

## Job Description

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| <b>Job Title:</b>                 | Administrative Assistant for Academic Skills (SEND) Department   |
| <b>Hours of Work:</b>             | 35 hours per week, Monday to Friday<br>Term Time 34 + 2 weeks.   |
| <b>Department:</b>                | Skills   |
| <b>Job Grade (if applicable):</b> | 6  |
| <b>Accountable to:</b>            | SENCo  |
| <b>Number of direct reports:</b>  | 0  |
| <b>Budgetary responsibility:</b>  | N/A  |
| <b>Location:</b>                  | Skills Department  |
| <b>Purpose of the role:</b>       | <p>The Skills (SEND) Department Admin Assistant provides comprehensive administrative support to the SENCo and the Skills team. The role ensures the smooth running of SEND processes, including: gathering and managing information; coordinating assessments; providing Access Arrangements administration including ensuring compliant applications are made to the JCQ in a timely manner, and maintaining accurate records in line with JCQ regulations.</p> <p>The postholder will be central to communication between the Skills Department, Exams Office, teaching staff, the BTEC Coordinator, Accounts, and external agencies.</p> |

### The Stowe Group

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) is situated on four separate sites in Buckinghamshire and Northamptonshire and educates children from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The schools occupy sites of historical significance in Swanbourne, Dorton, Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational Change Makers vision and Change 100 programme.

The Stowe Community is committed to working together to achieve Stowe's aims and objectives. It is a Christian community that aspires to excellence through working efficiently whilst being responsive to change, adding value where possible and using resources wisely.

### Vision & Ethos

We are Change Makers

Stowe stands in the most sublime setting of any school in the world. Historic buildings, landscaped gardens and the very spirit of the Enlightenment sit at the heart of its founding. But, as this remarkable landmark enters its second century as a leading public school, we believe that beauty and tradition are not enough: our future vision for the School embraces change, uncertainty and the challenges that will face our pupils not just during their academic careers, but throughout the rest

of their lives in a world which is increasingly complex and ambiguous. Within that volatile environment we see our pupils and staff as Change Makers. They will make a lasting impact not only while they are here at Stowe, but, perhaps more importantly, in the wider world. The history of this place, both as a stately home and as a pioneering school remains important to our mission of education, and at the heart of a Stowe education remains intellectual enquiry, academic curiosity and a love of learning. We strive for a balance of rights and responsibilities, equality and inclusion and to treat each pupil and member of staff as an individual. Our vision is inspired by a history of progressive thinking, and has been developed through collaboration with our pupils, parents, teachers, support staff, governors and alumni. Yes, we teach pupils how to excel in exams, but we also teach them how to collaborate, how to solve problems and how to think critically. Stowe is educating a generation of Change Makers ready to transform the world.

The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support staff. We focus on employee wellbeing, provide opportunities for professional growth and we create a culture of community and partnership.

#### Key Tasks:

##### 1. Student Records & Data Management

- Add all new pupils with a SEND profile to iSAMS, including liaison with the Admissions Department to obtain relevant information.
- Review and extract details from Pupil Manager forms; follow up where information is incomplete or unclear.
- Update iSAMS continuously with new information, reports, and confirmed Access Arrangements.
- Contact new Lower Sixth students to establish previous Access Arrangements.
- Contact previous schools to obtain evidence of historic Access Arrangements.
- Compile and maintain spreadsheets and departmental overviews showing the number and type of Access Arrangements to be managed for examinations.

##### 2. Assessment Administration

- Order Lucid Exact tests and set up testing sessions, including preparation for whole-cohort Third Form assessments and any additional students requiring testing.
- Liaise with Accounts regarding the recharging of Lucid costs to pupil accounts.
- Compile a list of all new Third Form pupils with previous Access Arrangements
- Arrange 3<sup>rd</sup> form Lucid testing sessions in first weeks of Michaelmas term.
- Collate all test evidence for access arrangement applications.
- Update staff on new or adjusted Access Arrangements following analysis of test results.
- Liaise with the BTEC Coordinator regarding SEND information and Access Arrangements for BTEC assessments.

