

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
S104	Examinations Officer	Grade 8	252 Hay	April 2008

Statement of Purpose

Under the direction of a member of Senior Leadership Team, organise and manage the examination process in the school.

Manage the Organisation of Examinations

- Determine the number of invigilators required for each examination session, in line with national regulations.
- Arrange for the recruitment and training of invigilators.
- Liaise with Personnel with regard to the hire of short-term staff.
- 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.
- Develop and maintain systems for the identification of candidates.
- Arrange for sufficient and appropriate examination rooms in accordance with national regulations.
- Arrange for examination desks and chairs to be set out.
- Arrange for the appropriate notices to be displayed in and outside the examination rooms.
- Check that sufficient invigilators are present.

Support for Pupils with Additional Needs

- Assist the Senior Leadership Team to ensure that candidates with special educational needs are not disadvantaged.
- Liaise with the Special Needs Co-ordinator, candidates and parents with regard to any special arrangements that may be required.
- Ensure that permissions are obtained from the examination boards and copies are available for inspection.
- Ensure that appropriate support/facilities are available to candidates for whom special arrangements have been made.
- Inform candidates of the arrangements made for them.
- Liaise with the Local Authority with regard to candidates who may receive home tuition.
- Make telephone calls for the Headteacher, as requested, and take telephone messages in his absence.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Support for the External Examinations

- Be responsible for informing external examination boards of examination entries, coursework marks and forecast grades for GCSE, AS and A levels in advance of any deadline.
- Be responsible for registering pupils for their SATs examinations, and coordinating the collection and reporting of Teacher Assessment levels in advance of any deadline.
- Liaise with professional bodies with regard to entries for their own examinations.
- Register pupils undertaking BTec and similar courses.
- Liaise with Heads of Departments regarding candidate entries and registrations.
- 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.
- Brief candidates on examination procedures and conduct.
- 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, to 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.
- Be aware of any computer-based examination data analysis modules and to use them effectively.
- Keep the Senior Leadership Team informed on the progress of examination entries and of any problems that have been identified.
- 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 to make recommendations to the Senior Leadership Team of potential improvements.

Support Internal Examinations

In addition to many of the above points, the following aspects are also required:

- Liaise with the Heads of Departments as to which subjects are to be examined, the length of the examination and the number of pupils involved.
- Prepare an examination timetable.
- Allocate suitable rooms for the examinations, and liaise with staff affected.
- Arrange for sufficient invigilators to be present in each venue.

Support for Resources

- 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 distribution of examination materials to individual examination rooms.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

- Co-ordinate the checking of completed examination scripts and dispatch to examiners within specified deadlines.
- Liaise with Heads of Departments 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.
- Be responsible for the receipt of examination results and to make arrangements for their distribution to candidates, senior staff and departments, maintaining accuracy and confidentiality.

Support Data and Financial Management

- Assist in the preparation of statistics for both internal use and reporting to local and national authorities.
- Assist in the preparation of data relating to examination results for distribution to Governors, parents and other interested bodies.
- Make arrangements for enquiries about results, the return of scripts/photocopies and the declining of awards.
- Check and approve invoices received from examination bodies.
- Ensure payment is received from candidates who are resitting examinations, have missed examinations or have requested an enquiry about results, and from external candidates.
- Approve invigilators' timesheets.
- Record and maintain records of postage and other costs incurred.

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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

**Person Specification
Examinations Officer
Level 3+**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience at a senior level of organising a function within an educational setting. • Extensive experience of the examination process and systems. 	AF
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • NVQ 3 Business and Administration or other equivalent qualification or experience in a relevant discipline. 	AF
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/ practices and external regulations. • Ability to relate well to children and adults. • Ability to persuade, motivate and negotiate. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Ability to organise, lead and motivate other staff. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	AF/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Builds personal relationships with stakeholders, through regular contact and consultation. • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change. • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding. • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict. • Requires minimum supervision. • Takes responsibility for own and team actions. 	AF/I

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<ul style="list-style-type: none">• Identifies and overcomes barriers and manage risks.• Takes quick and effective action.• Demonstrates focused implementation of role and responsibilities.• Builds strong team ethos where everyone feels valued.• Provides timely, sensitive and honest feedback on performance.• Is accountable for own development and encourages the ownership of development needs amongst team members.	
---	--

AF - Application form | - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***