



**The Axholme Academy**  
**Recruitment pack**  
Examinations Invigilator  
October 2024

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## Welcome from the Principal



## Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Ready and Able to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with

parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh  
An 11-16 Academy  
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## Recruitment Process Details

### Examinations Invigilator

We are seeking to appoint an organised and self-motivated exams invigilator to join the academy as soon as possible on a casual as and when required. We have a very good track record of meeting the needs of students and wish to appoint someone with a professional approach and the ability to deliver an outstanding service to the Academy Community.

We'd like to hear from candidates who are:

- Passionate about making a real difference to the lives of children
- Well organised and motivated to support students
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Communicate effectively at all levels, both orally and in writing
- Able to implement, monitor and maintain recording systems
- Have excellent time management skills

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities. This has led to us increasing the number of students on roll year on year which in turn has enabled us to increase the number of staff that we employ thereby further improving the quality of our provision. As such the Academy is now oversubscribed in the majority of year groups.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

The Academy is a founder member of The Northern Lincolnshire Education Consortium Ltd. These links will provide the successful candidates with opportunities for excellent professional development and establish high impact partnerships across the region.

In order to make an application please visit the vacancies section on our website [www.theaxholmeacademy.com](http://www.theaxholmeacademy.com) where you will also find further information about the Academy. Applications should be e-mailed to [hr@theaxholmeacademy.com](mailto:hr@theaxholmeacademy.com)

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

**Start Date: November 2024**

Closing Date: Monday 28th October 9am

Shortlisting : Monday 28th October

Interviews: TBC

## Job Description

**Job Title:** Examinations Invigilator

Part time, Casual

**Remuneration:** Grade 3 SCP 2 - £11.59 per hour.

**Reporting to:** Exams Officer, Principal, SLT

### Core Role/Activity

The successful candidate will be responsible under direction you will oversee and supervise examinations, ensuring guidelines and regulations for the integrity and security of the examination papers and procedures are followed during examination sessions. Excellent interpersonal, administrative and organisation skills are essential. The successful candidate will ideally have had prior experience in a similar role but is not essential as full training will be given.

### Core Responsibilities

- To assist in the setting up of the examination room
- To ensure the correct candidates are in the correct place
- To assist in the opening and distributing of examination papers
- Supervise students during exam periods

### Knowledge, Skill and Experience Required.

- Interpersonal and team working skills
- Communicate effectively at all levels, both orally and in writing.
- Time management and organisational skills
- Literacy and numeracy skills

### Working with others

- Working with the Exams Officer and other Invigilators to ensure the smooth running of exams
- Support for students within the school

### Work Demands

All intervention sessions should be carried out as per the given timetable and all activities are as directed within school hours, there is no requirement to work outside of school hours, however time to complete individual tasks will vary.

Disruptions may be caused by unplanned absences of staff and students and unexpected visits by parents and professionals.

**Physical Demands**

The postholder will be required to carry out tasks with normal physical effort. There may be some sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking. Work involves interacting with the community, staff and students. The Axholme Academy, which may involve complex, sensitive and confidential issues and can on occasions be confrontational.



## Person Specification

### Examinations Invigilator

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Willingness to undergo further specific training</li> </ul>	<ul style="list-style-type: none"> <li>• Grade C or above in English and Maths</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working accurately to tight deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school or busy office environment</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent organisational skills</li> <li>• Ability to communicate effectively in a variety of situations</li> <li>• Knowledge of the Data Protection Act</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the education system</li> <li>• Problem solving skills</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to prioritise and work under pressure</li> <li>• Enthusiastic and committed</li> <li>• High level of confidentiality and ability to deal with issues discreetly</li> <li>• Self motivated and able to work on own initiative</li> <li>• Dependable</li> <li>• Able to meet deadlines</li> <li>• Flexible attitude to work</li> </ul>	

