



THE **Leys**
CAMBRIDGE

Administrator to SMT

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence – not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.



Clare Ives
Head

Administrator to SMT



Administrator to Senior Management Team (SMT) (Fixed Term Contract)

**Full Time | Term Time plus 3 weeks
(36 weeks per year)**

Fixed Term Post

Salary £23,502 (Full Time Equivalent £29,232)

We are looking for an experienced Administrator to join our busy School Office team, to provide comprehensive support to the Senior Management Team. This is a varied and pivotal role within the department including diary management, events and training and general schools administration.

You will lead on key compliance aspects including residential trip administration and ensuring UKVI compliance with boarders' transport arrangements.

You will also provide support to the Heads of Phases (6th form and Years 9 – 11) and the Careers Lead.

Previous experience in an educational setting would be an advantage but not essential.

Funding will be available in the first instance for two years.

Your working pattern will be full-time during our usual school term time with 3 additional weeks to be worked on dates to be agreed in advance. We anticipate this will include at least one week to be worked at the end of the school summer holiday.





Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Indeed, our [2025 ISI report](#) identified our school culture and the strength of our community as a **significant strength**. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.



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Pupils contribute in a myriad of ways to school life and the local community. They are exceptionally respectful, kind and courteous to others.



Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2022 ISI comment that “Inspirational and creative teaching is a significant contributory factor to pupils’ positive attitudes to learning” sums up the impact of that individuality. That said, we know that aspects change within education, and we just completed an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level, placing us 67th in the Times Parent Power Rankings for independent schools nationally, and 84th for all schools. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils’ academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.

Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys’ Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

“ A thoughtfully planned extra-curricular programme, that is responsive to the interests and talents of pupils.



The Role

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Administrator to SMT - Main purpose of the role

The Administrator to the Senior Management Team (SMT) provides comprehensive, proactive, administration for the School's Senior Management Team, working primarily with the Deputy Head (Wider Curriculum) and Deputy Head (Pastoral). This is a highly varied role that is pivotal in enabling the effective operation of the Wider Curricular, Pastoral and Careers elements of school life. The Administrator to the SMT leads on key compliance aspects including residential trip administration and ensuring UKVI compliance with boarders' transport arrangements. They also provide administrative support to the Heads of Phases (6th Form and Years 9-11) and the Careers Lead.

Key Tasks:

Specific tasks for the Deputy Head (Wider Curriculum)

General Administration and Support

- Pro-active & effective diary management for the Deputy Head (Wider Curriculum).
- Draft, quality assure and publish correspondence to staff, pupils and or parents regarding the Wider Curricular programme, as directed.
- Collate wider curriculum reports for the End of Term Review and End of Term Assemblies.
- Ensure the wider curriculum information on SharePoint and My School Portal is up to date

Activities management and administration

- Administer the after-school activity and PDL programme within SOCS.
- Book the rooms for the activities fair, and any activities as required.
- Manage activity registers within SOCS.
- Oversee the use of SOCS Big Screen for advertising wider curricular opportunities and school events.
- Support the Deputy Head (Wider Curriculum) in the communication of SOCS use and guidance with staff (SOCS handbook is up to date and published).
- Ensure that information on SOCS is up to date and accurate.
- Organise transport for the Wednesday afternoon PDL programme.
- Track pupil activity engagement, reviewing registers and chasing up incomplete records.
- Co-ordinate the administration of pupil PDL choices and communication of these.
- Act as the School's DofE verifier.

The Post

Residential Trips Administrator

- To liaise with the School Office Administrator to ensure the accurate calendaring of residential trips for each academic year on behalf of the Deputy Head (Wider Curriculum).
- Proactively manage the administration for residential trips so that all the necessary tasks per trip are completed in advance or flagged to the activity leader/Deputy Head Wider Curriculum (as appropriate).
- To set up the SharePoint folder structure per trip with appropriate access allocated to staff in advance.
- To develop clear and consistent systems and procedures to follow to communicate trips to parents.
- Send out residential trip letters and consent slips via LeysPost, monitor, collate and chase responses. Support effective parental liaison and engagement with trips.
- Liaise with trip leaders to ensure that the names of pupils attending a trip is accurately listed on SharePoint and consider implications or who needs to be notified within the school.
- To manage any other administration for a trip as required, which may include safe & secure processing of passports and communication of accessibility information (medical information/care plans or learning support requirements) with trip leaders.
- To produce a complete Residential Trip Pack per trip and to print out a hard copy for School Office, and for the trip leader. To share the document link with the trip leader in advance of the trip.
- To produce a Staff Information Pack for accompanying staff on a residential trip, in liaison with the trip leader.
- To produce a Pupil Information Pack for accompanying staff on a residential trip, in liaison with the trip leader.
- Ensure that emergency arrangements are sufficient and that there is an emergency contact in place for each trip.
- Keep accurate records of all trips, ensure any issues are recorded and passed on for further action.
- Support evaluation of trips by providing or recording information on a trip for post trip debrief or evaluation.
- To work with the Deputy Head (Wider Curriculum) to review & improve trips processes.
- Ensure a clear set of guidance documents and templates are easily available for staff and updated regularly.
- Process data in line with the school's Data and Privacy Policies.
- Keep up to date with all legislation and best practice advice on the running of educational and residential trips, working closely with the Compliance team.
- Communicate the annual calendar of residential trips with parents in a timely manner.

