

Briefing Pack for Applicants Exams Team Leader



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post:	Exams Team Leader
Location:	High Storrs School
Pay scale:	NJC Grade 6, point 21: £32,115 to 26: £36,124 gross per annum
Actual	
Annual Salary:	£29,039.80 to £32,664.91 (under 5 years of service)
Contract:	Permanent, 37 hours per week, 41 working weeks
Start date:	11 August 2025

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint an Exams Team Leader.

The closing date is at midday on Wednesday 04 June 2025 with interviews scheduled to take place on Wednesday 11 June 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2024, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



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

POST TITLE	Exams Team Leader
GRADE/SALARY	NJC Grade 6, point 21 to 26
HOURS/WEEKS	37 hours per week / 41 weeks per year
LOCATION	High Storrs School
RESPONSIBLE TO	Business Support Manager & SLT link
RESPONSIBLE FOR	Examinations Administrator
PURPOSE OF THE JOB	Responsibility for the effective organisation and administration of all examinations, and to ensure the administration for trips and visits has been fully completed by the responsible trip organiser.
RELEVANT QUALIFICATIONS	GCSE Level or equivalent English and Mathematics

The post-holder must, at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES & RESPONSIBILITIES:

Administration/co-ordination of school examination procedures

- To supervise the organisation of all external and internal examinations processes (K3, KS4 & post 16) including the entry of students for exams, entry amendments, seating plans and rooming, coursework mark sheets and all post-results services.
- To liaise with external agencies, particularly the Awarding Bodies, and with internal staff such as curriculum leaders, pastoral leaders and the SENDCO.
- To organise the recruitment and deployment of examination support and invigilation staff in liaison with the Administration Team.
- To organise the training and induction of examination support and invigilation staff.
- To liaise with other support staff over the preparation of exam rooms and to organise and supervise exams.
- To liaise with MIS Team staff over the production and distribution of student assessment data within the school.
- To work with other key staff to ensure that appropriate Access Arrangements are put in place for students with such an entitlement and to make appropriate applications for Special Consideration.
- To review, and make improvements to, current internal procedures and to work towards standardising procedures across all key stages where possible.
- To work with appropriate members of the Leadership Team to identify the student assessment needs of the school and the most effective ways of meeting these.
- To ensure updates received from the exam boards relating to Examination regulations are maintained and distributed to school staff as appropriate.

Team Leadership

- Organise and prioritise the work load of the examination team effectively.
- Plan, monitor and control workloads of all team members.
- Administer effective time recording for the examination team.
- Effectively monitor and control any necessary overtime.
- Monitor and control sickness absence, in line with school policies.
- Set targets and carry out appraisals in line with Performance Management policies.

- Supervise training programmes for the team members.
- Provide contingency cover for absent examinations staff in order to maintain effective service delivery.
- To coach team members as and when necessary to impart specialist skills and knowledge.
- Assist in the change management of the examinations team as required.
- To line manage the exams assistant / Educational Visits Coordinator

Resource Supervision

- Maintain a job schedule for supervising jobs in the exams team and allocating resources.
- Co-ordination and prioritisation of the work of the staff in the exams team.

Monitoring & Control

- Develop, document and maintain systems and procedures in order to ensure an efficient and effective service.
- To actively seek to introduce electronic systems for administering examinations.

Budget Monitoring

- Effective control and maintenance of balanced budgets relating to examinations.
- To keep an accurate record of all examination costs and reconcile to the actual charges against the budget allocated.
- To keep an accurate record of all examination costs and reconcile to the actual charges against the budget allocated.
- To keep an accurate record of all monies paid by students for various examination services such as re-sits, re-marks etc.
- Provision of regular reports as directed by the Associate Business Manager
- Implement financial controls in line with the school's finance policy and financial regulations.

Production of Statistics/Reports

- Production of exams information and statistics as requested.
- To make effective use of appropriate ICT in the provision of advice and information and to update the computer databases accordingly.

- To produce reports and distribute to teaching and support staff as appropriate using information from the databases used as requested.

Clerical Duties

- Deal with incoming telephone calls relating to examinations.
- Deal with queries from teaching and support staff relating to the examinations.
- To ensure that the administration of Trips and Visits is carried out.

Additional Points

- The post holder will work a 41 week contract as necessary by agreement to fit the needs of the examinations.
- Availability to be in High Storrs during A-Level and GCSE exam weeks during August.
- Flexibility will be required in order to meet changing situations to meet the service area needs.
- The implications of the Data Protection Act must be complied with whilst carrying out these duties.
- Training will be given to meet the needs of the post.

To undertake any other related duties and responsibilities as may arise after negotiation between management the postholder and appropriate Trade Unions, and commensurate with the grade for the post.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Exams Team Leader

Minimum Essential Requirements	Assessment Method
QUALIFICATIONS AND TRAINING	
A good level of literacy and numeracy e.g. GCSE Maths and English	AF
Minimum Level 2/3 or equivalent qualification in relevant field	AF
KNOWLEDGE AND EXPERIENCE	
Knowledge of current examination and/or educational visits practices and procedures	AF/I
Experience of working in an examinations or educational visits administrative role	AF/I
Experience of working in a school or similarly busy environment	AF/I
Effective line management of a team	AF/I
Extensive experience of Microsoft Office software e.g. Word, Excel, Access	I
PROFESSIONAL DEVELOPMENT	
Ability to set targets and carry out staff appraisals for a team in line with Performance Management requirements, in order to maximise performance in the service area	I/R
Ability to coach and motivate a team	I/R
Ability to set training programs and introduce CPD for the team	AF/I
SKILLS	
Able to communicate effectively with people at all levels e.g. staff, students, governors, alumni and external contacts	I/R
Able to work effectively as part of a team recognising own role as a team leader	AF/R
Able to demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' attitude	I/R
Ability to learn from experiences	I/R
Ability to carry out instructions accurately and effectively as directed by line manager	R
Ability to demonstrate customer care	I
Ability to work alongside young people	AF/I/R
QUALITIES AND ATTRIBUTES	
Excellent organisational skills	AF/I
Ability to contribute to ensuring that the service area meets the needs of the school and its stakeholders	I/R
Accuracy when receiving information both verbally and written	AF/I/R
Maintains standards set by the organisation	I/R
Takes responsibility for own actions	I/R

Ability to work alone unsupervised	I/R
Ability to work effectively under pressure and to deadlines	I/R
Ability to work accurately and produce quality work	I/R
Ability to synthesise information received and communicate information effectively and accurately	I/R
Develops own knowledge and skills to improve service area	AF/I/R
Can demonstrate a working knowledge of current legislation relating to the role e.g. GDPR	AF/I
Ability to work effectively under pressure and to deadlines	I/R
Maintain confidentiality and trust	I/R
Excellent attention to detail	AF/I/R
Excellent ICT skills	AA
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people	AF/I
A commitment to safeguarding students	I
Suitability to work with children	I
A commitment to equal opportunities	I
Ability to recognise discrimination and willingness to put Equality Policies into practice	I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA recruitment@highstorrs-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.