## The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

*'Every learner is ready and able to go beyond expectations.'*

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

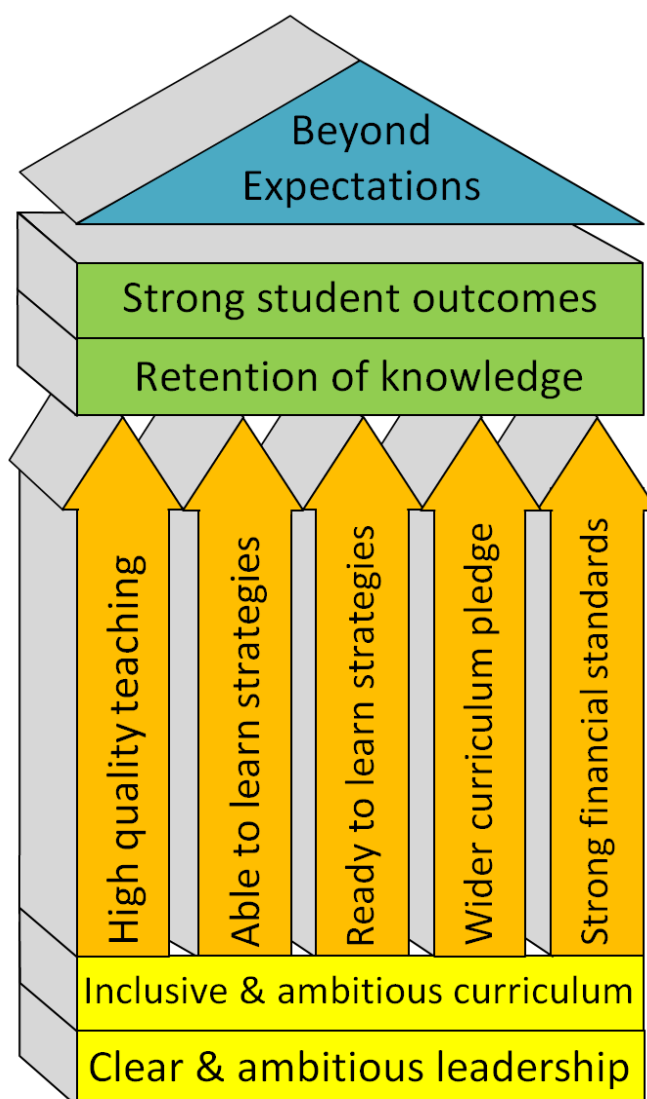
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

## Strategic Planning

### Improvement Priorities 2023/24

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



## Staffing

Senior Leadership Team		
<b>Principal</b>	Damien Keogh	
<b>Vice-Principal</b>	Ben Creasy	
<b>Assistant Principals</b>	Liane Cooke Kate Causier	
<b>Business Leader</b>	Sophie Leggott	
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
<b>Mathematics</b>	Dawn Robinson	Anna Brown Brett Pendrey Stephen Whitter Lisa Woodhall
<b>English</b>	Catherine Mann	Kerrie Grantham Peter Kench Jane Laird Rachel Wharton
<b>Science &amp; ICT</b>	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Ben Creasy (Computer Science) Charmaine Stones (ICT)
<b>Humanities</b>	Natalie Wright	Cheryl Carter (Geography) John Hardy (History) Richard Thorpe (History) Dan Wayte (Religious Ed)
<b>Creative Arts</b>	Hayley Childs	Fiona Bishop (Music)
<b>MFL</b>		Kristen Patrick Kate Causier
<b>Technology</b>		Liane Kinroy (Textiles) Anne-Marie Pendrey (Food)

<b>Physical Education</b>	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
<b>Teacher</b>	Emma Leigh	<b>Complementary Studies</b>	Emma Winder
<b>Vocational Lead</b>	Lee Mason	<b>Careers</b>	Fiona Bishop

### Pastoral Staff/SEND/Support Staff

<b>DDSL</b>	Doreen Millward	<b>Ready to Learn Leader</b>	Ami Burton
<b>KS3 Ready to Learn Manager</b>	Samantha Ackroyd	<b>KS4 Ready to Learn Manager</b>	Danielle Shipman
<b>KS3 Able to Learn Leader</b>	Dan Wayte	<b>KS4 Able to Learn Leader</b>	Cheryl Carter
<b>SENDCO</b>	Julie Harrison	<b>Deputy SENDCO</b>	Emma Leigh
<b>HLTA</b>	Louise Parish	<b>Cover Supervisor</b>	John Hardy
<b>Teaching Assistant</b>	Steph Parkinson Diane Nunns Hayley Coel	Alex Finnegan Dan Leggott	Dylan White Amy Ross

### Administrative and Support Staff

<b>Finance/HR Officer</b>	Amanda Audifferen	<b>Site Supervisor/ DT Technician</b>	Darren Hague
<b>Data Manager</b>	Nicky Sample	<b>Administrative Officer</b>	Kelly Boyd
<b>Attendance Officer</b>	Carla Loose	<b>Administrative Assistant</b>	Jo McBride
<b>Exams Officer</b>	Stacey Haith	<b>Finance/HR Assistant</b>	Rebecca Crow
<b>Administrative Assistant (SEN)</b>	Janet Kaye	<b>Communications &amp; Events Officer</b>	Ashlee Do Couto

<b>Site Assistant</b>	Mick Rudkin	<b>Network Manager</b>	Alberto Legido
<b>Science Technician</b>	Teresa Turner	<b>Technology Technician</b>	Kerry McVeigh

## Teaching and Learning



## T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

### Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

## Curriculum

### Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

#### Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

#### Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

#### Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.



## Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
  - No expectation to mark every piece of learning or write extensive comments.
  - No formal lesson observations
  - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning