



Pennine Academies Yorkshire

# RECRUITMENT BROCHURE





## WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

### DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

### WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

### WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

**Michael Thorp** CEO





## WELCOME FROM THE HEADTEACHER

### Dear Candidate

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, **aspiration** and **happiness**.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well-behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. **Our inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

**Eleanor Monnery**  
**Headteacher, Crossley Hall Primary School**





# EMPLOYEE BENEFITS

## WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
  - Counselling Services
  - Mindfulness Services
  - Weight Management
  - Physiotherapy
  - GP Helpline
  - Cancer & Chronic Illness Support
  - Menopause Support
  - Nurse Support
  - Whole School & Leadership Support
  - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities







## WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

### SO WHY WOULD YOU JOIN PENNINE?



1

#### WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

#### WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

### **PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS**

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

### **WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?**

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

### **TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM**

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

# Senior Administration Assistant ASAP



Crossley Hall Primary School | T 01274 488703

**Headteacher:** Eleanor Monnery

## CLOSING DATE:

Monday 22<sup>nd</sup> September 2025 at 9.00am

## INTERVIEWS:

Friday 26<sup>th</sup> September 2025

**37 hours, Monday to Friday - Band 8 SCP 17-22, actual salary £26,803 - £29,115  
Permanent, TTO plus 5 days**

An exciting opportunity for a Senior Administrator has arisen to work in our three form entry primary school. The role is to provide a superior front-of-house service to staff, visitors, parents and pupils within a busy environment. Working alongside our Operations Manager you will be responsible for leading the small office team and providing Finance and HR support to the Operations Manager.

**As a member of the office team at Crossley Hall Primary School, we will offer you:**

- ✓ Tailored CPD and opportunities to support career progression
- ✓ A friendly and experienced team of office staff
- ✓ A positive and thriving working environment
- ✓ A supportive leadership team

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please see our website <https://crossleyhallprimary.co.uk/> to view our Safeguarding Policy.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

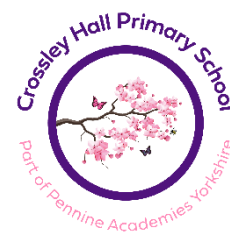
Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or [e.jarockyj@chps.paymat.org](mailto:e.jarockyj@chps.paymat.org)

## What Ofsted say (May 2023)

"Staff have equally high expectations of pupils' learning. This includes the youngest children. Pupils in all key stages achieve well."



# JOB DESCRIPTION



**JOB TITLE/POST:**

**SENIOR ADMIN ASSISTANT**

**SALARY:**

**BAND 8 SCP 17-22**

**RESPONSIBLE TO:**

**OPERATIONS MANAGER**

**DATE:**

**SEPTEMBER 2025**

## GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.





## PRIME OBJECTIVES OF THE POST:

- To assist in the provision of high quality professional, flexible, proficient and constructive clerical, administration, financial support and reception service to the school.
- Responsible to the Operations Manager/Headteacher from whom they will receive formal supervision and who will allocate work when necessary. However, much of the work is self-generating, and the post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work, dealing with exceptional or complex queries to senior members of staff. In the absence of the Operations Manager would be expected deputise, allocating work/tasks to other support team members to ensure continuation of essential services, making day to day decisions regarding the organisation of work loads.
- To provide prompt and effective information, advice and access to services provided by the School to parents/carers, trustees, community groups, members of the public and other agencies, dealing with requests for help and intervention, seeking guidance from and working in conjunction with senior/qualified professional staff on more complex requests. Undertaking and promoting the School to public and external agencies.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

## EFFORT DEMANDS:

Will work under own initiative with limited supervision, working to the priorities set by the Operations Manager/Headteacher.

