# **APPLICANT’S INFORMATION PACK**

## C O N T E N T S

1. Letter from the Headteacher
2. Application and Selection process and timescales
3. Whalley Range 11-18 High School Profile
4. The Education and Leadership Trust Information
5. The Education and Leadership Trust Professional Offer
6. Child Protection Policy
7. DBS Information Sheet
8. Application Form
9. Location Map
10. Job description
11. Person specification

.

For more information please visit the School’s Website:

www.wrhs1118.co.uk

### **APPLICATION PROCESS**

1. Please complete the enclosed application form.
2. Please return the application form on or before the closing date of 12 noon on Wednesday, 8th December 2021. Faxed applications accepted, if necessary. Please bring a hard copy to the interview.

### **INTERVIEW PROCESS**

1. If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
2. You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

### **FORMAT FOR SELECTION**

1. Application Form
2. An interview

**DATA PROTECTION STATEMENT**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school’s equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 2018.

**WHALLEY RANGE 11-18 HIGH SCHOOL**

**A MEMBER OF THE EDUCATION AND LEADERSHIP TRUST**

**SCHOOL PROFILE**

Whalley Range 11-18 High School is a popular high performing, multi-cultural inner-city girls’ comprehensive school, with a thriving Sixth Form, close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. The school has 1580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching.

Whalley Range is part of the Education and Leadership Trust, with Levenshulme High School and The East Manchester Academy. The co-operative values underpin our work across the Trust.

At Whalley Range, our exam results show a rising trend and match or exceed those of girl’s nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school and students make exceptional progress from Key Stage 2 to Key Stage 4, with a progress 8 score of well above national average. The ethos and atmosphere is conducive to learning. ‘A’ Level courses and vocational courses from Levels 1 to 3 are offered in the Sixth Form and are extremely successful.

The school is a vibrant and lively community. We work hard to maintain a high-quality learning environment. The school has ICT rich, state of the art facilities, including a Virtual Learning Environment (VLE) to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

We have a system of vertical tutor groups, which are grouped into a House system. This allows us to monitor every child’s achievement and progress more closely. It also promotes a sense of belonging to a smaller community within our school. Student Leadership in all aspects of our work has made a significant contribution to our improvements. We have created a school where girls are happy, enjoy their learning and become confident citizens. We challenge and support students to achieve their best in all aspects of their academic work and personal development.

The school places great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff. Please visit our website ([www.wrhs1118.co.uk](http://www.wrhs1118.co.uk)) or follow us on twitter ([www.twitter.com/wrhs1118](http://www.twitter.com/wrhs1118)) to learn more about our mission statement, our Ofsted report and recent events in school.

The school is at the forefront of innovative and challenging educational ideas and methods and is keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post at the school sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**THE EDUCATION AND LEADERSHIP TRUST**

The Education and Leadership Trust is an established multi-academy trust in South Manchester. There are currently 3 schools in the Trust as follows:

**Whalley Range 11-18 High School** is a popular high performing, multi-cultural inner-city girls’ comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

**Levenshulme High School** is a popular, outstanding, 11-16 inner city girls’ comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**The East Manchester Academy** is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

All three schools are vibrant and lively learning communities. We work hard to maintain a high- quality learning environment. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The schools work in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post within the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**Safeguarding Children**

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

**The Education and Leadership Trust Professional Offer**

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies and health and safety.

**Expectations**

* All staff respect and promote the Trust’s co-operative values.
* All staff respect and promote British values.
* All staff are committed to continually improving their teaching or professional skill set.
* All staff engage positively in training and support programmes.
* All staff read and follow the policies and procedures in the Staff Handbook.
* All staff recognise we work together as a team to enrich students’ learning and improve outcomes.

**The Trust Offer**

**NQTs**

* A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines.
* A subject mentor and a House mentor to offer direct and practical support.
* A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff.
* Opportunities for observing more experienced colleagues as well as peer observation.
* A residential with other NQTs from within Manchester, paid for by school.
* Access to the whole school training programme and learning opportunities.

**RQTs**

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

* A planned programme until Easter with regular meetings led by an experienced member of staff.
* A Lesson Study project to enhance classroom skills and practice.
* Opportunities for observing more experienced colleagues and peer observation.
* A personalised plan linked to their appraisal needs.
* Access to the whole school training programme and learning opportunities.

