

JOB PROFILE		
Department:	Administration	
Job title:	Admissions and Family Liaison Manager	
Reports to:	School Business Manager	
Responsible for:	To be responsible for securing pupil/student admissions to the school and for promoting and marketing the school through effective relationship with Local Authorities, other agencies and families.	
Level/Grade:	Hours of work: 8.30am – 4.30pm	Salary Scale: NJC PO2 FTE (52weeks) £30,785 - £33,437
Job Purpose: To undertake and develop systems and processes to administer and support the admission of pupils and students to St Dominic's School, Brantridge School and Grafham Grange School (schools) from referral through school leadership consideration, ensuring effective communication with families, carers and sharing of key information with school professionals.		
Job Description		
Key Accountabilities:		
<ul style="list-style-type: none"> • To develop and administer pupil and student referrals from Local Authorities and other placement agencies through school admission systems and decision-making. • To develop and support individual school decision making systems for effective and secure admission of pupils and students with necessary school based personalisation of planning and integration to the school. • To develop and maintain effective family liaison, in both the school and home setting, focused for individual pupil/student differentiated needs by supporting effective information sharing and planning including assisting and contributing to regular reviews of pupils' and students' needs and learning. • To undertake proactive marketing and promotion of the specialism of the schools with agencies and professionals. • To support and promote effective communication systems with families and carers and internal school multi-disciplinary working. 		
Main Duties and Activities		
<ol style="list-style-type: none"> 1. To respond to first point of call enquiries from LAs, prospective families and evaluate their requirements and respond appropriately, giving a lasting impression of the school's ethos and promoting it in a positive, caring and dynamic way. 2. To manage referral processes, be fully familiar with the complex special needs of the pupils and students and the service offered by the schools and ensure that families, prospective pupils/students, local authorities and other external agencies are provided with information and advice regarding the school curriculum and care offer, to cater for such needs, particularly in the light of regulatory developments for education, health and care assessments and statutory plans for individual pupils and students (0-25 years). 		

3. To develop and maintain an effective Trust School Admissions Policy and system which reflects the strategic policy objectives of the Trust as the Accountable Body. To make recommendations for changing the policy if/when it becomes necessary due to changing needs of the pupil/student population and the ability of the school to meet them.
4. To provide a link with the pupil/student's prior education settings, the local authorities and other external agencies as appropriate, and ensure that pupil/student profile data and records are fully secured on admission to the school. Ensure contracts between the authorities and the school are in place.
5. To collect a full data set for each admitted pupil/student and provide management reports of marketing statistics, checking and analysing figures and ensuring accuracy. To maintain information on prospective pupils/students and keep them informed of places available as necessary.
6. To be proactive in liaising with education, health and social care professionals to fully promote the school's features and offering for pupils/students.
7. To undertake other duties that commensurate with the skills and competencies of the post.

Person Specification

Criteria

Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A; Assessed by Certificates = C; Assessed by References = R

Qualifications and Training

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| <ul style="list-style-type: none"> • Good level of general education accredited to level 3 or equivalent knowledge gained by extensive experience | E | |
| <ul style="list-style-type: none"> • Accredited training in modern business communications systems e.g. Microsoft Office | E | |
| <ul style="list-style-type: none"> • Education, Health or Social Care Level 4 equivalent qualification | D | |
| <ul style="list-style-type: none"> • Possession of a recognised education or social work/social care qualification (minimum Level 3 Diploma equivalent) | D | |

Knowledge and Experience

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| <ul style="list-style-type: none"> • Knowledge of recent legislation and procedures relating to young children, including Education, Health and Care policy changes, statutory guidance "Working Together to safeguard children (2015) and "Keeping Children Safe in Education" (2016)" | E | |
| <ul style="list-style-type: none"> • Knowledge of admission arrangements for NMISS and related processes of working with LAs and families | E | |
| <ul style="list-style-type: none"> • Ability to challenge behaviour of pupils, students and families in a supportive, therapeutic and non-judgmental manner | E | |
| <ul style="list-style-type: none"> • A working knowledge of policy changes for SEN relating to the proposed Education, Health and Care assessments and statutory EHC Plans for pupils and students from 0 – 25 years | D | |
| <ul style="list-style-type: none"> • Knowledge of national minimum standards regulatory requirements for Non-maintained Independent Special Schools | D | |
| <ul style="list-style-type: none"> • Knowledge of the growth and development of children and the effects of neglect, abuse and loss | D | |

<ul style="list-style-type: none"> • Knowledge and understanding of family systems and the social and emotional needs of families • Knowledge of the roles of the range of agencies involved with pupils and students with Special Education Needs and Difficulties • Knowledge of <i>The Framework for the Assessment of Children in Need and their Families (2000)</i>; and <i>statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007)</i> • Experience in administration or management of business processes e.g. administering/managing examinations, pupil and student admissions administration • Experience of working with children and young people and their families • Evidence of successful practice working with families and/or children or young people • Experience of guiding, advising and influencing other professionals • Experience of working in a statutory child-care setting • Experience of presenting training to colleagues, or willingness to undertake training to develop these skills • Experience of working with children and young people and managing their needs and progress 	<p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	
Skills and Abilities		
<ul style="list-style-type: none"> • Excellent administration skills • Demonstrable ability to proactively manage pupil/student referral and admission administrative systems • Ability to work collaboratively with a wide range of professionals and work effectively as a member of a multi-disciplinary team • Excellent communication skills, both written and verbal, including the ability to communicate with pupils and students and peers • Skills and abilities to broker consensus amongst colleagues including team working for pupil/student admissions without line management responsibility • An ability to promote equality, diversity and the rights of individuals and groups • Evidence of sound assessment skills including an understanding of family dynamics and relationships • Ability to develop, maintain and use an effective network of contacts working across statutory and voluntary sector services • Ability to produce clear and well written documents for a variety of purposes and audiences • Ability to prioritise and manage workload effectively and independently • Well-developed administrative skills • Ability to follow process to complete and finish tasks • Good ICT skills, able to use MS Office (Word, Outlook) and other software • Proven skills and abilities to maintain confidentiality of sensitive data and information • Ability to support Senior Leadership Team in schools 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	

<ul style="list-style-type: none"> • Insight and understanding of the skills required to operate e-portal and similar procurement systems used by LAs referring pupils and students for admission to the school • Knowledge of Customer Relationship Management (CRM) systems • Understanding of Data Protection legislation and the requirements of the Information Commissioner 	<p>D</p> <p>D</p> <p>D</p>	
<p>Personal Attributes</p>		
<ul style="list-style-type: none"> • Demonstrated ability of self-motivation, self-reflections and learning from CPD, Supervision and Mentoring • Commitment and passion to achieving desirable outcomes for pupils and students • Prepared to work outside of core office hours, including weekends, to support pupils, students and families and other school key school events and initiatives • Hold a current driving licence and have access to a vehicle • Ability to work under pressure and maintain a focus which keeps the pupils, students and families at the centre of the job role • Evidence of attention to detail, meticulous planning and initiative • Sense of humour and sound team-working skills • Ability to work sensitively and empathetically with a variety of people • Ability to promote the positive image of the school • A positive and flexible attitude to work and resolving difficulties • Patience and resilience • Enthusiasm and drive for working in a SEND specialist school • Understanding of the importance of pupil/student income generation through pupils'/students' fees for the sustainability of the school 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p>	
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <p>Date produced: 26 September 2017</p>		