT	Problem Solving
Intermediate knowledge of Health, wellbeing and safety	Team working
Awareness of keeping children safe	Active Listening
First Aid	Drive
Knowledge of Data protection and confidentiality	Monitoring
Understanding of SEN code of practice and disability legislation	Sensitivity
Understanding of the School's ethos and values	Resilience

Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

Health and Safety

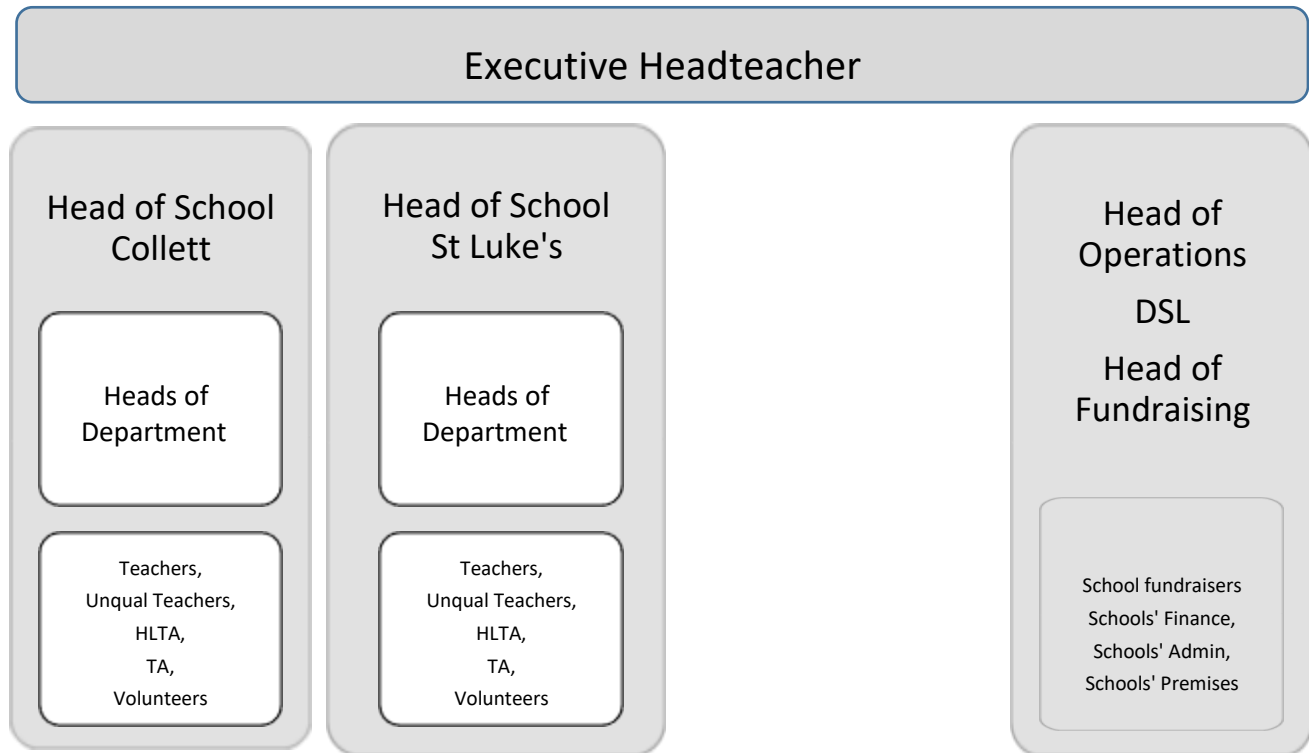
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

- Follow school procedures for moving and safe handling, first aid and Hertfordshire Steps behaviour programme. Make the team aware of situations where it is not safe for you to intervene and hand over to another member of staff ensuring the child(ren)'s safety and others' wellbeing.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Baring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire 'grid' for education.

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Head of Operations or Bursar
- The postholder will support the line management of others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



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Person Specification

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Criteria		Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> Good English and Maths skills equivalent to NVQ level 2 or GCSE grade C in English and Maths Practical experience of working with children. Experience of working in a school. Experience of working with SEND children 	V	V V V
SKILLS	<ul style="list-style-type: none"> Ability to work as part of a large team. Excellent communication skills – verbal and written Strong attention to detail Excellent minute taking skills Excellent time-management skills and ability to prioritise Ability to deal with difficult visitors/parents Strong risk awareness Tenacity and proactivity Ability to follow directions Can maintain good discipline and work independently Willingness to learn new skills Skill and knowledge of using alternative communication methods Can use ICT effectively with precision and speed 	V V V V V V V V V V V V V V	V
PERSONALITY AND PHYSICAL MAKE UP	<ul style="list-style-type: none"> Confident with clear communication Able to form effective working relationships Able to motivate adults Good health Honesty Energy to cope with a physically and emotionally challenging job Able to form appropriate relationships with young people Willing to undertake training and development activities. 	V V V V V V V V	
WORK ATTITUDES	<ul style="list-style-type: none"> Is prepared to work with all the students and class teams Adaptable and versatile in coping with unexpected Positive solution focused attitude 	V V V	