**All teaching staff**

* A range of bespoke training across the Trust to meet individual need
* A personalised plan linked to their appraisal needs which may include coaching on identified areas of practice
* Opportunities for observing others
* Job shadowing to support career aspirations
* TeachMeets– the opportunity to share and learn with colleagues from across the Trust.
* Special interest working groups – the opportunity to share and develop practice in a particular strand
* Voluntary CPD sessions which occur through the year.
* Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague.
* Using data - this may be through faculty or team meetings as well as additional opportunities for drop-in training
* Using the VLE– each faculty has a VLE Champion, who can be approached for individual advice and support in addition to opportunities for drop-in training.
* External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or the collegiate. It will depend on their role, the school need and staffing needs.

For all staff who consistently teach Good or Outstanding lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or run with a combined group of staff from across the Trust.

**Support staff**

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

**CHILD PROTECTION POLICY**

**AIMS:**

* To establish a safe environment in which children can learn and develop.
* To ensure we practice safer recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
* To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
* To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
* To support students who have been abused in accordance with his/her agreed child protection plan.

**WE WILL:**

* Follow guidance on procedures and practice set out by Manchester City Council and the DfE and respond to relevant legislation.
* Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
* Ensure children know that there are adults in the school whom they can approach if they are worried.
* Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
* Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
* Ensure we have a nominated governor responsible for child protection.
* Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
* Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support will be given a copy of this document.
* Undertake Child Protection training as part of the induction process for all new staff appointed to the school.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
* Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately.
* Ensure all records are kept securely; separate from the main student file, and in locked locations.
* Follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safer recruitment practices are always followed.

**DISCLOSURE**

|  |
| --- |
| **Post: Examinations and Assessment Manager** |

|  |  |
| --- | --- |
| **Level of Disclosure Required** | **Enhanced** |

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust’s full Policy on Employment of Ex-Offenders is included in the Trust’s Recruitment Policy. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust’s use of Disclosures in Recruitment, is available from the HR Office upon request.



**Application for Employment**



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Vacancy details** | | | | | | Post: | Examination & Assessment Manager | | Where did you see this post advertised? | | | Closing date: | **12 Noon on Wednesday, 8th December 2021** | | | **Personal Details**  Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number. | | | | | | Title: Mr/Mrs/Miss/Ms:  Forename(s): | | Surname:  Former Names:  (if applicable) | | | |  | | | | | | Present address: | | | | | | Postcode: | |  | | | | Telephone No. (Home): | | Telephone No. (Work): | | | | Mobile No: | | Email: | | | | NI Number: | | Preferred form of contact: | | | |  | | | | | | **References** | | | | | | Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher**. References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview.   |  |  | | --- | --- | | Name | Name | | Position | Position | | Organisation | Organisation | | Address | Address | | Postcode | Postcode | | Telephone | Telephone | | Email address | Emails address | | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | | | | | | | Are you currently (or have previously been) employed by the Education & Leadership Trust?  Yes  No | | | | | | Are you a qualified teacher Yes  No  *If Yes please supply the following information:*  DfE No  QTS Registered Yes  No | | | | | | **Employment** | | | | | | Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home.CVs will only be accepted with a fully completed application form. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  |  | | --- | --- | --- | | **CURRENT EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving:  Notice period: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | | | | | | *Please continue on a separate sheet if necessary*  If there are any gaps in your education or employment, please explain them here, specifying the dates/period covered. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  | | --- | --- | | **Date** | **Reason** | |  |  | |  |  | |  |  |   **Qualifications** | | | | | Please give details of your academic and/or vocational qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach education providers to verify qualifications stated.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date** | **Level** | **Qualification** | **Grade** | **Where obtained** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   *Please continue on a separate sheet if necessary* | | | | | **Training** | | | | | Include any short courses that you have undertaken in the past 5 years.   |  |  |  | | --- | --- | --- | | **Date** | **Level** | **Qualifications** | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   *Please continue on a separate sheet if necessary* | | | | |  | | | | |  | | | |   **Access to work**  If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.   |  | | --- | | Are you related to any member of the Education & Leadership Trust, Governor or Director/Trustees? Yes  No  If ‘yes’, please give name(s) and relationship:  *NB the canvassing of any Members or Officers/Employees of the Trust in connection with this appointment will disqualify your application for this post.* |  |  | | --- | | **Information in support of your application** | | Please provide any additional information that will enable the recruitment panel to decide whether you could be a successful member of our organisation in this role. They will be looking not only at the competencies and expectations of the role, but also to what extent you would be the right fit for our organisation and its values and the team you would be joining. | |  |   **Please continue on a separate sheet if necessary. Limit to 2 pages of A4 in font Ariel 11**   |  |  | | --- | --- | | **Data Protection** | | | I consent to the information contained in this form, and any information received by or on behalf of Education and Leadership Trust relating to my application, being processed by them in administering the recruitment process and fulfilling their safeguarding obligation towards students. I understand that to knowingly give false information, or to omit any relevant information, could result in the withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.  **Yes  No** | | | **Disclosure and Barring/Rehabilitation of Offenders Act** | | Education and Leadership Trust is legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts. The DBS check will reveal both spent and unspent convictions, cautions, and bind-overs as well as pending prosecutions, which are not “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.  As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.  Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to summary dismissal if it is subsequently discovered that you have had any criminal convictions and a referral to the Police may be made.  The information will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups. We ask for this information in order to facilitate an honest and open dialogue with prospective employees and we encourage all prospective employees to provide contextual information regarding any convictions disclosed. Having a criminal record will not automatically bar you from employment with us.  **A separate disclosure form will be sent to you if you are shortlisted for an interview.** Please refer to <https://www.nacro.org.uk/criminal-record-support-service/> for independent advice and guidance.  I declare that the information given is complete and accurate.  **Signed:** **Date:**  (Typing your name on the signature line will be regarded as signing this form)  **Print Name:** | |

