

APPLICATION PACK

Examinations Officer

Full Time - Permanent



St Peter's

Church of England
Aided School

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St Peter's Church of England Aided School

Quarry Lane, Exeter, EX2 5AP

www.spexe.org

(01392) 204 764

school@spexe.org

Dear Candidate

Examinations Officer

Thank you for taking the time to consider this role. We currently have a Full Time, Permanent Examinations Officer position available. The Examinations Officer role is vital in working alongside the Director of Data and Performance in securing the very best support and outcomes for students.

A frequent compliment made by visitors is what a calm and purposeful environment for learning St Peter's provides. St Peter's is a high attaining secondary school with the vast majority of subjects being GCSE. We do not have a 6th Form and most of our students go on to Exeter College. If you have any questions or would like an informal chat about the position please contact Mrs Jacky Clinch, our Director of Data and Performance, on (01392) 204764 ext 215 or email jclinch@spexe.org

Our most recent OFSTED inspection (November 2019) and SIAMS Inspection (May 2019) reveal what a positive place St. Peter', Exeter is to work.

Our OFSTED report quotes:

"The school is a calm, harmonious place where pupils enjoy learning."

"Pupils behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly."

"Pupils have high aspirations. They pay attention in class and work hard."

I believe that this is because of a wide range of factors:

- We take training seriously, investing in staff on national qualifications, regional, local and internal opportunities to develop staff
- Our students are polite and eager to learn
- Our GCSE performance has been positive for the last 4 years and significantly positive for 3 years when compared to national expectations
- Our recent SIAMS inspection judged the school as being the top grade of **"excellent"**
- We are Ofsted 'Good'
- We are a principles led organisation
- We are not an exams factory
- We focus on character development as well as qualifications
- We are one of the most improved schools in the country
- We feature in the Real Schools Guide
- Our work on Character education is recognised nationally

'Life to the full for everyone.'



- Staff View provides genuine opportunities for all teaching and support staff to lead on any aspect of school improvement. In the past Staff View brought about significant changes to a reduction in data drops, performance management and appraisal, behaviour and rewards policy and smarter calendared deadlines
- All students are encouraged to take part in enrichment residentials. These range from adventures in the UK, Europe and Malawi
- We have an on-site gym
- We have regular staff socials
- We provide ICT equipment
- We offer a cycle to work scheme
- We have a library for staff to use
- We have staff sport on Fridays
- Many staff are also parents of students at St Peter's

St Peter's is placed a few minutes commute from the M5 junction in Exeter, Devon. Unusually we have plenty of on-site parking and are also easily accessed by trains and buses.

Exeter itself is a beautiful Cathedral city, only 30 minutes from the coast and Dartmoor National Park. There is therefore plenty on offer if you enjoy an outdoor lifestyle. Exeter also boasts one of the top Rugby teams in the Premiership, Exeter Chiefs as well as football league side Exeter City, several theatres and cinemas, restaurants and public houses with fine reputations.

St Peter's is an oversubscribed school known for its reputation as a high performing school and nationally recognised for our approaches to character education.

As a school our teaching and learning strategies are founded on the best evidenced based research available. We seek to continually invest in staff training and improve our understanding and delivery of learning.

At St Peter's, we believe that all young people deserve the opportunity to be the best they can be. We are looking to appoint an Examinations Officer to work within a friendly team.

Do take a look at our Principles of HOPE brochure and our website to get more of a flavour of life at St Peter's, but of course there's nothing quite like visiting us in person as a way of supporting your thinking and application.

