



## JOB DESCRIPTION

### Admissions & Data Officer

**Working Pattern:** 4 days a week (32 hours), term time plus 2 weeks in school closure periods (44.6 weeks per annum)

**Reports to:** Registrar

#### The Role:

##### Admissions responsibilities:

- Responsibility for overseeing prospective student data on the school's management information system
- Responsibility for liaising with the local authority to inform them of school leavers and joiners, as required, and submitting new starter safeguarding requests to schools
- Support the Registrar with place offers to new students, as required
- Responsibility for managing Offers and Acceptances data, and chasing parents for documentation if necessary
- Support the Registrar with new place applications, including communications to families
- Maintain the waiting list with information on families who are actively interested in a place, across all year groups
- Updating relevant Admissions records in a timely manner
- Acknowledge all incoming communications from prospective parents, responding as required and ensuring receipt of all relevant supporting documentation
- Work with the Registrar to co-ordinate applications and prepare for processes at main entry points of Reception, Year 7 and Year 12
- Work with the Registrar to communicate with parents where required as part of the onboarding process, including individual responses and group messages via the school's communication system
- Carrying out individual tours for prospective parents as required
- Attend and assist with preparation for open events, as required by the Registrar and Director of Communications
- Assisting with organisation and preparation for assessments at main entry points, as well as for occasional place visits, as required by the Registrar
- Attending GCSE results day and dealing with Sixth Form transition queries
- Any other tasks that are commensurate with the position, as requested by your Line Manager (Registrar).

##### Data tracking:

- Numbers of applications across all main entry points and year groups
- Look at annual trends for different entry points
- Geographical analysis of where families come from and identifying trends
- Trends in support of DEIB
- Where families hear about us, and highlighting patterns
- Which nurseries and schools children come from, and associated trends
- Reasons parents choose KAS for their child/children – and reasons why parents decline places
- Track KAS leavers year on year, by year group, why they leave and where they go
- Comparing publicly available data across competitor schools, including fee levels, deposits, exam results.

## PERSON SPECIFICATION:

To fill this role effectively, the ideal candidate will have the skills and experiences detailed below.

Qualifications:	<ul style="list-style-type: none"><li>• Educated to GCSE level (including English and Maths)</li><li>• Excellent standard of written and spoken English</li></ul>
Experience:	<ul style="list-style-type: none"><li>• Experience working in a UK independent school would be preferred but is not essential.</li><li>• Experience in a school admissions or data role would be desirable but is not essential.</li><li>•</li></ul>
Skills/Abilities:	<ul style="list-style-type: none"><li>• Excellent IT skills, particularly Outlook, Excel and Word, database inputting</li><li>• An eye for detail and good concentration skills in a busy office</li><li>• Effective communicator, both written and oral</li><li>• Personal skills of diplomacy, tact and sensitivity are essential in this role</li><li>• The ability to deal with interruptions calmly and yet remain focussed on priorities</li><li>• A professional, patient and friendly manner with flexibility of approach, to meet the demands of a busy school</li><li>• Able to work effectively in a team, and to liaise and cooperate with colleagues, accepting accountability for own actions and responsibilities</li><li>• Excellent organisational skills to carry out a variety of tasks to meet required deadlines</li><li>• An ability to maintain confidences whilst working in an open and collaborative culture</li><li>• A positive disposition, a sense of humour and proportion are all very helpful</li><li>• The school will support a willing candidate with ongoing training (for example on systems used by the school)</li></ul>

***All members of the King Alfred School community are committed to safeguarding and promoting the welfare of children and young people.***

***Applicants must undergo child protection screening, including checks with past employers, social media checks, and the Disclosure and Barring Service.***

### **Rehabilitation of Offenders Act 1974**

***All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website or at Unlock.***

*We are seeking to enhance the diversity of our staff and student body and would therefore particularly welcome applications from groups currently under-represented in our school community, especially those from the global majority.*

*To read more about King Alfred's diversity and inclusion statement, please see our DEI statement and KAS Against Racism policy.*