

*Forward Thinking, Cohesive, Proud*

Candidate brief for the position of:

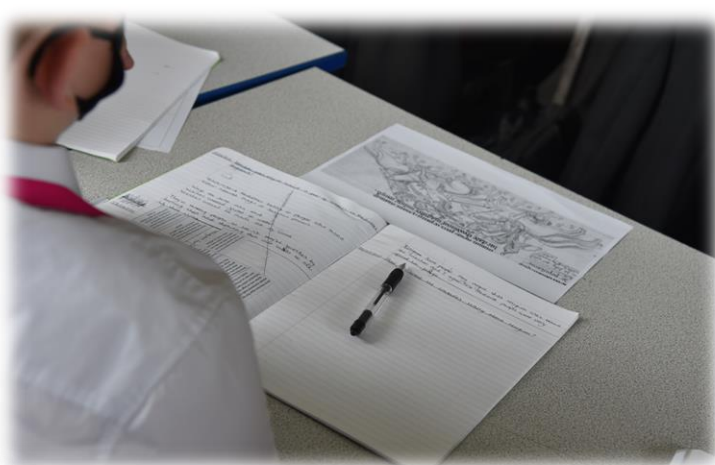
**Personal Assistant to Chief Executive Officer**

Hours/Contract: 36 hours per week, Mon-Fri

Tenure: Permanent

Salary: SO1 (points 23-25) £31,122 – £32,112 x 52.14 weeks per annum

Start date: Asap



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Chief Executive Officer/Executive Principal  
Jane Benton MA Med  
Chingford Academies Trust  
Nevin Drive  
Chingford  
London E4 7LT

Tel: 020 8529 1853  
Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Personal Assistant to Chief Executive Officer at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description.

We very much look forward to receiving your application.

Yours sincerely



**Anthony Young**  
Chair of Trustees



## An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

### **Our strengths, including what Ofsted say about our schools:**

*The Schools serve a diverse community and are inclusive in their approach.*

*Pupils say that they are encouraged to respect others and treat everyone equally.*

*Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.*

*Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.*

*Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."*

*Parents, carers and staff are overwhelmingly positive about the Schools' work.*

*Positive relationships between teachers and pupils underpin engaging and effective learning.*

## Job Description and Person Specification

<b>Job Title:</b>	Personal Assistant to CEO
<b>Responsible To:</b>	Chief Executive Officer
<b>Grade/Pay Range:</b>	SO1
<b>Hours:</b>	36 hours per week for 52.14 weeks per year.
<b>Key Contacts:</b>	Internal: Staff, Students, Governors, Trustees External: Parents/Carers, Visitors, External Organisations, DPO, Contractors
<b>Responsible For:</b>	Personal Assistant to Senior Leadership Team

### Purpose of Job

- Directly support the Chief Executive Officer to assist in the running of all activities within the Trust including (but not limited to) the main duties and responsibilities outlined below
- Line manage the PA to Senior Leadership Team
- Serve as source contact between the Trust and the Trust's Data Protection Officer
- Manage the quality assurance and website compliance; to upload of materials to the websites when required

### Main Duties and Responsibilities:

- To directly support the Chief Executive Officer to ensure that with a busy schedule, the CEO is in the right place at the right time with access to the right information and documentation to support the role
- To provide a high standard of administrative and management support in order to assist in the running of all Trust activities; working under supervision but expected to use considerable initiative to perform delegated duties, seeking advice where appropriate; coordinate all aspects of executive level manager appointments, meetings, etc.; prepare and review materials and correspondence for meetings, websites etc.; assist with creation/modification of presentations, spreadsheets, and other various documents; diary management of busy calendar with ever-changing priorities
- To co-ordinate, produce agendas, collate papers and take minutes at key internal and external meetings producing accurate written records for distribution including, but not limited to Leadership Groups within the MAT. Arising from these meetings, ensuring that the CEO's actions are diarised including appropriate timescales for the CEO's reporting function
- To maintain an up to date and accurate filing system for the CEO and SLT where appropriate.

