

**JOB DESCRIPTION**

<b>Post Title:</b> School Admissions Team Leader		<b>Director/Service/Sector:</b> Children's Services		<b>Office Use</b>
<b>Band:</b> 6		<b>Workplace:</b> County Hall – School Admissions and Inclusion		JE ref: 3032 HRMS ref:
<b>Responsible to:</b> School Admissions and Inclusion Manager		<b>Date:</b> 15.03.23	<b>Manager Level:</b> 1	
<b>Job Purpose:</b>  <div>1. To manage the school admissions and FIS team, coordinating the admissions procedure and advising on the interpretation and application of prevailing legislation, regulations and corporate procedures in order that both services meet statutory requirements. Advise the Early Years and Schools Organisation Manager on specific cases and general policy issues as required.</div> <div>2. Develop and deliver FIS providing user-friendly, locally accessible information, advice and support services, including the Northumberland Children and Young People's Directory, reflecting the needs of children and young people up to 20 years old and in liaison with parents and carers, employers, Job Centre Plus, Health and other relevant stakeholders.</div> <div>3. Ensure accuracy and relevancy of all data within EMS, FIS systems and Children and Young People's Directory, providing a statistical information service.</div>				
<b>Resource s</b>		Staff	A team of 4 administrative staff	
		Finance	No	
		Physical	Upkeep, management and integrity of corporate database on school placements and FIS Careful use of allocated office equipment	
		Clients	Schools, students and their parents/ carers, Elected Members, other LA Officers, Children, Childcare and Early Years Providers and Employers,	
<b>Duties and key result areas:</b> <div>1. Manage the School Admissions and FIS team by providing effective leadership, support and training to team members while ensuring that regulations and procedures are followed appropriately, that deadlines are met and that corporate objectives and outcomes are achieved.</div> <div>2. Plan, coordinate and manage the annual process of allocation of pupils in transfer groups including those with SEND, LAC and Exclusions, and ensure that the process is carried out within the statutory timescales.</div> <div>3. Manage the processes associated with in-year admissions, ensuring that statutory requirements are met.</div> <div>4. To ensure the integrity of the data held within EMS and EVINCE databases, and to set up the various parameters to enable both systems to operate efficiently.</div> <div>5. To maintain electronic and, where appropriate, paper records for all children, in order to provide accurate management information for effective budget monitoring, and statutory external returns.</div> <div>6. Support Team members in their contacts with parents, schools and other professionals to ensure an effective and customer centred approach, and personally resolve the more difficult issues.</div> <div>7. Ensure that the School Admissions and FIS public web pages are effectively managed and quality assured.</div> <div>8. Work in partnership with key stakeholders to ensure the provision of a seamless, effective and accessible service to childcare providers, parents, children, professionals and employers.</div> <div>9. Advise parents, schools and other interested parties that are appropriately involved and ensure that they are kept informed throughout the admissions or appeals processes.</div> <div>10. Compile the Council's documentation for the admission appeals process, and represent the interests of the service and the County Council in Appeals Hearings.</div>				

11. Develop good working relationships with neighbouring Local Authority Admission Officers to facilitate the Coordination of cross border admissions, as well as with other Officers within the Council to ensure the smooth running of the service. Represent the Corporate Director at Regional meetings as appropriate.
12. To determine eligibility to free home school transport in accordance with the Council's policy.
13. Ensure that clients know how to access the local authority services that can help them, providing information to make informed and realistic decisions about services available.
14. Train other staff, for example Children's Centre staff who require local information, to access and understand the range of information held on web based FIS systems.
15. Ensure team members update the systems with timely, accurate and relevant data including Working Tax Credit, deliverers of the free entitlement for 2, 3 and 4 year olds, demographics, deprivation, supply of Ofsted registered childcare and information on other activities as required by clients and the Parent Know How Directory.
16. Provide and analyse meaningful information regarding the supply and demand of childcare provision as required by Section 11 of the Childcare Act 2006, in liaison with partners e.g. Infonet, Childcare Development Team, Foundation Stage Consultants, including building of appropriate queries from the database.
17. Monitor, review and update systems and procedures (including documentation, publications and the website) to ensure they meet regulatory requirements, operate efficiently and communicate effectively with the relevant audiences.
18. Attend meetings on behalf of the School Admissions and Inclusion Manager as required.
19. Undertake any other duties commensurate with the level and grade of this post which are consistent with the need to maintain an element of independence of the role.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:	Regular need to visit schools and other agencies. Occasional need to travel out of county
Working patterns:	Full time – possibility of some late hours
Working conditions:	Office based with some off-site working and some evening meetings