**Application for Employment**

***DIRECTIONS TO THE SCHOOL***

***BY ROAD***

***FROM THE NORTH***

Aim for the M60 then leave the motorway at Jct.5, following the signs for Manchester City Centre (A5103 – known as ‘Princess Road’).

\*Stay in the centre lane until you have crossed ‘Barlow Moor Road’ when you should take the left hand lane. When you reach the traffic lights at ‘Mauldeth Road’ go straight on and then take the next left turn onto ‘Wilbraham Road’. Our school is immediately on your left and the entrance is on the left leading to the car park.

**FROM THE SOUTH/WEST**

Aim for the M56 Northbound and look for Jct.3 where the road becomes the A5103 ‘Princess Road’

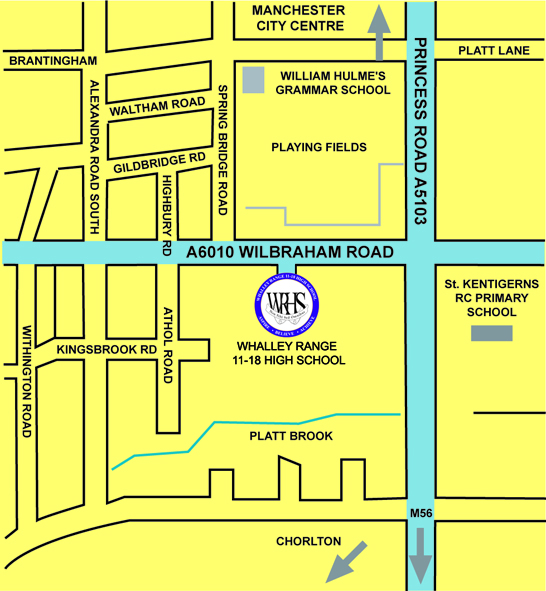
Now follow the ‘From the North’ directions after the\*

**FROM THE EAST**

Aim for the M60 then leave the motorway At Jct.5, following the signs for Manchester City Centre, (A5103 – known as ‘Princess Road’).

Now follow the ‘From the North’ directions after the \*





**Job Description**

**Examinations and Assessment Manager, Grade 7**

**Whalley Range 11-18 High School**

The post holder will report operationally to the member of SLT responsible for Examinations and Data, and the SIMS & Data lead Development Manager. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

**Main Purpose of the Job:**

.