- To produce and format accurate and high quality school publications including the Prospectus and Student Planners for schools within the Trust
- To be responsible for the monitoring of the school complaints procedure, ensuring that responses are made to complaints in a timely fashion and collating and maintaining a complaints register to meet statutory obligations
- To be support the oversight and administration of Trustee/Governor related activities
- Providing a highly professional first point of contact for the public, dealing in the first instance with all enquiries that require the CEO's time; these may be by letter, email or telephone from Trustees, governors, staff, parents, students or other personnel external to the school.
- To be responsible for the oversight of specific email in-boxes and the distribution and timely responses to members of the public
- To support the CEO in the production of key school documents such as the Self Evaluation Form, School Development Plan
- To maintain an accurate and up to date policy listing and to liaise with relevant policy holders on their updates; to check all policies for Trust consistency and to ensure that all policies are up to date and approved by relevant committees
- To use relevant IT office packages proficiently to carry out duties, undertaking relevant training as required
- To support other members of the school admin team in the case of staff absence and emergency situations
- Ad hoc tasks as requested by CEO to support the wider team

#### **Governing Body Support**

- To liaise with the Chair of Trustees/Governors, Chairs of Committees, Business & Finance Director as appropriate in the preparation of agendas and paperwork for all governors' meetings
- Responsible for arranging rooms and refreshments for all Trustees/Governors meetings
- Responsible for arranging links for virtual meetings
- To support the recruitment of the election of parent governors
- To be responsible for liaising with Trustees and Governors in arranging Trustees/Governors meetings and any other meetings as required

#### **GDPR**

- Liaise with the Trust's Data Protection Officer on all aspects of compliance and data processing activities
- Process requests for SARs and FOIs ensuring all queries from data subjects addressed within legal timeframes
- Participate in annual audits to determine whether we need to alter our procedures to comply with regulations

#### **Line Management Responsibilities**

- To be the first point of call for any matters and queries that arise in respect of personal assistance support for the Senior Leadership Team
- To ensure the effective deployment of the PA to the Senior Leadership Team, managing workload and ensuring that all deadlines and targets are met
- With the support of HR, manage any absences and implications on service delivery
- Carry out performance appraisals

#### **Other**

- To be responsible for the administration of all Inset (training of staff) for the Trust, e.g. booking of courses and recording CPD on SIMS
- In liaison with Senior Leadership Group to prepare the Annual Student Planner and Schools Prospectus including co-ordination of the Extra-Curricular Activities Booklet for inclusion in the school Prospectus
- Operate the school's switchboard during school holidays
- Work with Trust HR Manager and other stakeholders to prepare and update the Staff Handbook.
- Manage the content of the websites for both Chingford and South Chingford Foundation Schools ensuring that materials are checked for accuracy and presented professionally in line with branding guidelines
- To liaise with the marketing and communications officer/consultant on all marketing and social media materials and publications required for the Trust, including the websites

#### **General**

- These above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other duties as required by the School
- Always to perform duties in all elements of the role in professional manner and with integrity, mindful of confidentiality as appropriate

- To be committed to, and comply with, all school policies
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy
- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction
- To work effectively and successfully in your team within school

#### **Other requirements**

- To have an up-to date Enhanced DBS Disclosure.

#### **Safeguarding**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process,

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWB in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed. All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.



## PERSON SPECIFICATION

JOB REQUIREMENTS	Essential	Desirable	Method of Assessment I/A
<b><u>Qualifications</u></b>			
A*-C GCSEs, including Mathematics and English or equivalent	✓		A
Educated to A Level standard		✓	A
<b><u>Experience</u></b>			
Excellent all round professional secretarial experience gained in a previous Personal Assistant/Secretarial role at senior level (2 years minimum)	✓		A/T/I
Basic understanding of school/Trust, local government and central government structures and how they interrelate, including DfE, OFTED	✓		A/T/I
Experience of working directly for senior members of staff within an organisation	✓		A/T/I
Basic understanding of the role of the Trustees/governing body within a Trust	✓		A/T/I
Experience in the use of School Information Management Systems		✓	A/T/I
Minute Taking Experience	✓		A/T/I
Knowledge of the Chief Executive Officer's (CEO) and Senior Leadership Group's role in the running of the Trust or equivalent		✓	A/T/I
<b><u>Skills, knowledge and Understanding</u></b>			
Excellent communication skills, both written and oral, with the ability to produce confidential correspondence, documents, reports and communications	✓		A/T/I
Excellent IT skills (Excel, Word, Powerpoint (Intermediate), email, Outlook (Advanced) - diary management, desktop publishing software and internet	✓		A/T/I
Strong numeracy skills	✓		A/T/I
Ability to respond proactively to unexpected problems and situations	✓		A/T/I
Ability to demonstrate initiative	✓		A/T/I
Ability to maintain efficient record-keeping systems	✓		A/T/I

