Rumworth School

Administrator (with a focus on Reception)
Grade E - Scale Point 11 to 17

Employer: Bolton Council
Location: Rumworth School
Salary (Pro-Rata): £28,088 (Point 11) to £30,962 (Point 17)
(FTE): *£29,071 (Point 11) to £32,046 (Point 17)*
Salary Grade: Grade E
Working Pattern: Term Time + plus 6 weeks
Working Hours: 37 hours per week
Contract Type: Fixed Term until 31st August 2027
Closing Date: Monday 30th November at 12:00pm (Noon)
Job Type: Education School based, Administrative
Interview Date: Friday 4th December 2026

Rumworth School is seeking to appoint a well-organised, flexible and reliable Administrator with a focus on Reception to join our busy administration team. Initially offered on a fixed-term basis, this role will provide essential support to the office and to the school.

We are looking for a friendly, organised and professional administrator to be the first point of contact for parents, pupils, staff and visitors. The successful candidate will provide a warm welcome to parents and visitors, manage telephone calls and emails, support general administrative duties and contribute to the smooth running of the school office. Good communication skills, confidentiality, a positive attitude and a commitment to safeguarding children are essential.

It is vital that you are able to remain calm and professional in your dealings with others. Our students and their families need someone who will be sensitive and understanding of special educational needs and disabilities. Our admin team and our wider staff team need someone with an excellent skill set who can work effectively as part of a team to provide high quality admin support.
As an ideal candidate, you would need to be willing, flexible and adaptable in order to support the administrational demands on the school across an academic year. You will need to be diligent, have a good eye for detail and be able to use spreadsheets with ease. These skills will be assessed within the interview processes.

You will be the first point of contact for everyone who visits our site and for everyone who calls the main school telephone number. It is therefore vital that you are able to remain calm and professional in your dealings with others. Our students and their families need someone who will be sensitive and understanding of special educational needs and disabilities. Our admin team and our wider staff team need someone with an excellent skill set who can work effectively as part of a team to provide high quality admin support.

Please note that Grade C (or above) or Grade 4 (or above) in Mathematics and in GCSE English Language and also GCSE English Literature, or equivalent qualifications is a minimum requirement and you will be required to provide proof of your qualifications prior to interview.

Information relating to the wider school:

Rumworth School is a highly regarded Local Education Authority maintained special school in Bolton with an
excellent reputation for providing an outstanding provision for all students. Visitors to our school always comment on the "lovely feeling and buzz" and the calm & purposeful learning environment. In September 2025 we will have around 370 students with a range of needs. Our students are aged 11-19 and they all have
an EHCP because they have a range of SEND (Special Educational Needs and Disabilities) which may include: Moderate and Severe Learning Difficulties, Complex Needs, Autistic Spectrum Conditions, Hearing and Visual
Impairment, Physical Disability and Social, Emotional and Mental Health Needs.

Our ethos is "Start with the young person". As a member of our staff team, you will be a champion for education as a vehicle to improve the life chances and outcomes for our students. Our vision is "You can do it, we will help" and so you will embody our philosophy of supporting young people to be more "Confident, Resilient and Independent".

In Year 7, all students have a more class-based curriculum with their class teacher delivering the majority of their learning within our "Foundation Year" setting. Year 7 students also access specialist rooms and may be taught by other staff for lessons such as Forest Schools, Art, Music, Dance, PE, Science, ICT, and Design Technology.

Students in Years 8 to 11 then follow a differentiated curriculum model, according to their needs: -

- Some follow a more formal curriculum with a modified mainstream approach
- Some have less transition and spend more time on the consolidation of basic skills
- Some have particular SLD / ASD / SEMH needs and may benefit from working in smaller groups at times

All students access appropriate external accreditation at the end of KS4 and during KS5, and our offer includes GCSEs, ASDAN, BTEC, Functional Skills and Entry Level Certification, dependent upon student ability.

In KS5, students continue to follow the most suitable curriculum for their ability, and we then offer a Year 14 Transition where some students continue on to the "Pathway to Employment" route, and those with more severe learning difficulties and complex needs would usually follow a "Pathway to Independence" route.

We are always keen to recruit staff of the highest calibre, and what matters most to us is that you are the "right fit" for our students. We welcome applications from people with experience in primary schools, as well as those with secondary school experience, and those with SEND special school experience.

How to apply:
Please download and complete the application form and outline your suitability for this post at Rumworth School in your letter of application, within a maximum of two sides of A4 paper.

This post is also advertised on the "Vacancies" page on our school website, and can be found at http://www.rumworth.co.uk/vacancies

All applications should please be returned electronically to Mrs Marsha Andrews, the Headteacher's PA: mandrews@rumworth.bolton.sch.uK

Visits to our school are welcome, please contact our School Office on 01204 333600

Closing date: 12:00pm (Noon) on Monday 30th November 2026

Shortlisting: Candidates to be informed by 4:00pm on Tuesday 1st December 2026

Interview Date: Friday 4th December 2026

We are committed to safeguarding and promoting the welfare of children and young people, therefore as part of our Safer Recruitment process, references will be requested for all shortlisted applicants.

Appointments are also subject to the outcome of an enhanced DBS check and being able to provide evidence
of your qualifications.

Rumworth School, Armadale Road, Bolton BL3 4TP Telephone: 01204 333600

Rumworth School

Administrator (Grade E)

Job Description

Job Title	ADMINISTRATOR (with a focus on Reception)
Grade	Grade E
Primary Purpose of the Job	Under the guidance of senior staff, be responsible for undertaking administrative, financial, organisational processes within the school and assist with the planning and development of support services.
Responsible to	Senior School Business Manager, School Business Manager, Office Manager
Responsible for	n/a

Principal Responsibilities of the job Provide clerical, administrative and financial support

MAIN DUTIES

1. Organisation

A. Deal with complex enquiries from staff, students, parents etc.
B. Contribute to the planning, development and organisation of support service systems, procedures and policies.
C. Organise school trips and events etc.

2 Administration

A. Manage manual and computerised record and information systems.
B. Analyse and evaluate data or information and produce reports, information and data as required.
C. Undertake typing and word-processing and complex IT based tasks.
D. Provide personal, administrative and organisational support to other staff.
E. Complete and submit monthly returns.
F. Provide administrative and organisational support to the Governing Body.
G. Undertake administration of complex procedures.
H. Complete and submit complex forms and returns including those to outside agencies e.g. DfE, Local Authority.
I. Undertake the administration of I.T systems as appropriate.
J. Undertake routine administration of school lettings and other uses of school premises.

3 Resources

A. Operate relevant equipment and complex ICT packages.
B. Manage uniforms, snacks and other shops within the school.
C. Provide advice and guidance to staff, students and others.
D. Undertake research and obtain information to inform decisions.
E. Assist with procurement and sponsorship.
F. Assist with marketing and promotion of the school
G. Manage administration of facilities including use of School Premises

4 Responsibilities

A. Comply with and assist with the development of policies and procedures relating to child protection, safeguarding, health, safety and security, GDPR, confidentiality and data protection, reporting all concerns to an appropriate person.
B. Contribute to the overall ethos, work and aims of the school
C. Establish constructive relationships and communicate with other agencies and professionals.
D. Attend and participate in regular meetings
E. Recognise your own strengths and areas of expertise and use these to advise and support others.

5. Valuing Diversity

A. To accept that everyone has a right to their distinct identity
B. To treat everyone with dignity and respect, and to ensure that feedback is valued by reporting it back into the school
C. To promote and participate in the school's inclusive practices

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared: 1st October 2018, Bolton Schools HR

Job Description last updated: 8th July 2025, Jenny Dunne, Headteacher

Person Specification

Job Title Administrator (Grade E)

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria.

	MINIMUM ESSENTIAL REQUIREMENTS	Method of Assessment
	Skills and Knowledge	
1.	Very good numeracy and literacy skills	Application Form / Interview
2.	Use of specialist equipment or resources.	Application Form / Interview
3.	Awareness of relevant policies/codes of practice and relevant legislation.	Application Form / Interview
4.	Intermediate ICT skills.	Application Form / Interview
5.	Ability to self-evaluate learning needs and actively seek learning opportunities.	Application Form / Interview
6.	Ability to relate well to children and adults.	Application Form / Interview
7.	Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	Application Form / Interview
8.	Ability to persuade, motivate and negotiate.	Application Form / Interview
9.	To be able to initiate opportunities to ensure tasks are completed within specified timeframes.	Application Form / Interview
10.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	Application Form / Interview
11.	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.	Application Form / Interview
12.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.	Application Form / Interview
13.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.	Application Form / Interview
14.	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning.	Application Form / Interview
15.	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form / Interview
16.	Very good numeracy and literacy skills.	Application Form / Interview
17.	**Competencies** Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

	Experience, Qualifications and Training	Method of Assessment
1	Experience of development, management and operation of administrative systems.	Application Form / Interview