Specific tasks for the Deputy Head (Pastoral):

Safeguarding:

- Send out the weekly safeguarding question, monitoring responses and following up with non-responders.
- Liaise with HR to maintain the list of staff safeguarding training, arrange training sessions, book venues, invite attendees, log attendance.
- Support the Deputy Head (Pastoral) with the arrangement for the annual safeguarding meeting and other external events and meetings.
- Collect attendance data and attend a weekly meeting with DSL to review registration and attendance data

Boarding:

- Responsible for overseeing the travel arrangements for all boarders:
- Communicate with parents and send out the travel response form
- Check responses and identify any gaps
- Follow up with parents and HsMs to obtain missing information
- Ensuring the information we have is UKVI compliant.

Pastoral:

- Support the Deputy Head Pastoral and Heads of Phase (Years 9-11 and Sixth Form) with administration and event organisation including:
- Distributing weekly tutor notes and other correspondence to staff and pupils
- Booking venues for assemblies and other year group events
- Assisting in the arrangements for social events – e.g. booking venues or suppliers, communicating with parents.

Specific Careers tasks (reporting to Careers Lead)

- Providing support on all UCAS applications, including early applications for pupils applying to Oxbridge:
- Providing support on all international university applications, as follows:
 - Keeping a central record (tracker) of all applicants: - managing the intake list, status tracker with deadlines and testing requirements
 - Assist with communications to families/pupils, template replies, support provision of references
- Share US Letter of Recommendation Information Forms (LoRIF's) template and draft official school transcripts based on existing templates. Compile Mid-Year Report for each US applicant based on previous transcripts and using a pre-made template. Compile the Final Report for Common App Submission.
- Maintain accurate records for all applications, offers and destinations (UCAS and international).

Support the Careers Lead with:

- Coordination of the Y10 1:1 careers sessions in the summer term;
- Responding to pupil requests for work experience (every term);
- Assistance with Unifrog careers platform.

Careers and UCAS Event Support and Administration

- Attend and support the organisation of UCAS and careers events including: the four evening UCAS webinars, the L6 UCAS Day (June), the annual Careers Forum, termly skills workshops(1-2/term), regular lunchtime talks (every term), L6 Team Building Day (Sept), L6 Skills Day (June), Year 11 Headstart event (June), and other pupil or parent facing events, as appropriate.

General

- Complete routine administrative tasks such as photocopying, filing, shredding, scanning of documents.
- Welcome and look after/supervise any visitors for the Deputy Head (Wider Curriculum), the Deputy Head (Pastoral).
- Provide School Office cover as required on a rota basis on Saturdays and during school holidays.
- Provide administrative or diary support to other members of the SMT if required.
- Process with high priority, any information or documents relating to Safeguarding concerns in line with the school's policies or as otherwise directed, with highest levels of confidentiality.
- Maintain a high degree of confidentiality and handle all confidential correspondence with discretion.

The list of tasks or duties and responsibilities described above is not exhaustive, and the School is entitled to instruct you, at any time, to carry out additional duties or responsibilities, which fall reasonably within the ambit of the job description, or in accordance with operational requirements.

Person Specification

Criteria	Essential	Desirable
Qualifications	Degree standard education (or equivalent) or significant experience of working at a high level.	Professional training in Administration, Secretarial skills or Office Management
Skills	<p>Ability to produce a consistently high standard of work with a high degree of accuracy</p> <p>Excellent interpersonal skills with a high quality of spoken and written English</p> <p>Meticulous eye for detail (proof-reading documents)</p> <p>Ability to build strong working relationships Professional but approachable, friendly, and pleasant manner</p> <p>Organised and calm – used to multi-tasking and problem solving</p> <p>Able to work well in a team and with initiative independently</p> <p>Ability to support others working under pressure</p> <p>Ability to use initiative to work independently</p> <p>Able to work well in a team</p>	<p>Ability to adapt to the culture of an independent boarding school</p> <p>Able to maintain accuracy whilst working at pace.</p>

Person Specification

Criteria	Essential	Desirable
Experience	Experience providing administrative support at senior management level in a complex and fast-moving environment	Experience of working within an educational or similar/non commercial environment Proactive diary management Experience of event management
Knowledge	Advanced level computer skills in all Microsoft Office suite including Word, Excel, SharePoint, and PowerPoint Knowledge of GDPR appropriate to a PA role Understanding of safeguarding in a school, appropriate to support SMT	Knowledge culture, structure and working of the pressures in an independent school Knowledge of iSAMS or other MIS Knowledge of Microsoft flow or similar programmes, and / or agentic AI use
Other	Flexible approach to working hours, specifically during term time, and occasional early evenings and able to work Saturday mornings on a rota basis Energy and resilience to work under pressure and to tight deadlines	

How to *Apply*

How to apply:

If you are interested in applying, please submit a completed application form including covering letter, to the Recruitment Team (recruitment@theleys.net), The Leys School, Cambridge, CB2 7AD by 09.00 am on 22 June 2026. We reserve the right to withdraw this advert if a suitable candidate is found, therefore an early application is encouraged.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.





THE **Leys**

C A M B R I D G E

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