Ability to effectively line manage others	✓		A/T/I
Ability to identify work priorities and manage own workload to meet deadlines whilst ensuring that lower priority work is kept up to date	✓		A/T/I
Ability to relate well to children and adults	✓		A/T/I
Ability to diarise deadlines and ensure that they are met by the CEO and other members of the Senior Leadership Group	✓		A/T/I
A high degree of inter-personal awareness, including initiative, diplomacy, discretion and a professional approach	✓		A/T/I
Ability to take notes at meetings and to transcribe those notes in a clear and understandable way		✓	
Experience of handling and maintaining confidential information		✓	
Ability to draft correspondence and documents on behalf of the CEO	✓		
Experience of setting agendas for meetings and collating supporting documentation as well as diarising any actions and ensuring that they are completed within agreed deadlines	✓		
Experience of working unsupervised and using knowledge and judgement to refer appropriate matters to relevant parties		✓	
<b><u>Personal Qualities</u></b>			A/T/I
Ability to present a confident and professional manner at all times	✓		A/T/I
Exercise sound judgment especially relating to confidentiality and discretion	✓		A/T/I
Excellent interpersonal and communication skills	✓		A/T/I
Ability to work effectively under pressure	✓		A/T/I
A flexible and positive approach to work	✓		A/T/I
Helpful, approachable and positive nature and ability to stay calm and diplomatic under pressure	✓		A/T/I
Knowledge of, and commitment to, Equal Opportunities	✓		A/T/I
Maintenance of confidentiality	✓		A/T/I
Willingness to undertake relevant training	✓		A/T/I
Ability to build and maintain effective working relationships across the Trust	✓		A/T/I
Good negotiation skills and ability to balance and resolve conflicting requirements/ demands	✓		A/T/I
Able to take ownership of tasks and work with minimal supervision	✓		A/T/I
Have exacting standards and a keen eye for detail	✓		A/T/I

<b>Other Requirements</b>			
Ability to work well as part of a team	✓		A/I
High standard of punctuality	✓		A
Committed to school ethos and direction	✓		I
A commitment to on-going personal development and willingness to undertake appropriate training	✓		I
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		

The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**You can find out more information by taking a look at our websites:**

[www.chingfordfoundation.org](http://www.chingfordfoundation.org) and [www.southchingfordfoundation.org.uk](http://www.southchingfordfoundation.org.uk)

To arrange a visit to the Trust schools please contact HR on 020 8529 1853 extn: 226 or email [hr@chingfordacademiestrust.org.uk](mailto:hr@chingfordacademiestrust.org.uk)

**Closing date: 9am on Monday 26<sup>th</sup> September 2022**

**Interview date: TBC**

Please return your completed application to [jobs@chingfordfs.org.uk](mailto:jobs@chingfordfs.org.uk)

*The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.*



## How to Apply

- i. Read carefully all the information about this post.
- ii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iii. Send your completed application form by email (if downloaded) to:  
[jobs@chingfordfs.org.uk](mailto:jobs@chingfordfs.org.uk) or post to:

Human Resources  
Chingford Academies Trust  
31 Nevin Drive  
Chingford  
London  
E4 7LT

Your application must be received by **9am on Monday 26<sup>th</sup> September 2022**



## **Recruitment Process**

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

### **Pre-employment Checks**

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity (if working at a school, one of which must be your current Chief Executive Officer/Headteacher). It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Complete a Medical Declaration in order to ensure fitness to work.

### **Policy on Equal Opportunities**

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.

**Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.**

This Charter supports CAT Strategic Objectives 3 and 4:

***Strategic Objective 3:***

**To develop a culture within the constituent Academies of the MAT in which all employees and students have outstanding behaviour and attitudes to one another, their learning and the community of schools**

***Strategic Objective 4:***

**To nurture a culture in which personal development contributes to the creation of a harmonious community**

**Creating the Right Environment**

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

**Building Relationships**

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

**Repairing Relationships**

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

**Reflecting and Improving**

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.

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