Yours faithfully



Phil Randall
Headteacher

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Aided School				
Address	Quarry Lane, Exeter, EX2 5AP			
Date of inspection	13-14/05/2019	Status of school	Voluntary Aided Secondary	
Diocese	Exeter	URN	113553	
Overall Judgement			Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?				
Additional Judgements				
The impact of collective worship			Grade	Excellent
The effectiveness of religious education (RE)			Grade	Good
<p style="text-align: center;">School context</p> <p>St Peters 11 to 16 Secondary School has 1283 pupils on roll. The majority of pupils are of White British heritage. A small number of pupils from different ethnic groups are part of the school with few speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also below national average. However, both are showing an annual increase. Since the previous denominational inspection there has been significant changes to staffing, including four different headteachers.</p>				
<p style="text-align: center;">The school's Christian vision</p> <p style="text-align: center;">Life to the full for everyone.</p> <p>The school seeks to develop character and bring about HOPE through wisdom, courage, compassion and community. The school's principles of HOPE are developing 'Habits' of character, providing 'Opportunities' for all, encouraging 'Personal responsibility' and aiming for 'Excellence'.</p>				
<p style="text-align: center;">Key findings</p> <ul style="list-style-type: none"> Education at St Peter's School is strongly underpinned by an inclusive Christian vision and associated principles which profoundly impact across its life and work. Strong theological and biblical foundations are excellently built upon and expressed through its character compass. This provides a range of values by which to live that are exceptionally well developed across the curriculum and responded to admirably by both pupils and staff. Along with the inspirational leadership of the headteacher and lay chaplain, senior leaders and governors have a shared understanding of the vision and use it as a touchstone when making decisions and setting priorities. Collective worship is central to school life through which pupils are successfully helped to consider the relevance of biblical teaching to life today. This encourages them to act positively in the service of others. The materials provided for worship, including in tutor groups, is excellent <p>Religious education (RE) builds strongly on the school's vision and GCSE results are showing an upward trend due to effective leadership and targeted improvement planning.</p>				
<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> Extend the use of Anglican practices in collective worship to enhance pupils' appreciation of the diversity of worship which is part of the Church of England. As part of ongoing refinement of already very effective practice, ensure a shared understanding of spiritual development and how this can be articulated through its specific link with the school's Christian vision and associated principles. 				

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision and its associated principles successfully energise all aspects of the school's life in exemplary ways. Through them staff and pupils positively work together and flourish. The vision has a strong theological and biblical basis which is inclusive of all. Staff, irrespective of their time in the school or the stage of their career, are excellently supported for working in this school. This means that they confidently draw on its vision and associated principles to support their work. The current headteacher, appointed in 2016, has ensured stability and challenge. Governors and senior leaders work collegiately and effectively. They demonstrate a convincing understanding of the theological and educational importance of the vision which is exceptionally well shared across the whole school community. Governors' role in monitoring and evaluating the impact of the school's Christian vision, including worship and RE, is well embedded. It leads to positive ongoing developments and to decisions being taken with clear reference to the school's vision and principles. Key areas for improvement from the previous denominational inspection have been fruitfully addressed and acted as a spur for ongoing improvement. The evaluation of itself as a church school is detailed and accurate, successfully incorporating short- and longer-term strategies for ongoing improvement.

The acronym 'HOPE' encapsulates the principles through which the school community experiences its 'fullness of life for everyone'.

Its focus on developing character habits is deeply embedded. Encapsulating its vision, the character compass commendably outlines clear values, successfully providing a robust framework that enables pupils to grow as confident, positive and engaged members of society. The quality of the work around the character compass and its influence on pupils' personal and academic development is a genuine strength of the school. Indeed, its effectiveness has received national recognition, for example, through work with the Church of England Foundation for Educational Leadership.

Providing opportunities for all lies at the heart of making creative curriculum decisions. This includes the introduction of a VIP (Values in Practice) lesson. This weekly lesson is being successfully rolled out into each year group. It strongly focuses on mental health and wellbeing and on encouraging pupils to flourish personally as well as academically. The curriculum is broad and balanced and tailored to pupils' varying needs. For example, a vocational route across Years 9 to 11 is provided for some, whilst maintaining their general educational entitlement. The wellbeing of staff, pupils and families is taken seriously through compassionate and practical pastoral support. Pupils themselves take a role in supporting their peers. Drawing on work with the Stonewall charity a group of pupils are practically supporting others, through the celebration of difference and through peer mentoring. The character compass is strongly and appropriately applied across all subject areas. This leads to pupils and staff discussing, 'big questions', and addressing issues of spiritual and ethical concern regularly across the curriculum. Whilst spiritual development opportunities are strong, how these relate specifically to the school's Christian vision and to the character compass is less well articulated.

