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| **Job Title:** | Admin Team Leader (Admissions) |
| **Unit/Directorate:** | Shaftesbury Education  |
| **Reports To:** | Commercial Business Manager |
| **Supervises:** | Administration Officer/Assistants |
| **Hours per week:** | 37.5 |
| **Weeks per year:** | 52 (Full time, all-year-round) |
| **Grade:** | NJC Scale | **Date:** | November 2024 |
| **Salary:** | £28,624 - £31,586 |  |  |
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| **Purpose of the Job** |
| To lead the administration function at Millie College, and Admissions across Milie College and Victoria School. This includes leading on admissions, assessment and review processes for prospective students across all aspects of each setting including education and therapies. To co-ordinate and organise effective transition programmes to facilitate the transition for students into their destinations from Victoria School and/or Millie College, through and on to their next placement. To have oversight of statutory reporting requirements to the Department for Education, eg: Pupil Census, Individual Learning Record etc. |
| **Main Duties** |

1. To act as Team Leader of the college administration function, and admissions across both settings; to line manage and supervise the workload of team members.
2. To promote the quality of, and develop initiatives relating to, the student transition process and to manage specific projects relating to this.
3. Ensure all aspects of the admissions and transitions processes comply with the associated SEND legislation, data protection, information security, information management and information technology regulations, policies, processes and procedures.
4. To coordinate the referral process to educational services within the Regional Hub to the relevant Head of Setting, in order that an assessment is undertaken of the individual.
5. To work in conjunction with the Leadership Teams to ensure the accurate recording of key developmental targets and provide quality reports relating to progress against set targets.
6. To coach and mentor staff, in all settings and at all grades; to develop new skills relating to transition support requirements for students including enabling them to utilise new planning and recording tools, as required.
7. To actively promote Person Centred Planning and support the management of a student’s pathways to their future destinations by developing individualised activity and transition plans.
8. To develop local networks with partner organisations in order to increase opportunities for students for community based learning, employment and transition activities.
9. To support host organisations and School and College staff in the development of community based learning and transition activities and to take a lead in problem resolution.
10. To lead the marketing of the school/college with stakeholders including feeder schools and local authorities, through attendance at Transition and Parent events, open days and Local Authority events, ensuring that all stakeholders are updated about any significant changes in the Livability Education offer.
11. To work in conjunction with the Head Teacher and College Principal to recommend future needs for transition services within the School and/or College; to manage and develop strategies of support in relation to services that may impact on Learners education and transition including, but not limited to, transport issues and requests for care management support via Local Authorities.
12. To arrange and coordinate student’s pre-entry assessments, including off-site Education assessments. Arrange link sessions for new students and organise and attend home visits when necessary.
13. When required, to write pre-entry reports for the Local Authorities and liaise with them throughout the process. Ensure all information gathered at pre- entry is available to relevant staff prior to students starting at the school/college and support the co-ordination of updating and moderating Individual Plans and Students individual folders regularly.
14. To run training and information sharing sessions for individuals and groups, as required both on and off site.
15. To develop a Transition Conference/Open Day for students, potential students and their parents/carers and Local Authority Professionals and an information sharing day for parents/carers of new students.
16. To work in conjunction with the Livability Education Commercial Business Manager, and school/college finance teams, to ensure that funding applications are fully informed and monitored.
17. To plan the calendar of annual review meetings, distribute all necessary papers in a timely manner, attend and chair annual reviews and to follow up actions as agreed at the meetings.
18. Lead on Transition Planning and standards relating to person centred planning.
19. Provide information and sign posting to Parents/Carers before, during and after School/College placement.
20. Represent the School/College at offsite meetings and attend a range of meetings as required such as Local Advisory Board meetings, MAP meetings and Best Interest meetings at feeder schools as necessary.
21. Lead, manage and monitor the staffing teams via the management structure ensuring that employees are recruited, inducted, trained, supervised and appraised in line with Livability policies and procedures, whilst ensuring service provision is delivered within an efficient, effective and quality framework.
22. To be responsible for and able to evidence your own personal development by undertaking relevant training, attending meetings, conferences and networking events ensuring that you are updated in all matters relevant to the role within your Personal Development Plan agreed with your manager.
23. To carry out additional duties and tasks that may be required within the range of the responsibilities of the post.