	Experience, Qualifications and Training	Method of Assessment
2	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application Form / Interview
3	Willingness to participate in relevant training and development opportunities.	Application Form / Interview

	Work Related Circumstances	Method of Assessment
1	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form / Certificate

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

	Skills and Knowledge	Method of Assessment
	Previous experience of working within an office environment.	Application Form / Interview
2	Previous experience of SIMS packages.	Application Form / Interview
3	Previous experience of statistical returns e.g. DfE.	Application Form / Interview
4	Previous experience of Health and Safety policies and procedures.	Application Form / Interview

	Experience, Qualifications and Training	Method of Assessment
1	NVQ Level 3 or equivalent qualification or experience in relevant discipline.	Application form / Certificate

For Method of Assessment *A = Application *I = Interview

Note to Applicants:

Please do try to show within your application form how best you meet these requirements

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others
Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies
Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity
Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care
The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety
Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality
Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty
Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding
This school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

General Information about Rumworth School

This positive and successful secondary special school is ambitious, high-achieving, supportive and happy; the school ensures that the impact is high on improvement for all of our students, who are at the heart of everything we do. We have 335 students in 33 classes across Years 7 to 14, and next academic year this will increase to 36 classes as we are continuing to expand towards offering 400 places. We are shortly due to have another building programme to accommodate this planned growth, which will further enhance the space and wide range of facilities available on our site in order to offer an appropriate secondary special school curriculum for our students who have a wide range of SEND.

Staff work in close partnership with parents and other professionals to ensure we offer a broad, relevant curriculum which builds on objectives recorded in EHCPs and takes account of the full range of the interests, needs and aspirations of our students. Governors, parents and staff are very supportive of the school and responses in surveys are overwhelmingly positive. All staff embody our vision of "You can do it, we will help".

Our Shared Vision is integrated into all aspects of school development and evaluation, and it is the vehicle by which we strive to deliver those commitments we made to our children and young people and everyone in our community. The Senior Leadership Team and the Governing Body have high expectations for what all of our students can achieve, whilst seeking to ensure they become more "Confident, Resilient and Independent". We work collaboratively with our senior middle leaders and middle leaders who make up the Extended Leadership Team, and also with all staff in order to ensure high standards of provision and care for students.



Our academic provision runs in Key Stages and then as strands according to student needs; the differing curricula provide excellent opportunities for all students to reach their potential across the full range of their needs, including SMSC. All students access appropriate external accreditation at the end of KS4 and during KS5 in our Sixth Form, and our accreditation offer includes a wide range of GCSEs, Functional Skills, ASDAN, BTEC, and Entry Level Certification, dependent upon student ability.

In Year 7, students have a more class-based curriculum with their class teacher delivering the majority of their learning within a "Foundation Year" setting. Year 7 students also access specialist rooms and may be taught by other staff for lessons such as Forest School, Art, Music, PE, Science, ICT, and Design Technology.

From Years 8 to 11, students then follow a differentiated curriculum model, according to their needs:-

- ✓ Some follow a more formal curriculum with a modified mainstream approach
- ✓ Some have less transition and spend more time on the consolidation of basic skills
- ✓ Some have particular SLD / ASD / SEMH needs and benefit from smaller groups at times

Students may have support from other professionals, who work collaboratively with our form team staff.



During KS5 in our Sixth Form, students follow the most suitable curriculum pathway for their ability, and we then offer a Year 14 Transition Year which further supports our students towards an appropriate post-19 destination, which may which may be LifeBridge - the Post-19 setting that was developed a number of years ago by current and retired members of our Senior Leadership Team.



We have made significant investments in our vocational facilities and in our curriculum offer to support & promote opportunities for employability, independence and enrichment.

"Rummies" Bistro is open daily and Sixth Form students are involved in preparing and serving a wide range of drinks, snacks and meals, including barista coffees and our renowned cakes and afternoon teas.

The recent extensive development of our outdoor "Growing Places" area includes a new outdoor classroom area, an industrial-scale growing polytunnel and planting areas with raised beds. Every form class has a small outdoor garden and then each year group takes part in designing an annual 'show garden' as part of the Rumworth School Grand Show competition.



The Forest School area, our large fishing lake, accessible outdoor trail paths, the outdoor gym and two outdoor multi-use games areas (MUGAs) all offer secure outdoor spaces to promote health and well-being. Students have the opportunity to develop new skills and access team building activities which support the holistic development of confidence and communication. Students are also taught to swim and have access to therapy sessions in our hydrotherapy pool which has a wave function, and sound & light facilities.