- To contribute to the overall ethos/work/aims of the school.
  - Will make complex decisions regarding individual visitors/callers in terms of the advice and information provided, liaising with other staff within the school and assessing the level of urgency.
  - Day to day decisions regarding the organisation of the working area/workload and school priorities; assisting with the planning and development of the support services.
  - To participate in in-school training and other training programmes as required, and maintain personal and professional development in order to meet the changing demands of the post.
-

# RESPONSIBILITIES

## ORGANISATION:

- Dealing with routine and less routine enquiries. Given the changing needs of the school, workloads can vary to involve less routine tasks and the post holder will be expected to undertake these with little or no supervision as they arise, verifying/authorising action where applicable, liaising with senior members of staff on more complex issues if necessary.
- Responsible for the planning, review and organisation of support service systems, procedures and policies; participating in specialist groups to contribute to the resolution of issues, assisting in the development of new and complex procedures and addressing new issues or operational methods whilst supporting work on one off projects.
- Management and supervision of office staff, students on work experience, trainees and voluntary helpers. Deputising for the Operations Manager in their absence, coordinating and delegating relevant activities.
- Training new and existing members of staff.
- Undertake reception duties, answering complex telephone and face to face enquiries and signing in visitors.
- Assist with pupil first aid/welfare duties, looking after sick pupils, liaising with parents/staff etc.
- Assisting with arrangements for visits by school nurses, photographers etc.

## ADMINISTRATION:

- Provide an effective and efficient comprehensive administrative service, including the full range of administrative duties.
- Create and maintain manual/electronic filing and information systems, including those of outside agencies e.g. DfE.
- Maintain and collate pupil reports.
- Complex data inputting of computerised records/management information systems.
- Complete the school census
- Undertake typing, word-processing and complex IT based tasks (audio and copy typing services, letters, memos, minutes etc), some of which may be highly confidential and sensitive in nature.
- Undertake confidential and routine administration, e.g. documents and reports, responding to complex letters and emails/maintaining and updating distribution lists/registers/school meals/arranging and coordinating support team meetings as well as other school meetings on behalf of school staff and trustees/trust staff/room bookings/minute taking/retrieve and disseminate information as



## RESOURCES:

- Responsible for the safekeeping of office equipment and secure storage of supplies.
- Manage School licences and service contracts
- Maintaining stock and supplies, processing orders, checking delivery notes and invoices ensuring they are correctly recorded, cataloguing and distributing as required with regular audits of resources.
- Responsible for the collection and recording of school dinner money and other routine financial administration with frequent handling of substantial amounts of cash with access to the school safe.

## OTHER:

- Use good common sense and exercise considerable initiative in all matters relating to the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils, the safety, mobility (if required) and hygiene and well being of the pupils.
- Recognise your own strengths and areas of expertise and use these to advise and support others.
- Take a lead role in one off projects e.g. participating in the development of new computerised systems.
- Organise and arrange school events/trips etc.
- Assist with marketing and promotion of the school, developing constructive relationships and communicate with other agencies and professionals.
- Preparing refreshments and clearing away
- Receiving and escorting visitors around the School.

## ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g., teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.



## SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

## OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.





# PERSONNEL SPECIFICATION



## ESSENTIAL CRITERIA

- Minimum of GCSE English and Mathematics at grade C or above (or equivalent).
- Experience of working in a school office environment

## EXPERIENCE

### JOB SPECIFIC EVIDENCE:

- Experience using Microsoft Office and complex databases such as Arbor/Access/Every
- Excellent organisational and time management skills
- Experience of supervising or managing staff

## QUALIFICATIONS / TRAINING

### KNOWLEDGE:

- Supervisory/Management qualification
- Extensive experience of higher level school office work, including a full range of reception duties and dealing with a complex workload.
- Excellent communication skills including telephone/reception skills
- Knowledge of and the ability to use office machinery e.g. photocopiers, scanners etc.
- Experience in the use of complex databases and other software packages with an advanced level of word processing/typing skills e.g. Microsoft Office. This should include the production of detailed reports, presentations, visual aids, new forms etc.
- Have a neat and organised approach to work.
- Be willing, courteous and able to work both using your own initiative and in a team.
- Respect confidentiality

## PERSONAL CIRCUMSTANCES:

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.
- For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.



**Pennine Academies Yorkshire**

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