# Expectations

* To work within the framework of the mission statements, aims, policies and procedures of Livability and the School/College and to support the Christian objectives of the organisation.
* To be committed to the development of opportunities for inclusion by all students attending the School/College and to promote equality of opportunity and cultural diversity.
* To accept a personal commitment to the corporate responsibility for the education, care and development of all students attending the School/College.
* To promote and develop a team approach across all professional disciplines to the work of the School/College.
* To be a role model for staff and students in all aspects of personal and professional conduct and by exemplifying the Code of Conduct of Livability.

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| **WORKING RELATIONSHIPS AND CONTACTS** |
| Internal: All Livability Education staff |
| External: Parents, carers, Local Authorities, Colleges, residential homes, social workers, GP’s, NHS staff. |

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|  | **Essential** | **Desirable** | **Assessment Method** |
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| **Qualifications** | * Level 5 qualification or equivalent
* GCSE or equivalent English and Maths at Grade C/Level 5 or above
 | * Full driving licence (dual site responsibilities)
* Teaching/Lecturing experience or experience in a similar role
* Full understanding of Personalisation and Person Centred practice
 | A,I |
| **Knowledge** | * An understanding of safeguarding and a commitment to creating a safe environment.
* An understanding opf the role of administrators in the safeguarding systems, processes and culture
 | Knowledge of relevant legislation in working with both children and young people with disabilities – including Safeguarding | A,I |
| **Experience** | * Experience of working/liaising with organisations, such as Connexions, Social Services or other relevant agencies at a Senior level and 5 years relevant industry experience
* Previous experience of supervising or managing staff
* Proven ability to work effectively and collaboratively with disabled young people and their families and across agencies, and to build strong working partnerships, managing conflict and different perspectives to achieve good outcomes.
 | * Ability to work as part of a multidisciplinary team to share information and to undertake joint assessments and care planning to achieve the best possible outcomes for young disabled people.
* Proven experience of organising events/conferences
* Personal experience of working with young adults with learning difficulties and/or disabilities in an education setting
 | A,I,T |
| **Technical/****Work-based Skills** | * Excellent ICT skills. Proficient in the use of Microsoft Excel, Word, Outlook, PowerPoint, Internet Explorer and databases
* Ability to compose routine correspondence appropriate to intended audience as well as ability to effectively take minutes of meetings
* Proven experience of organising events/conferences
* Ability to maintain high standards of record keeping
* Evidence of working in partnership with parents/carers to support care/transition plans of the young person
* Ability to prioritise and manage an agreed workload, working independently and as a member of a team following through agreed action and time scales.
* Proven ability to communicate effectively and accurately verbally and in writing for assessments and reports and at meetings and reviews
* A good understanding of the EHCP process and associated legislation
* Experience of managing a caseload involving transition planning for young people with disabilities.
 | * Demonstrable ability to communicate effectively with disabled young people including those with severe and complex needs who may not communicate verbally or may present with behaviour which challenges services.
 | A,I, T |
| **General Skills/****Attributes** | * Understanding of, and commitment to, the principles, ethos and Christian values of Livability
* Excellent ability to produce reports and analyse data using Word, Excel and Power Point
* Excellent numeracy/literacy skills; written, verbal and interpersonal skills
* Ability to maintain confidentiality on all school matters
* Able to demonstrate active Continuous Professional Development with a willingness to participate in further training and development opportunities
 |  | A,I,T |

This job description and person specification is not exhaustive and amendments and additions may be required in line with future changes in the post holder duties.

**SAFEGUARDING**

Livability is committed to safeguarding and promoting the welfare of adult, young people and children and expects all employees to share this commitment and follow our safeguarding policies and procedures.

**EQUALITY AND DIVERSITY**

Livability is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of gender, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

Livability aims to create and sustain an inclusive work environment which provides equality of opportunity for everyone and reflects the diversity of the communities we serve.  The post holder is required to uphold the Equality and Diversity policy and comply with the code of conduct which sets out our standards of behaviour towards those who use our services or work within them.

**CHRISTIAN ETHOS AND VALUES**

The post holder must carry out all duties in a manner which is consistent with Livability values which are based on an inclusive Christian ethos.

**POLICIES AND PROCEDURES**

The post holder must also maintain the policies, procedures and practices of the organisation and as far as possible, must ensure that all activities within the work setting are consistent with those values, policies, procedure and practices.

**CONFIDENTIALITY**

The post holder must ensure that any information relating to employees, service users and volunteers (future, current and past) is treated in strictest confidence and must be discussed only within the confines of the work setting with the appropriate members of the team or managers.

**HEALTH AND SAFETY**

The post holder must be familiar with Livability Health and Safety policies and guidelines.  All work should be undertaken so as to be consistent with these, and so as to ensure own health and safety and that of others affected by their work.