##### 3. Access Arrangements Support

*(A fundamental part of the role, requiring accuracy and understanding of JCQ regulations)*

- Assist the SENCo in gathering and tracking teacher evidence following mocks and internal assessments (including locating papers, following up missing evidence, and reminding staff and pupils to share appropriate evidence).
- Liaise with teachers and Skills colleagues to collect and check Form 8 and Form 9 documentation.

- Apply to the JCQ exams board for approval of Access Arrangements, following JCQ guidelines and deadlines.
- Maintain an understanding of JCQ regulations relevant to Access Arrangements (training provided).
- Contact students as needed to gather evidence of their use and need for Extra Time or other arrangements.
- Issue “No” letters/emails to students and parents where a pupil has not met the threshold for Extra Time or other arrangements, in line with JCQ regulations.
- Create and maintain high-quality files for JCQ inspection, including:
  - Form 8/9 documentation
  - Assessor’s certificates
  - Teacher evidence
  - Student evidence
  - Partial confirmation from specialists (name/practice and brief diagnosis only)

#### **4. Departmental Administration & Support**

- Manage ordering for the department: stationery, Amazon orders, books, photocopying paper, tissues, milk, coffee, tea, etc.
- Arrange training courses for Skills Department colleagues and support them with expense forms.
- Provide support with the Skills inbox, especially during busy periods or as responsibilities evolve.
- Ensure departmental notices are maintained and displayed (including liability insurance notice).
- Maintain the department’s medical aid kit.
- Serve as Fire Warden for the Skills Department.

#### **5. General Duties**

- Build positive working relationships with staff across the school, parents, and external agencies.
- Ensure confidentiality and data protection standards are upheld at all times.
- Support the SENCo and Deputy SENCo with any additional administrative tasks required for the smooth running of the Skills Department.
- Support the EAL co-ordinator with ensuring that ISAMS data for EAL pupils is accurately recorded and updated.

| <b>Person Specification:</b> The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form                          |  |  |
|--|--|--|
| Attributes   | Essential  | Desirable  |
| Qualifications   | <ul style="list-style-type: none"> <li>• Secondary school educated</li> </ul>  |  |
| Specialist Skills and Experience   | <ul style="list-style-type: none"> <li>• Understanding of the Access Arrangement requirements of the JCQ</li> <li>• Experience of working in a large secondary school in an organisational, teaching or SEND role.</li> <li>• Managing sensitive personal data in-line with existing regulation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Basic-level project management experience.</li> <li>• Familiar with using school information management systems e.g. iSams.</li> </ul>              |
| Personal Qualities   | <ul style="list-style-type: none"> <li>• Creative problem solving.</li> <li>• Ability to make decisions quickly.</li> <li>• Ability to work to external deadlines.</li> <li>• Excellent written and verbal communication skills.</li> <li>• Excellent time management and organisational skills.</li> <li>• Commitment to safeguarding and promoting the welfare of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborative working with diverse stakeholders.</li> <li>• Ability to prioritise tasks effectively in a fast-paced working environment.</li> </ul> |
| This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder |  |  |
| <b>Date Agreed: January 2026</b>   |  |  |

## Our Values



### Value scales:

| This value is the least important to the role | This value has some significance to the role | This value is desirable to the role but not essential | This value is important to the role | This value is essential to the role |
|---|--|---|-------------------------------------|-------------------------------------|
| 1   | 2  | 3   | 4                                   | 5                                   |

In the role of Skills Administrator we are looking for Change Makers who are (please highlight as appropriate):

|                           |   |   |   |   |   |
|---------------------------|---|---|---|---|---|
| Professional:             | 1 | 2 | 3 | 4 | 5 |
| Creative Problem Solvers: | 1 | 2 | 3 | 4 | 5 |
| Kind:                     | 1 | 2 | 3 | 4 | 5 |
| Flexible:                 | 1 | 2 | 3 | 4 | 5 |
| Collaborative:            | 1 | 2 | 3 | 4 | 5 |
| Communicator:             | 1 | 2 | 3 | 4 | 5 |