Personal responsibility is given an extremely high priority. This is admirably expressed through pupils taking responsibility for themselves and others inside and outside of school. This includes through service and charitable giving. For example, there is a deep and longstanding Malawi link which supports education as a way of addressing poverty. It includes pupils and staff working with others in Exeter, fundraising and visiting Malawi. This link is a 'life-changing experience' for many who visit whilst also impacting positively across the whole school community. It shows practically that individuals and small groups can make a difference in the world today. Thus, it spurs pupils and staff on to further service and charitable giving which is recognised as showing the school's vision in action.

Aiming for excellence positively underpins teaching and learning and productively encourages aspiration. This is reflected, for example, through the good and often accelerated progress made by pupils with different prior attainment. Most pupils enter the school with above the national average levels and maintain these higher levels across the school. This means that by the end of Key Stage 4 attainment is at least above and sometimes well above national averages. The attainment and progress of all is closely monitored and effective individualised support is in place for the more vulnerable. Excellence is also seen in relationships, through the productive climate for learning and in pupils' commendable behaviour. The school's behaviour policy, along with all its other policies, embeds the school's inclusive Christian vision.

The school's partnerships with outside agencies is exemplary. It includes, recent innovative work with other secondary schools in Exeter and the Local Authority to provide early intervention and ongoing support for pupils in danger of being excluded.

The excellently planned and well-resourced worship programme provides a wide range of experiences helping pupils and staff consider the significance of faith and worship in the world today. Thus, it makes an important contribution to individual and community flourishing. Excellent use is made of biblical teaching in exploring key Christian beliefs and practices, relating them to school life and to the wider community. This means, for example, that pupils can show how service of others reflects the service of Jesus in the world. Pupils involvement in planning, leading and evaluating worship is strong. Engagement with worship, including in tutor groups, is admirable. Materials provided to support tutors and pupils in this worship are excellent. It is generously shared with several schools who benefit from the insights provided. The chaplain's perceptive work is recognised both in and outside of school through, for example, his involvement in national Church of England projects. Honorary chaplains, lay and ordained and from a range of denominations, provide extended support for pupils and staff. Their varying backgrounds contribute deeply to pupils' understanding something of the breadth of Christian belief and experiences. However, pupils' appreciation of the diversity of worship practices within the Anglican Church is less well experienced through worship.

In RE there is a good content balance which contributes well to pupils being open and respectful. 'RE helps you to think about your life and helps you consider others' beliefs', as a Key Stage 3 pupil reflected. Provision meets statutory requirements and reflects the Church of England Statement for Entitlement. Time is well used to support pupils' growth in knowledge and understanding. Very good leadership, which has been in place for two academic years, has led to improvement, for example, to the curriculum and to attitudes to learning. Marking and assessment follows school practice and for GCSE examination classes it closely reflects examination criteria. Thus, it is good at supporting pupils' progress.



The effectiveness of RE is Good

Teaching is good with a wide range of effective teaching and learning strategies to support pupils' engagement. In-school monitoring takes place regularly and staff who teach RE contribute effectively to enhancing the school's Christian vision and associated principles. Thus, learning is enhanced and good standards of attainment and progress in RE are in evidence across the school. Most pupils reach at least age- related expectations making good, and sometimes accelerated progress from their various starting points. There is an improving trend in GCSE examination results which reflects how RE encourages pupils to attain well.

Headteacher

Phil Randall

Inspector's name and number

Pamela Draycott (161)

Inspection of a good school: St Peter's Church of England Aided School

Quarry Lane, Heavitree, Exeter, Devon EX2 5AP

Inspection dates:

12–13 November 2019

Outcome

St Peter's Church of England Aided School continues to be a good school.

What is it like to attend this school?

St Peter's provides pupils with a good education that prepares them for life beyond school. Pupils learn about the importance of kindness, friendship and charity. They discuss issues such as homelessness with wisdom and insight. Pupils learn the importance of helping others through charity work and support roles within school. As a result, the school is a calm, harmonious place where pupils enjoy learning.

Pupils' behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly.

Staff provide a high level of care for pupils. Pupils have good relationships with staff. In lessons, pupils explore their perceptions of the world freely. Pupils learn how to keep themselves safe both physically and mentally.

Pupils have high aspirations. They pay attention in class and work hard. Pupils also relish the opportunities to develop other skills such as leadership and fund-raising. The school's 'character compass' supports the development of pupils as future citizens very well. Consequently, pupils at St Peter's are well prepared for life beyond school. One parent's view reflected the views of many, when they stated that 'staff focus on the "whole person" without losing sight of the academic'.

What does the school do well and what does it need to do better?

Leaders have planned the curriculum carefully to ensure that pupils develop socially, emotionally and academically. In lessons and extra-curricular activities, pupils learn resilience, leadership and empathy for others. For example, many pupils visit a school and hospital in Malawi every year. They raise funds to help the school and hospital. Pupils have many opportunities to take on important roles within the school. They have been trained to mentor other pupils. Pupils also lead assemblies and organise sporting events. They run discussions about the Bible and faith. Consequently, pupils learn to be confident citizens.

Staff have planned well what pupils learn and how they learn. Teachers build pupils' knowledge well. For example, pupils develop impressive mathematical knowledge and achieve well at the end of key stage 4. This is a strength of the school. Leaders revise the plans for subjects where pupils do not achieve as well, such as languages. Pupils understand and recall words and grammar more successfully in French and Spanish as a result.

Leaders select exciting and challenging texts for pupils to study in English. For example, pupils in Year 7 study Anthony Horowitz's novel, 'Point Blanc', with enthusiasm. Pupils listen carefully and respond thoughtfully. Teachers help them to think about the ways in which the writer's language shapes the presentation of ideas and characters. Similarly, in other subjects such as history, drama and physical education, pupils demonstrate strong attitudes to learning.

Leaders have created a thinking school. Pupils reflect on why they think the way they do. Staff think about teaching and learning. Leaders have established a strong programme to continually improve the quality of education at the school.

The school provides a strong programme for pupils who struggle with reading and writing in Years 7 and 8. Pupils told inspectors how much they value this support. Although leaders and staff have identified literacy and language as an issue for some pupils, there is not a consistent approach in all subjects. In some subjects, disadvantaged pupils struggle to learn well. Consequently, disadvantaged pupils do not achieve as well as other pupils nationally.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality social and emotional support. Pupils who attend the literacy programme in Years 7 and 8 make strong progress in their reading and writing skills. However, those pupils who do not attend this programme are not as well supported to read and write in every subject they study.

Staff overwhelmingly state that leaders provide effective support. They are proud to work at the school. Staff stated that leaders ensure that their workload is manageable. Governors visit the school regularly to gather information about the quality of teaching and learning. As a result, they pose effective challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about keeping pupils safe, both emotionally and physically. Staff receive appropriate training and know how to identify a pupil who may be at risk of harm. Leaders act on all referrals in a timely manner. Leaders record all referrals meticulously. The school's checks on adults who work at the school are effective. Pupils, staff and parents and carers who responded to the Ofsted surveys agree that the school keeps pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

Leaders have established an intensive programme of support for pupils who struggle with reading and writing in Years 7 and 8. However, there is not a consistent approach to helping disadvantaged pupils catch up with their peers nationally in all subjects. This is also the case for pupils with SEND. Leaders need to ensure that teachers in all subjects provide explicit support to improve the language and literacy of disadvantaged pupils and pupils with SEND.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 30 September to 1 October 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113553
Local authority	Devon
Inspection number	10058427
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,296
Appropriate authority	The governing body
Chair of governing body	Karen Leach
Headteacher	Phil Randall
Website	www.spexe.org/
Date of previous inspection	30 September–1 October 2015

Information about this school

St Peter's Church of England Aided School has a literacy unit for 26 pupils in Years 7 and 8.

