



KING'S LEADERSHIP
ACADEMY HAWTHORNES

EXAMS OFFICER AND SEND ADMINISTRATOR

RECRUITMENT PACK

PART OF



GREAT SCHOOLS
TRUST



MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



Thank you for your interest in a position within the Great Schools Trust family of Schools. The Great Schools Trust is an education charity that has a proven track record of successful school start up and improvement whilst transforming the lives of children and young people through our unique values driven approach to education.

You will be joining a values driven, highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can realise the highest possible quality of services to support our educational vision, strong leadership and effective support to colleagues, to enable the trust to achieve the best possible outcomes for students. This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully

Shane Ierston

CEO

OUR VISION

To develop a family of Great Schools that allow all students, irrespective of starting point or background, to access university or a career of their choice and succeed in life.



PRINCIPAL'S WELCOME

Our school is part of The Great Schools Trust, a small but growing multi-academy trust situated in the Northwest of England. There are currently four Kings Leadership Academy schools within the Great Schools Trust in Warrington, Liverpool and Bolton and a student referral unit next to our Liverpool school, the Aspire Centre. There are current plans ongoing for further expansion of the Trust.



Why King's Leadership Academy Hawthornes?

We are a growing school of committed friendly staff, a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum. We are a school centred in our Aspire Values – Achievement, Aspiration, Self-awareness, Professionalism, Integrity, Respect and Endeavour. It is these values that drive our behaviours and relationships, a 'lingua franca' that helps to bind our community together. An inspector captured the mission of the school when he observed that we were 'building better people,' something we are proud of.

Our aim is to provide a curriculum for our students that enables them to access real knowledge and a chance to progress to high quality higher education or training. We also aim to create an enriched offer that provides cultural capital for all of our students, irrespective of their personal circumstances. We also privilege diversity and inclusivity and pride ourselves on the welcome we give every student and their families.

We tackle disadvantage rigorously. We provide every student with a chrome book, free breakfast and breaktime food, free residential experiences to build self-esteem and teamwork, free opportunities to join the Duke of Edinburgh scheme. We have won national recognition for Combined Cadet Force sponsored by the Royal Marines. No student is left behind and we remove barriers to learning at every opportunity.

We take the development and well-being of our staff equally as seriously.

Everyone is provided with a laptop and we have recently invested in state-of-the-art ICT infrastructure for every classroom. We hold CPD on two evenings a week – our late finish for Thursday Enrichment allows an early finish on a Friday for a second CPD session. This collaborative approach has allowed the Trust to develop a common curriculum and strong assessment policies that allow staff to focus on work life balance and having the energy to focus on the classroom, not clutter beyond it.

These approaches have led to extremely high levels of staff retention and attendance. It is place where people want to teach, where parents want to send their children and where children want to study.

If you are interested in a post at King's Leadership Academy Hawthornes, I strongly recommend you come to Bootle and see the work we do for yourself. We are situated in Bootle, two miles from Liverpool city centre. The school is within Sefton local authority.

I look forward to meeting you.

Pete Gaul

Principal

Exams Officer and SEND Administrator

Salary: Scale 4, pts 7-11 £25,584 - £27,269 (FTE), pro rata £22,632 - £24,122

Contract: Permanent

Hours: Term time + 2 weeks, 37 hours per week

Location: King's Leadership Academy Hawthornes

Reporting to: Assistant Principal

Accountable for: Exam Invigilators

Start date: ASAP

Working at King's Hawthornes

We are seeking a reliable, friendly, and enthusiastic Exams Officer and SEND Administrator to join our support staff team at King's Leadership Academy Hawthornes.

King's Leadership Academy Hawthornes is a growing school of committed, friendly staff and a cohort of students who are polite, enthusiastic and keen to learn right across the curriculum.

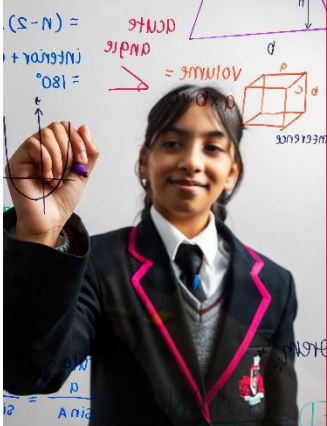
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We wish to appoint a highly motivated individual who shares our vision for making all students successful citizens in tomorrow's world.

Visits to our academy are encouraged and welcomed before applying for this post.

