



# **Job Description and Person Specification**

## **Examinations and Data Manager**

Secondary School

Grade: Scale 5

Reporting to: Senior Leadership Team

The Saint John Southworth Catholic Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This is a school-based role that will involve contact with children.

# Job Description

## Key Duties and Responsibilities

### Examinations

- To line manage the Examinations Officer, providing clear direction, setting priorities and ensuring effective delivery of all examination-related tasks
- To manage all aspects of internal and external examinations ensuring compliance with the Joint Council for Qualifications (JCQ) and awarding body regulations, ensuring complete compliance with current JCQ regulations at all times
- To complete all administration and entry for public and pre-public examinations efficiently and to deadlines
- To ensure stakeholders understand their responsibilities regarding examinations providing guidance and support
- To liaise with examination boards, staff and parents on entries, results, queries and appeals
- To collect and distribute information from examination boards to the Senior Leadership Team (SLT) and relevant staff
- To ensure compliance with examination board regulations including coursework and Non-Exam Assessments (NEAs)
- To liaise with Heads of Departments to confirm the agreed exam board syllabus and entry codes and confirm final entries
- To ensure accurate student entries for all examinations and amendments when required
- To use the Management Information System (MIS) accurately for examination entries and reporting
- To prepare and distribute examination timetables for external and internal exams to staff, students and parents
- To liaise with the Site Team for exam hall setup and seating plans
- To organise examination halls ensuring seating plans and orderly conduct of students
- To recruit, train and line manage invigilators, readers and scribes ensuring induction and compliance
- To co-ordinate examination dates with school calendar and notify relevant staff
- To prepare and distribute guidelines for staff and students on exam conduct in accordance with current JCQ regulations
- To work with the Special Educational Needs Co-ordinator (SENCO), SLT and IT department to organise access arrangements including rooming, laptops and printing scripts
- To work with the SENCO on submission of access arrangement approvals and maintain records
- To manage arrangements for students with exam clashes in line with regulations
- To ensure secure receipt, storage and dispatch of exam papers and scripts
- To download and distribute examination results and oversee checking and distribution of certificates
- To process post-results enquiries, including remarks and appeals, script return requests and liaise with Heads of Department
- To be present on results day and oversee distribution to candidates

## **Data**

- To maintain up-to-date information on MIS and related systems
- To support SLT with curriculum administration and timetabling processes, particularly regarding structure and enrolment
- To assist with pupil census liaising with stakeholders for accuracy
- To prepare, collect and report assessment grades and targets within relevant systems
- To distribute assessment and reporting data to departments and SLT
- To ensure accurate and reliable data reporting to local authority, the Department for Education (DfE) and other agencies
- To maximise MIS functionality for efficiency and lead data management across the school
- To analyse data on student progress and attainment and produce reports and statistical returns including exam analysis for SLT, governors and staff
- To download and extract external data such as exam results and prior attainment
- To provide reports for SLT using data programs to support evaluation of student progress
- To access external sources to maintain accurate student data
- To support SLT with all other data processes and developments

## **Corporate Responsibilities**

- To contribute to a working environment underpinned by the principles of Catholic Social Teaching
- To ensure probity, propriety and adherence to the Nolan Principles both in personal conduct and throughout the Trust
- To comply with policies and procedures relating to Child Protection; being vigilant for signs that children may be being abused and reporting any such suspicions, no matter how small, to the Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher
- To comply with all other policies, procedures, working practices and regulations, in particular, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- To uphold an individual and organisational commitment to a culture of safeguarding for all
- To be accountable to and carry out any reasonable request from the Headteacher(s) / Line Manager

## **Professional Development**

- To be committed to own professional development
- To establish and participate in training opportunities, meetings and networks to support and maintain excellent skills, techniques and knowledge
- To seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- To participate in regular in-service training (INSET) as part of continuing professional development (CPD)

## Fluency Duty

In line with Part 7 of the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the advanced fluency level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in the Trust

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check with Children's Barred List.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: January 2026

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager.

This job description will be reviewed with the post holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

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

Signature: \_\_\_\_\_

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

## Person Specification

	Essential Requirements	Desirable Requirements	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>At least 5 GCSEs or equivalent (including English and Maths) at Grade 4+</li> <li>Evidence of further education certificate</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of relevant CPD</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Management of small teams of people to good effect</li> <li>Management of data systems and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of Catholic academy trusts</li> <li>Experience with Arbor</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
<b>Knowledge, Skills and Ability</b>	<ul style="list-style-type: none"> <li>Ability to manage and develop other people effectively and calmly</li> <li>Capacity to meet deadlines</li> <li>Ability to present data in a coherent form to leaders</li> <li>Ability to remain calm under pressure</li> <li>Ability to prioritise and co-ordinate work across a team of people</li> <li>Outstanding ability in the use of Excel and other Microsoft packages</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of exams / data systems</li> <li>Knowledge of school accountability frameworks requiring data / exams support</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>

<b>Character and Values</b>	<ul style="list-style-type: none"> <li>• High commitment to safeguarding and promoting the welfare of children</li> <li>• A passion for education and a deepfelt desire to make a difference for young people</li> <li>• Commitment to the Trust agenda for inclusion, diversity and equality</li> <li>• Commitment to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership</li> <li>• Humility: a recognition that the more you know, the less you know and not being afraid to say, 'I do not know'</li> <li>• Emotionally intelligent: know when to direct and when to challenge</li> <li>• Able to listen and show awareness of other's sensitivities; have personal pride and lead by example</li> <li>• Understand the importance of work/life balance</li> <li>• Resilient, flexible and hardworking</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Legally entitled to work in the UK</li> <li>• Ability to perform all duties and tasks with</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible to support out of hours activity on occasion</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> </ul>

reasonable adjustments, where appropriate, in accordance with the Equality Act 2010	
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