The school is larger than the average-sized secondary school.

The proportion of pupils with education, health and care (EHC) plans is below the national average.

The proportion of pupils known to be eligible for support by the pupil premium funding is below the national average.

Information about this inspection

The lead inspector held meetings with the headteacher, senior and curriculum leaders, and governors. The lead inspector also spoke with the school's improvement partner by telephone.

An inspector met with staff to consider their views. The inspector also evaluated the views of staff in the Ofsted staff questionnaire and 184 pupils in the pupil questionnaire.

We reviewed safeguarding records, including the single central record of recruitment checks on staff. An inspector met with the designated safeguarding lead to review the school's safeguarding arrangements.

We observed pupils' behaviour in lessons and around the school site. We spoke with pupils, both formally and informally, to discuss their views about their school.

We considered the views of 171 parents who responded to the confidential Ofsted parent questionnaire, Parent View, including 169 free-text responses.

The inspection carried out deep dives in these subjects: English, mathematics, history modern foreign languages, drama and physical education. This meant that, in each subject, the inspector met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Carol Hannaford

Ofsted Inspector

Richard Steward

Ofsted Inspector



Vision Statement – what we **aspire** to be:

Life to the full for everyone

Developing character and bringing HOPE through wisdom, courage, compassion, and community.

Mission statement – what we actually do: Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, *"People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."*

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long term aims so we enable all to live *'life to the full'* and become the best well-rounded characters they can.

Principles of HOPE:

Habits for Character

Opportunities for all

Personal responsibility

Excellence

Habits for Character

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts. Using **habits for character** helps everyone to be the best they can be through:

H1 Performance and progress of Learning and Teaching

H2 Responding positively to high quality feedback

Opportunities for all

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

O1 Curriculum and extra-curricular provision

O2 Leadership opportunities

Personal Responsibility

Every day, everyone takes **personal responsibility** to:

P1 Create an environment in which everyone can live life to the full

P2 Work positively with all stakeholders and external organisations.

Excellence

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

E1 Communicate respectfully and clearly in a timely way

E2 Provide systems and partnerships that focus upon enabling **excellence**.



Vacancy: Examinations Officer Grade D SCP 7-12

Permanent

37hours per week/40 weeks per annum

Closing Date: Midnight Sunday 17th January 2021

Interview date (optional): TBC

Required from: As soon as possible

Details:

St Peter's is an oversubscribed school, known as a high performing school and nationally recognised for our approaches to character education. Our most recent Ofsted inspection ('Good' November 2019 and SIAMS inspection ('Excellent' May 2019) indicate the significant progress we have made in developing well rounded students who *'live life to the full'*.

We are seeking to appoint an Examinations Officer to work alongside the Director of Data and Performance and the Data Team.

The successful candidate will be enthusiastic and passionate about making a difference to the life chances of students. They will have experience of working as an examinations officer or a desire to develop in this area. They will be able to be calm under pressure, work positively with students, parents, staff and external agencies and have strong people skills and a desire to learn, sometimes in challenging situations.

Our students make working here a real pleasure, and as such we have high expectation for both our students and ourselves.

We offer:

- a welcoming and friendly team of excellent staff
- a supportive working environment
- students with a drive to succeed

A willingness and ability to offer time and energy to our wellbeing programme &/or extra-curricular provision (which we believe adds significant value to our character based approaches to education, including our Duke of Edinburgh and Ten Tors), will be taken into consideration for applications.