Key Benefits

- A trust which prioritises the well-being of its staff
- Flexible Working opportunities
- Highly competitive salaries
- Access to the Teacher Pension Scheme and Local Government schemes
- Generous holiday entitlement of 30 days for support staff
- BUPA Employee Assistance Programme which provides access to tools to help manage well-being along with services such as counselling and access to a child and dependant care helpline
- Good occupational sickness and maternity/paternity schemes
- A unique approach to Performance Leadership
- A commitment to personal and professional development with training and support for each staff member
- The opportunity to develop your career within and across the Trust academies
- Salary sacrifice scheme - Cycle to Work





Job Purpose

- To be responsible for the efficient management and administration of external examinations in accordance with the Joint Council for Qualifications (JCQ) regulations (on behalf of the JCQ member awarding bodies and/or awarding body rules for exams administration in a consistent and secure fashion, thereby helping to maintain the integrity and security of the assessment process
- To provide support, advice and guidance to the head of centre/senior leadership team 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 complete the *Exams Officer Professional Standards* on annual basis by ensuring a thorough knowledge and understanding of JCQ and awarding body regulations and processes, developing/acquiring the key skills needed to perform the role effectively, and signing, and agreeing to comply with, the *Exams Officer Professional Standards Values and Attributes statement*
- 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
- To understand JCQ and awarding body key dates and deadlines and have in place robust procedures to ensure these are met
- To ensure examinations are conducted in accordance with the regulations
- In partnership with the SENDCO, ensure that all students who are entitled and as part of their normal way of working, receive their access arrangements during then examinations.
- 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
- To manage the administrative functions with the SEND team, to provide a full and efficient administrative/support service to the SEND team

Main duties and responsibilities for examinations

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/National Association of Examinations Officers/The Exams Office, etc.)
- Attend the yearly examinations officer update conference to support professional development
- 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 (e.g. the Centre Admin Portal (CAP), secure extranet sites, access arrangements online (AAO))
- Ensure familiarity with the centre's Management Information System (MIS)-Bromcom
- 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 exams 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 confirm 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 confidential question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations
- Support the head of centre in managing potential conflicts of interest by informing the awarding bodies to timescale for each examination series 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/procedures as required by the regulations and accurately reflect working practices in the centre
- Support the Special Educational Needs and Disabilities Coordinator (SENDCo) (or equivalent role) in implementing examination access arrangements and reasonable adjustments for eligible candidates (processing approval applications and requesting modified papers by the published deadlines)

Entries

- Observe the awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations/assessments
- Register or enter candidates for an examination or assessment in accordance with the awarding body's published procedures for that qualification
- Submit registrations, examination entries and certification claims by the deadline(s)
- 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/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/assessments
- Effectively use internal and external IT systems to submit and manage awarding body registration and entry data



- Liaise with the Finance Department 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 JCQ/awarding body requirements
- Liaise with relevant internal stakeholders to ensure final entries 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 as a last resort once all other options have been exhausted) 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 prior to these taking place
- Inform the JCQ Centre Inspection Service where it is intended that a timetabled examination for any candidate(s) will be conducted at an alternative site
- Confirm relevant internal stakeholders to 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 and Disabilities Coordinator (SENDCo) (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 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
- 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 and correct procedures.

- 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

Other

- Successfully complete/adhere to the *Exams Officer Professional Standards* on an annual basis
- Acquire/evidence a thorough knowledge of JCQ and awarding body regulations and requirements
- Acquire/develop the skills required to undertake the role effectively and efficiently
- Engage in the centre's Appraisal/Professional Development Programme
- Undertake training, update or review sessions as required
- Undertake other duties appropriate to the grade and responsibilities of the role as may be required by the head of centre/member(s) of the senior leadership team responsible for examinations, for example:
 - the preparation for and conduct of internal examinations under external examination conditions
 - other exams-related administrative tasks

Main duties and responsibilities for SEND Administration

- Assist with SEND administration, including the maintenance of confidential student files
- Arrange for assessor to conduct access arrangement assessments and ensure the assessor has the correct documentation prior to assessing.
- To liaise with the SENDCO in order to co-ordinate and set dates for pupil review meetings and distribute invites to all stakeholders including parent/carers, local authority SEN Teams and other professionals.
- Produce minutes from various meetings (eg EHCP meetings, ASD/ADHD referral meetings and the collation of reports)





- Direct communication with other professionals such as educational psychologists, case workers, school health team, safeguarding team and speech and language therapists.
- Maintain the electronic calendar for the SEND Team (EHCP reviews, statutory consultation meetings, professional development for the SEND team, ADHD/ASD referral meetings, educational psychologist appointments, speech and language therapist meetings)
- To assist with relevant SEND paperwork, including legal documents (eg EHCP reviews), referrals, applications, meeting minutes.
- Organise meetings as appropriate for SEND, maintain calendars and statutory timeframes. This may include meetings with educational psychologists or the inclusion team from Sefton.
- Administer SEND referrals as appropriate.
- Disseminate information as appropriate, to staff, under direction of the SENDCO such as the provision maps and health care plans.