#### **PERSON SPECIFICATION**

<b>Post Title:</b> School Admissions and FIS Team Leader		<b>Director/Service/Sector:</b> Wellbeing and Community Health Services		Ref: 3032
<b>Essential</b>		<b>Desirable</b>		<b>Asses s by</b>
<b>Knowledge and Qualifications</b>				
<ul style="list-style-type: none"><li>• A degree or NVQ level equivalent.</li><li>• A detailed knowledge of the School Admissions Code 2021</li><li>• A good understanding of the social issues that impact upon school admissions</li><li>• A good understanding of the childcare market and the regulatory system that underpins it</li><li>• An understanding of how to motivate others to obtain set objectives.</li><li>• A good general education demonstrating numeracy and literacy.</li></ul>		<ul style="list-style-type: none"><li>• A detailed understanding of the local admissions procedures.</li><li>• A management qualification.</li><li>• A knowledge of how education is organised within Northumberland</li></ul>		
<b>Experience</b>				
<ul style="list-style-type: none"><li>• Extensive previous experience in administering school admissions</li><li>• Supervisory experience of achieving targets through the performance of others</li><li>• Experience of managing client relationships in a regulatory or contentious setting</li><li>• Experience of recording, collating, analysing and reporting data</li><li>• Experience of interrogating databases to produce statistical reports for management</li></ul>		<ul style="list-style-type: none"><li>• Experience in managing performance through formal staff appraisals</li><li>• Experience of marketing</li><li>• Experience of Project Management and relevant software</li><li>• Supervisory Experience</li></ul>		
<b>Skills and competencies</b>				
<ul style="list-style-type: none"><li>• A good communicator, able to gain the commitment of others.</li><li>• Excellent organisational skills</li><li>• Ability to communicate with wide range of individuals and organisations</li><li>• Literate and able to work quickly and accurately with numerical data.</li><li>• Able to express views in a clear succinct manner both verbally and in writing.</li><li>• Ability to work with and to establish credibility with parents and professional staff.</li><li>• Work with clients dealing fairly and assertively with difficult situations and behaviours</li><li>• Excellent interpretation and organisational skills</li><li>• Commitment to an excellent service.</li><li>• Demonstrates equality and anti-discriminatory practice in all aspects of work</li><li>• Excellent ICT skills and knowledge and understanding of how IT systems work</li><li>• Able to prioritise to meet competing deadlines and strict regulatory timetables</li><li>• Able to effectively train and guide individuals, maintaining confidentiality and impartiality</li><li>• Able to develop and maintain good working relationships in a team environment</li></ul>		<ul style="list-style-type: none"><li>• Knowledge of different types of childcare</li></ul>		

<ul style="list-style-type: none"> <li>• Able to work effectively using own initiative</li> <li>• Flexible and proactive approach to work to meet needs of the service</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Have a proven ability to operate independently, organising and prioritise a large personal caseload.</li> <li>• Ability to show initiative and work flexibly:</li> <li>• Commitment to the culture of continuous improvement and to the provision of a quality service to support the work of the service.</li> <li>• Keen to continue to learn and develop</li> <li>• Empathy for people working in schools.</li> </ul>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Ability to meet the travel requirements of the post.</li> <li>• Able to work outside normal working hours</li> </ul>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.