



## JOB DESCRIPTION

<b>Role:</b>	<b>Exam Invigilator (Casual)</b>
<b>Location:</b>	<b>Rushey Mead Academy</b> The post holder may be requested to work from other Academies within the Trust and will be expected to travel between Academies within the Trust.
<b>Responsible To:</b>	<b>Exams Manager, Lead Exams officer</b>
<b>Liaising with:</b>	<b>Assistant Principal – Leading Exams</b>
<b>Job Purpose:</b>	<b>To oversee and supervise examinations and to be responsible for preparing and conducting examinations in accordance with examinations board regulations</b>  Together we make a positive difference

### Main duties and responsibilities:

#### Duties and Responsibilities:

1. To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Academy regulations and instructions and ensuring, communication, etc. are strictly observed and implemented.
2. Preparing the examination room to ensure the layout meets exam body requirements and that candidates have the correct papers.
3. Maintaining exam conditions all times throughout examination and supervising candidates, ensuring efficient time keeping is maintained.
4. To be familiar with and be prepared to implement procedures and processes for dealing with emergencies, queries and inconsistencies.
5. To have a key role in upholding the integrity and security of the examination/assessment process
6. To comply with Trust policies and procedures at all times – including Health and Safety legislation and Child Safeguarding procedures
7. To ensure candidates and invigilators observe and obey examination conduct and behaviour.
8. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

#### Experience:

- 1 Experience of responding to and dealing with queries and/or emergencies. (Essential)
- 2 Ability to remain patient and calm in challenging situations (Essential)
- 3 Have a high level of interpersonal skills to communicate with colleagues and pupils, particularly where difficult situations may arise. (Essential).
- 4 The ability to use their initiative and carry out tasks without supervision. (Essential)
- 5 An organised and structured approach to work with the ability to prioritise and work to deadlines (Essential)
- 6 Experience of working in an educational setting/environment. (Desirable)
- 7 Experience of liaising with staff and pupils. (Desirable).

#### Technical Knowledge:

- The ability to manage and communicate with large groups of pupils, encouraging their positive social interaction and good behaviour (Essential)



**Qualifications:**

- A level of numeracy and literacy sufficient to carry out the duties of the post (Essential).

**Safeguarding:**

This post will involve contact with vulnerable groups (children, young people and/ or adults) and is therefore, exempt from the Rehabilitation of Offenders Act 1974 and subject to a Disclosure and Barring Service check. This exemption means that shortlisted applicants for this post will be required to declare all criminal convictions, cautions, reprimands, and bind- overs both spent and unspent in their application, before interview and regardless of the passage of time.

**Equal Opportunities:**

TMET is an equal opportunity employer. We offer a welcoming and inclusive environment in service to one another, our students and our communities. We do all of this with kindness, empathy and respect for each other.

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The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Name: \_\_\_\_\_ Employee

Signed: \_\_\_\_\_ Employee

Signed: \_\_\_\_\_ Principal

Date: \_\_\_\_\_



**Competencies:**

<b>Behaviours</b>					
Trust and Empathy	Open Mindedness	Learning Orientation	Working with others	Developing Others	Flexibility
Intermediate	Foundation	Foundation	Intermediate	Foundation	Intermediate
<ul style="list-style-type: none"> <li>• We're always honest and dependable, making a real effort to understand and empathise with others.</li> <li>• We take responsibility for our actions to build trust in our relationships.</li> <li>• We actively listen and strive to grasp others' perspectives by being loyal and valuing trust in our interactions.</li> <li>• We're committed to being present and considerate, ensuring our actions positively impact others' well-being and creating a supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• We show a willingness to consider different perspectives.</li> <li>• We exhibit acceptance towards alternative viewpoints.</li> <li>• We are beginning to challenge our own preconceived notions.</li> <li>• We show curiosity in exploring new ideas and possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• We demonstrate a keen interest in learning new subjects and skills.</li> <li>• We seek opportunities to gain new knowledge and enhance our abilities.</li> <li>• We are receptive to feedback and view it as an opportunity for growth.</li> <li>• We are prepared to explore new methods and step beyond our comfort zones.</li> </ul>	<ul style="list-style-type: none"> <li>• We engage with others in a friendly and approachable manner.</li> <li>• We actively listen to others, demonstrating interest and respect.</li> <li>• We establish connections with others, making efforts to build rapport.</li> <li>• We support team goals through basic cooperation and teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• We support and encourage others in their learning and growth.</li> <li>• We guide tasks and help individuals build skills.</li> <li>• We offer constructive feedback to improve performance.</li> <li>• We demonstrate a willingness to share knowledge and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• We actively seek out new perspectives and are open to alternative ideas and suggestions.</li> <li>• We readily adapt to changes in plans or priorities without significant resistance.</li> <li>• We demonstrate resilience in the face of challenges, adjusting our approach as needed.</li> <li>• We show a willingness to learn and acquire new skills to navigate different situations effectively.</li> </ul>

<b>Skills</b>			
Communication	Influence	Decision Making and Problem Solving	Planning and Organising
Intermediate	Foundation	Foundation	Intermediate
<ul style="list-style-type: none"> <li>• We communicate clearly and organise our thoughts well.</li> <li>• We understand how others feel and respond kindly.</li> <li>• We think about how our words and actions affect others.</li> <li>• We can persuade people and get them to agree with us.</li> </ul>	<ul style="list-style-type: none"> <li>• We can effectively convey our thoughts and ideas to others.</li> <li>• We advocate for our viewpoints respectfully in simple negotiations.</li> <li>• We adapt our communication to influence different audiences.</li> <li>• We persuade others in work related matters.</li> </ul>	<ul style="list-style-type: none"> <li>• We identify and define simple problems.</li> <li>• We make decisions based on limited information.</li> <li>• We analyse potential solutions to straightforward problems.</li> <li>• We understand cause and effect relationships in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• We use structured methods to develop task lists and schedules, making our planning more effective.</li> <li>• We prioritise tasks by considering importance, urgency, and available resources.</li> <li>• We maintain orderliness not only in our workspace but also in our digital environment.</li> <li>• We manage our time consistently meeting deadlines and commitments.</li> </ul>



Core Knowledge				
Process and Procedures	Compliance and regulation	Software and Technology	Sector	Data Management
Intermediate	Intermediate	Foundation	Foundation	Intermediate
<ul style="list-style-type: none"> <li>• We use established procedures confidently to deal with common challenges.</li> <li>• We understand why processes work and can change them for different situations.</li> <li>• We can handle changes from standard ways of working and solve simple problems.</li> <li>• We can suggest improvements to make procedures better.</li> </ul>	<ul style="list-style-type: none"> <li>• We use standard compliance procedures.</li> <li>• We understand why rules are there and handle typical compliance challenges.</li> <li>• We interpret and follow somewhat complex rules alone.</li> <li>• We identify problems and suggests solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• We demonstrate basic familiarity with common software and technology terminologies.</li> <li>• We are able to use standard software applications.</li> <li>• We recognise the importance of technology in daily tasks but may need help with advanced tasks.</li> <li>• We seek guidance when faced with software-related challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• We understand the basic functions and key concepts in our sector.</li> <li>• We recognise common sector terms and concepts.</li> <li>• We seek guidance to understand how external factors affect our sector.</li> <li>• We require clarification on foundational sector practices and norms.</li> </ul>	<ul style="list-style-type: none"> <li>• We use effective techniques to manage data, including organising and analysing it.</li> <li>• We ensure data is well structured and accessible.</li> <li>• We prioritise data privacy, security and compliance.</li> <li>• We conduct thorough data validation and quality control processes.</li> </ul>