As a Church of England Aided School, in cases of equal merit preference will be given to candidates who are in sympathy with the foundation. The school is committed to promoting and safeguarding the welfare of its students. This role is subject to DBS clearance.

St. Peter's Church of England VA School

Job Description

Life to the full for everyone

Developing character and bringing **HOPE** through:
Wisdom, Courage, Compassion, Community



St Peter's
Church of England
Aided School

JOB TITLE	Examinations Officer
POSTHOLDER	INTERNAL APPLICANTS MAY APPLY
GRADE	D
HOURS OF WORK	Full Time (37 hours per week, 40 weeks per annum)
RESPONSIBLE TO	Director of Data and Performance
RESPONSIBLE FOR	Leading and Managing Examinations and working within the Data Team

Introduction

This job description outlines the purpose and key tasks required to indicate the level of responsibility. It is not comprehensive or exclusive list and duties / specific tasks may be varied from time to time, which do not change the general character of the job or the level of responsibility entailed. This will allow flexibility for the school to respond to changing priorities and also support and enhance individual professional development.

Purpose of the job

Examinations

- To be responsible for leading and managing the effective and efficient administration of external and internal examinations in accordance with the Joint Council for Qualifications (JCQ) regulations (on behalf of the JCQ member awarding bodies¹) and/or awarding body rules for exam administration in a consistent and secure fashion, thereby helping to maintain the integrity of the assessment process
- To support the Head 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

Data

¹ JCQ^{CIC} is a membership organisation representing the eight largest national awarding bodies offering qualifications in the UK. These qualifications include GCSEs, A levels, Scottish Highers as well as vocational qualifications.

Members are: [AOA \(AOA Education Ltd\)](#), [CCEA \(Northern Ireland Council for Curriculum, Examinations and Assessment\)](#), [City & Guilds](#), [NCFE](#), [OCR \(Oxford Cambridge and RSA Examinations\)](#), [Pearson](#), [SQA \(Scottish Qualifications Authority\)](#), [WJEC](#)

- Provide support to the Director of Data and Performance in data management as required in order to support the effective and efficient impact of the team and the school. This may include responsibilities equal to and/or below the responsibility holders salary/grade.

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 (eg 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 exam 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 confirms 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 question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations
- Supports the Head of Centre in managing *Conflicts of Interest* by informing the awarding bodies to timescale 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 as required by the regulations and accurately reflecting working practices in the centre
- Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements or 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 and 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
- Maintain required identifiers for each candidate entered for an examination or 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 or assessments
- Effectively use internal and external IT systems to submit and manage awarding body registration and entry data
- 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 lead and 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

Data

To include (but not exhaustive);

- Assist with SIMs (or similar) assessment components (templates, marksheets and reports) as required
- Exporting marksheets and group analysis for Subject Learning Leaders (SLL)
- Exporting marksheets and group analysis for Head of Year (HOY)
- Assist with the completion of Key Observations and Strategies (KOSP) for SLL and HOY
- Administration of student reports

Other

- Undertake training, update or review sessions as required
- Be directly responsible to the Director of Data & Performance
- Provide support to the Director of Data and Performance in data management
- Actively adhere to school and external policies, including but not limited to those relating to data protection, child protection, safeguarding, health and safety and security

- Undertake any other duties commensurate with the level of post, at the discretion of the Director of Data and Performance or other members of the Senior Leadership Team e.g. support of the Data Team, including standing in for the Cover Manager
- Model and support the school's Principles of **HOPE**, vision & mission statements and ethos at all times

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made when necessary.

School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

All staff are to deal with all student data and information in the strictest confidence. Any member of staff in breach of this confidentiality will be subject to disciplinary procedures being involved.

This above outlines the duties required for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties may be varied from time to time which do not change the general character of the job or the level of responsibility entailed.

Signature:

Job Description agreed by postholder:

Line Manager: _____

Date: _____

Job Holder: _____

Date: _____