



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust



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|-------------------------------|-------------------------------|
| <b>Job Title:</b>             | <b>Examinations Officer</b>   |
| <b>Grade:</b>                 | <b>6</b>                      |
| <b>SCP:</b>                   | <b>SCP 20 – SCP 24</b>        |
| <b>Conditions of Service:</b> | <b>Support Staff Contract</b> |
| <b>Responsible to:</b>        | <b>Headteacher</b>            |

## Job Purpose

Under the direction of the Headteacher, organise and deliver the examination process in the school, carrying out administrative duties relating to all aspects of examination entries and results, and support the Headteacher/Senior Manager in the support and management of Operational activities.

## Key Responsibilities

### Examination Support

- Open, sort, distribute or respond to any post received from the examination boards.
- Maintain and update the filing system in the Exam Office.
- Deal with telephone calls relating to all examinations.
- Collate examination entries and registrations from the Heads of Departments and send, via EDI, this information to the external examination boards (this may include external entries, coursework marks and forecast grades for GCSE, AS and A levels).
- Update the diary and the exam board timetables with forthcoming exam dates.
- Ensure that there is a seating plan and invigilation documents for each exam scheduled.
- Ensure that the correct number of exam papers arrive in time and are securely stored.
- Order exam stationery as required
- Check, label and seal exam papers ready for posting.
- Support teaching staff in the process of obtaining, sorting and distributing exam results to the pupils and staff.
- Take and receipt payments for examination entries or re-marks.
- Collate information for the Senior Leadership Team regarding internal exams.
- Carry out word processing duties when necessary.
- Answer staff queries regarding exams and, if necessary, contact the relevant exam boards.
- Order syllabuses as and when required.
- Deal with any pupil enquiries regarding results or exam entries.
- Collate and process the necessary paperwork for Enquiries about Results, the return of scripts/photocopies and the declining of awards.
- Process invoices received from examination bodies.
- Process invigilators' timesheets.
- Record and maintain records of postage and other costs incurred.

### Examination Organisation

- Supervise invigilators, ensuring that they are aware of the examinations being sat at a particular session, the length of each examination, who the candidates are for each examination, and of any special arrangements made for particular candidates.
- Maintain systems for identification of candidates

### Support for Pupils with Additional Needs

- Liaise with the Special Needs Co-coordinator, assist the Senior Leadership Team to ensure that candidates with special education needs are not disadvantaged.
- Liaise with the Special Needs Co-ordinator, candidates and parents with regard to any

special arrangements that may be required.

### **Support for Examinations**

- Register pupils undertaking BTec and similar courses.
- Be aware of any financial or academic implications if deadlines set by the examination bodies are overrun.
- Where necessary, arrange for pupils who have studied a subject elsewhere, to sit their examination at school.
- Inform staff, candidates and parents of examination details, including timetables, venues and seating arrangements.
- Identify possible examination clashes, make appropriate alternative arrangements that maintain the security of the examination and inform candidates of the changes.
- Answer queries from candidates, staff and parents regarding examination details.
- Maintain an overview of all regulations relating to public examinations, attend appropriate meetings and to advise the Senior Leadership Team of changes required in the school's procedures.
- Liaise with the examination boards over any queries they may have with regard to entries, marks or results, pass this information to a member of the Senior Leadership Team.
- Report to the head teacher and the Examination Board any suspected or confirmed breaches of the examination regulations.
- Keep under constant review examination procedures and make recommendations to the Senior Leadership Team of potential improvements.
- Prepare an examination timetable for students.
- Responsible for completing an examination administration course for the Teaching School.
- Gain approval for new qualifications as directed and requested by the Teaching staff.

### **Resources Support**

- Be responsible for the receipt, checking and arranging for secure storage of examination papers received from examination bodies.
- Ensure that sufficient supplies of examination stationery, including specialist data books, are available.
- Prepare examination papers, examination stationery and other materials required for individual examinations.
- Co-ordinate the checking of completed examination scripts and dispatch to examiners within specified deadlines.
- Liaise with Heads of Department with regard to the collection of coursework marks and their dispatch to examination boards within externally set deadlines.
- Co-ordinate with Heads of Departments the collection and dispatch of candidates' coursework
- to external moderators, as directed by examination boards where required.
- Arrange the set-up of appropriate examination rooms as required.
- Responsible for the downloading of results as required and report according to report requirements.
- Help arrange celebration of achievement evenings and or other relevant awards.
- Access appropriate arrangements for students to ensure all necessary paperwork is available for inspection.
- Oversee ordering of school supplies and Uniform
- Manage accurate data recording into school information systems

### **Support Organisational Management**

- Contribute to the development of office systems and processes.
- Manage manual and computerised record/information systems.
- Analyse and evaluate data/information and produce reports/information/data as required.
- Undertake typing and word-processing and complex IT based tasks.
- Operate relevant equipment/complex ICT packages.
- Undertake research and obtain information to inform decisions.
- Undertake administration of complex procedures.
- Complete and submit complex forms, returns etc., including those to outside agencies e.g. DCSF.
- Manage manual and computerised record/ information systems. Operate relevant equipment/ complex ICT packages.
- Provide personal administrative and organization support to other staff.
- Assist in the management of the administration and support of confidential medical inspections and reports.
- Provide First Aid and welfare support to pupils and update records accordingly

### **Line Management**

- May involve line management responsibility of one member of support staff (may include admin, clerical and reprographics staff).
- Liaise between managers/ teaching staff and support staff.
- Hold regular team meetings with support staff.
- Undertake recruitment/induction/ appraisal/training/mentoring of other staff.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

*This job description is not prescriptive, nor necessarily a comprehensive definition of the position.*

*Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.*

## Qualifications and Experience

### Qualifications/Training

- GCSE English Language and Maths or equivalent or NVQ 3 Business Administration
- NVQ 3 or equivalent qualification or experience in relevant discipline.

### Experience / Knowledge / Skills

- Very good numeracy/literacy skills.
- Experience of working in an administration function and human resource related systems / policies.
- Management Experience
- Effective use of ICT and other specialist equipment/resources.
- Experience of dealing with large quantities of information accurately and to deadlines.
- Experience of managing and dealing with database systems and procedures
- Experience dealing with third party companies (e.g. Examination Boards)
- Experience of dealing with management and leaders in respect of deadlines and submissions of information.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Very good ICT skills.
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Ability to relate well to children and to adults.
- Excellent communication skills.
- Good organisation skills.
- Ability to prioritise effectively.

## Leadership, of self and others

| Attitude   | Aptitude  | Functional Capability  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul> |

## Model our values and behaviours

| Attitude  | Aptitude  | Functional Capability  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> <li>• Be highly and consistently visible across the</li> </ul> | <ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul> | <ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul> |

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| <p>organisation and within your team.</p> <ul style="list-style-type: none"> <li>• Demonstrate a consistent approach and calmness.</li> </ul> |  |  |
|---|--|--|

**Motivate and inspire**

| <b>Attitude</b>  | <b>Aptitude</b>  | <b>Functional Capability</b>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul> |

**Reflection**

| <b>Attitude</b>   | <b>Aptitude</b>   | <b>Functional Capability</b>  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul> | <ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul> |

**Secure accountability by giving tools to succeed by...**

| <b>Attitude</b>  | <b>Aptitude</b>  | <b>Functional Capability</b>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul> | <ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul> |

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**JC      20.10.2022**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***