**Purpose of the role**

* To be responsible for managing the effective and efficient administration of external examinations in accordance with the Joint Council for Qualifications (JCQ) regulations (on behalf of the JCQ member awarding bodies[[1]](#footnote-1)) and/or awarding body rules for exams administration in a consistent and secure fashion, thereby helping to maintain the integrity of the assessment process
* To be responsible for all aspects of the organisation of internal and external examinations, including the recruitment, training and deployment of invigilators and the security of examination papers; and the effective distribution of certificates.
* To be responsible for the storage, accuracy and analysis of internal assessments entered by teachers; and the reporting of those assessments to parents and students.
* To support theHead of centre in ensuring that the centre is compliant with the JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times
* To act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments
* To closely liaise with key stakeholders (external and internal) to ensure exams administration processes are strictly followed and key deadlines met
* To ensure examinations are conducted in accordance with the regulations
* Through taking an ethical approach and working proactively to avoid malpractice among students and staff, supports the head of centre in taking all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place

**Main duties and responsibilities**

**Before examinations**

Planning

* Maintain and develop systems to manage and coordinate all aspects of the exams administration process
* Research and understand qualifications and how they are assessed
* Identify and access relevant support available from external stakeholders (Awarding bodies/JCQ/Network group/The Exams Office etc.)
* Comply with JCQ and awarding body regulations, guidance and instructions and keep abreast of developments/changes/updates
* Effectively use JCQ and awarding body online tools where required (e.g the Centre Admin Portal (CAP), secure extranet sites)
* Oversee (as the main administrator) and manage appropriate access rights for relevant internal stakeholders using JCQ and awarding body online tools
* Manage own time effectively to ensure key tasks are undertaken and external key dates and deadlines are met (Achieved by creating and working to an annual exams plan)
* Communicate clear internal deadlines and processes for gathering/sharing exam-related information from/with relevant internal stakeholders
* Brief candidates/staff/parents/carers on examination regulations and requirements
* Actively support the head of centre in co-operating with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit
* Annually confirm the information required by the National Centre Number Register (as administered by OCR on behalf of the JCQ) and informs of any changes to centre status
* Manage arrangements to receive, check and store confidential question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations
* Support the head of centre in managing potential conflicts of interest by informing the awarding bodies to timescale for each examination series and recording the measures taken to mitigate any potential risk to the integrity of the qualifications affected
* Contribute to the creation/review/update of exam-related policies/procedures as required by the regulations and accurately reflect working practices in the centre
* Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements and reasonable adjustments for eligible candidates (processing approval applications and requesting modified papers by the published deadlines)

**Entries**

* Observe the awarding bodies’ published terms, conditions and processes for the registration or entry and withdrawal of candidates for their examinations/assessments
* Register or enter candidates for an examination or assessment in accordance with the awarding bodies’ published procedures and published deadline for that qualification
* Implement processes and liaise with relevant internal stakeholders to gather correct entry information to internal deadlines implementing strategies to avoid late (or other penalty) fees
* To work with SLT on the BTEC Quality Review
* Maintain required identifiers for each candidate entered for an examination/assessment and enter candidates who are on roll at the centre as internal candidates
* Verify the identity of all students that are entered for examinations/assessments
* Effectively use internal and external IT systems to submit and manage awarding body registration and entry data
* Manage access rights to awarding body secure sites
* Liaise with Finance to ensure fees are paid as instructed and at the time specified by the awarding bodies
* Submit any applications for transferred candidate arrangements in accordance with the awarding body requirements
* Liaise with relevant internal stakeholders to ensure final entries/registrations that have been submitted to an awarding body are regularly monitored, submitting timely changes (amendments/withdrawals) to ensure candidates take the correct papers at the correct time and enabling awarding bodies’ to deliver accurate results to the centre

**Pre-exams**

* Recruit, train, update and manage a team of invigilators
* Manage the arrangements for the timetabling, rooming, seating, resourcing and invigilation of examinations in accordance with the regulations
* Effectively resolve exam timetable clashes and manage overnight supervision arrangements (where arrangements may be required after all other options have been explored) in accordance with the regulations
* Ensure all candidates are notified of their examination entries and the dates and times of their examinations/assessments in accordance with the regulations
* Ensure all candidates are aware of the JCQ and awarding body information and regulations regarding the conduct of their examinations/assessments in advance of these taking place
* Confirm relevant internal stakeholders complete administrative tasks associated with centre assessed work in an accurate and timely manner in accordance with the requirements of awarding bodies and moderators
* Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements or reasonable adjustments for eligible candidates (appropriate arrangements for rooming, resourcing, facilitation, invigilation etc.)
* Effectively manage arrangements for the secure storage and dispatch of examination scripts for marking

