



**Application Pack for the position of  
Examination Invigilator**

Glenthorne High School

Required April 2026

[www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

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## JOB DESCRIPTION

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<b>POST TITLE:</b>	Exam Invigilator
<b>RESPONSIBLE TO:</b>	Examination Officer
<b>SALARY:</b>	£12.21 per hour

### Key Responsibilities

Invigilators are required to work under the direction of the Examinations Officer to ensure that exams are carried out according to the rules set out by the exam board(s) in the "JCQ Instruction for Conducting Examinations" booklet.

### Before the Exam

- Write the centre number and exam times on the board at the front of the exam room.
- Sign in on the exam register/seating plan.
- Set out the examination papers/documentation in accordance with regulations.
- Be aware of any candidate who has an extra time allowance.

### At the Start of the Exam

- Ensure that candidates' bags and coats are left in the designated location and not next to, or with, the candidates.
- Register candidates into their seats according to the seating plan and inform the Examinations Officer of any absences.
- Tell the candidates that they must follow the regulations and procedures set out by the exam board.
- Ask if any candidate has a mobile phone, or any unauthorised material, on their person to hand it in immediately.
- Open question papers in front of candidates.
- Ensure the correct question papers are given to the correct candidates.
- Remind candidates to write in black ink.
- Tell the candidates to fill in the details on the front of the answer book and to read the instructions on the front of the question paper.
- Announce clearly to the candidates when they may begin to write their answers.
- Specify the time allowed for the paper (s)

### During the Exam

- Supervise all aspects of the exam and remain vigilant throughout.
- Continually walk around the examination venue and respond promptly to any hand that may go up.

- If a candidate arrives very late, warn them that the exam board may not accept their script.
- If a candidate requests to leave the exam room for a toilet break, they must be accompanied at all times and their name and time absent noted on the invigilation sheet.
- If suspicion arises that a candidate may be cheating in some way, speak to the Senior Exam Invigilator (if available) who will contact the Examinations Officer. If no Senior Exam Invigilator is present the Examinations Officer should be contacted directly.
- All above instances (late arrivals, cheating, mobile phones etc) must be recorded.
- Ensure candidates stay for the full duration of the exam.

### **At the end of the Exam**

- Ensure all scripts are collected in candidate number order.
- Collect all exam papers before candidates are allowed to leave the exam room.
- Dismiss candidates one row at a time after all scripts, answer booklets and question papers have been collected.
- Return all scripts and exam material to the Exams Officer.

### **All Staff**

- To work collaboratively within immediate team and the wider school community.
- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality, and data protection. Reporting all concerns to the appropriate person.
- To follow the Trust Code of Conduct.
- To undertake any other duties as may be required from time to time by the Headteacher, SLT or Line Manager.



**The Willow Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**



# PERSON SPECIFICATION

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## Exam Invigilator

### ESSENTIAL CRITERIA

1. Experience of working in a busy work/school environment.
2. Ability to keep calm under pressure or during unexpected circumstances.
3. Ability to relate to candidates yet maintain an air of authority and be firm but fair at all times.
4. Able to maintain constant vigilance and attention to detail throughout examination sessions.
5. Show a flexible approach to work.
6. Ability to use common sense and initiative but to judge when a decision is not yours to make.
7. Ability to use effective oral and written communication skills and to work accurately and with attention to detail.
8. Ability to communicate with candidates and members of staff clearly and accurately.
9. Ability to work to predetermined instructions.
10. Ability to work as part of a team or alone as necessary.
11. Be reliable and punctual.
12. Present an appropriate professional image and be a good role model for candidates.
13. Show an understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
14. Ability to be tactful and understand the need for confidentiality when required.
15. Willingness to undertake training and develop skills.
16. Commitment to equal opportunities.

### DESIRABLE CRITERIA

17. Educated to at least GCSE level.

## INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of two new science classrooms, a new 6th form facility and MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupils do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Platinum Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. Pupils take their options in Y8, and study their GCSE subjects for three years.

A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Oklahoma" and "Addams Family". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y9, 10 & 11) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer the following benefits to staff: Discounted Healthcare, Electric Vehicle, Cycle to work schemes, on-site parking, Employee Assistant Scheme, and a generous pension, both Teachers and Support. We also offer a flexible afternoon, a fortnight, during which fulltime teaching and support staff can work from home.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.



Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an enhanced DBS disclosure, on-line check, references amongst other pre-employment checks.

## **SAFEGUARDING STATEMENT**

Safeguarding at the Willow Learning Trust is of paramount importance. Each school in the Trust has its own Safeguarding Policy which is reviewed and approved by the Local Governing Body on an annual basis or more frequently if new guidance is received, and adopted by each school's Local Governing Body.

- The Board of Trustees receives a termly update on safeguarding from each school through Headteacher Reports.
- Each school nominates a Safeguarding Governor and a Deputy who visit the school to ensure that correct procedures are being followed and to check that the Single Central Record is up-to-date.



- Each school completes an appropriate safeguarding audit following Local Authority guidance which is reviewed by the Local Governing Body and submitted to the Trustees' Personnel Committee each year in the Autumn Term.
- Each school reports back to the Trustees' Personnel Committee on action taken to address development points identified in their audit.
- Each school puts in place appropriate systems and software to ensure effective safeguarding through filtering and monitoring of computer use.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)



## GUIDANCE TO APPLICANTS

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Please read these carefully before making your application.

### THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,





you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

### **RELATIONSHIPS**

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

### **INTERVIEWS**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

### **COMPLAINTS**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

## DATES FOR YOUR DIARY

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The deadline for applications is **11.59 pm , Sunday 8th February 2026**

*We reserve the right to interview and appoint before the closing date should a suitable candidate apply.*

**JOINING DATE:** as soon as possible