**During examinations**

Exam time

* Effectively manage the conduct of examinations in accordance with JCQ regulations and/or awarding body rules
* Ensure all exam accommodation is prepared in accordance with the requirements
* Inform the JCQ Centre Inspection Service of any alternative site that may be used by the centre to conduct timetabled examinations
* Effectively deploy fully trained invigilators to exam rooms according to the requirements
* Manage unexpected issues/irregularities which may affect the conduct of examinations
* Support the head of centre in investigating and reporting cases of suspected or actual malpractice in connection with an examination as required by the JCQ and awarding bodies
* Manage emergency access arrangements for eligible candidates as the need may arise during exam time
* Maintain the confidentiality and security of candidates’ responses and dispatch scripts according to the requirements
* Submit to the published timescales, relevant follow-up reporting to awarding bodies’ in relation to the very late arrival of candidates for examinations and applications for special consideration where candidates meet the published criteria

**After examinations**

Results and Post-Results

* Ensure candidates and relevant internal stakeholders are aware of processes, key dates and deadlines in relation to the issue of results and the arrangements for post-results services
* Plan, prepare for, and manage the restricted release of results and the distribution of provisional statements of results in accordance with JCQ regulations and/or awarding body rules
* Effectively use internal and external IT systems to access and manage awarding body results information
* Understand awarding body results indicators and provide support for relevant internal stakeholders in accessing results reports/analysis tools
* Effectively use external IT systems to administer post-results services in accordance with the regulations to the published deadlines
* Manage and administer the receipt, distribution and retention of examination certificates according to the regulations

**Assessment**

* To be responsible for the set up and maintenance of regular assessment data collection windows each half term, including the chasing of missing data.
* Assist with the development of appropriate reports, school profiles and other sources of information on performance for the school.
* To create and maintain assessment marksheets used for the collection of assessment data throughout the year
* To create and maintain the templates for parental progress reports and to arrange their generation and distribution through online platforms
* Co-ordinate and oversee the gathering of relevant data for the OFSTED and other external inspections.
* To assist the Senior Leadership Team to organise examination presentation events.
* Knowledge and understanding of the school’s Assessment Recording and Reporting policy and the associated software (SIMS and SISRA).
* Demonstrable ability to operate various software packages and information technology systems.

**Other**

* Undertake other duties appropriate to the grade and responsibilities of the role as may be required by the head of centre/SLT responsible for examinations, for example:
  + the preparation for and conduct of internal examinations under external examination conditions
  + other exams-related administrative tasks
  + other data-related administrative tasks assisting the Data Manager such as running reports and student lists
* To assist with pupil welfare duties including the supervision of students at Break / lunchtime under the agreed system for the school to ensure the safety and welfare of pupils.

**Whalley Range 11-18 High School**

###### Person Specification

**Examinations and Assessment Manager, Grade 7**

**For this job we are looking for:**

Knowledge and understanding of the external examination systems.

Knowledge and understanding of the school’s Assessment Recording and Reporting policy and the associated software.

Demonstrable ability to operate various software packages and information technology systems.

Good keyboard and mouse dexterity and the ability to operate information technology equipment.

Good communication skills, for effective interaction with service users, colleagues, external educational agencies and members of the public.

Excellent analytical skills to dissect information in order to accurately complete and maintain relevant records and produce complex reports and returns.

Ability to work on own initiative and plan own workload.

Effective and persuasive communicator both verbally and in writing, with the ability to exchange complex information with different audiences.

Experience of developing plans and strategies for future implementation.

**Willingness to abide by the Trust’s various policies.**

#### Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of the service users.

Personal commitment to continuous self-development.

Personal Commitment to continuous service improvement.

Personal commitment to the school’s professional standards, including dress code, at all times

Be willing to consent to and apply for an enhanced check by the Disclosure and Barring Service

1. [↑](#footnote-ref-1)