Administer the transfer of SEND student files for both in year transfers and year 6 to year 7 transfers and ensure the safe recording of medical needs and diagnosis on the school MIS



Person Specification

Qualifications and Education

- GCSE equivalent level, including at least a Grade C in English and Maths. (E)
- Willingness to undertake any training required to support with the role. (E)
- Degree in a relevant field or equivalent experience in education administration. (D)
- Relevant qualifications in SEND (Special Educational Needs and Disabilities) or exam administration. (D)

Experience

- Proven experience in administrative roles, ideally within an educational setting. (E)
- Experience coordinating or supporting exam processes, including scheduling and invigilation. (E)
- Working knowledge of SEND requirements and experience providing administrative support for SEND provisions. (D)
- Previous experience as an Exams Officer or similar role in a school or trust. (D)
- Experience working directly with students with SEND and implementing reasonable adjustments or access arrangements. (D)

Skills and Abilities

- Excellent organisational skills with the ability to manage multiple tasks and prioritise effectively. (E)
- Strong attention to detail, ensuring accuracy in record-keeping and compliance with exam regulations. (E)
- Ability to work independently and as part of a team, maintaining effective communication with colleagues and external stakeholders. (E)
- Proficiency in Microsoft Office Suite (Excel, Word,) and school management information systems. (E)
- Familiarity with school management software (such as Bromcom) and exam board systems. (D)
- Knowledge of statutory requirements and regulations surrounding exams and SEND provisions. (D)

Knowledge and Understanding

- Understanding of the exams process, including preparation, conducting exams, and post-exam administration. (E)
- Familiarity with the procedures for applying access arrangements and reasonable adjustments for students with SEND. (E)
- Awareness of recent developments in exam policies and SEND provisions in the education sector. (D)



- Understanding of safeguarding and data protection in the context of exams and SEND administration. (D)

Personal Qualities



- High level of integrity, professionalism, and confidentiality, especially regarding sensitive student information. (E)
- Strong problem-solving skills with the ability to stay calm under pressure, especially during peak exam times. (E)
- Excellent interpersonal skills, with the ability to communicate effectively with students, staff, parents, and external bodies. (E)
- Adaptability and willingness to learn, embracing new regulations, policies, and administrative technologies. (E)
- Empathy and patience when working with students who have special educational needs. (D)
- Proactive approach to continuous professional development in exams and SEND administration. (D)



Other Requirements

- Commitment to upholding the trust's values, policies, and safeguarding procedures. (E)
- Flexibility in working hours, particularly during peak exam periods or when supporting SEND interventions. (E)

(E) - Essential, (D) - Desirable





Terms

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description is current but may be reviewed at any time and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and scale.

This appointment is with the Local Academy Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'. This Job Description is not intended to be either prescriptive or exhaustive: it is issued as a framework to outline the main areas of responsibility. The trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants who may have a disability or continued employment for any employee who develops a disabling condition.

Application and interview process

Deadline for applications: Sunday 17th November

Interviews: W/C 18th November

Submit Applications to: Anna Dunne at a.dunne@kingshawthornes.com

The selection panel will short-list candidates based on the information given in the comprehensive application form. Applicants will be assessed against the criteria for the role and candidate profile.

References and Pre-Employment Checks

We will seek references for candidates once the position has been offered and we may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline

Our Commitment to Safeguarding

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

Any offer made to a successful candidate will be conditional upon relevant pre-employment checks, including:

- Two **satisfactory references**, one of which must be from your most **recent employer**;
- Proof of **identity, address** and **right to work** in the UK;
- Verification of relevant **qualifications**;
- Candidates who have worked or been resident **overseas** for three months or more within the last five years will be subject to **criminal record checks** from the relevant **jurisdiction(s)**;
- Verification of **medical fitness** for the role;





- Confirmation that the applicant is not named on the **Children's Barred List**, administered by the DBS;
- A satisfactory **enhanced disclosure** from the DBS.
- Satisfactory completion of the **probationary period**;
- Candidates in **managerial roles** will be subject to a **Prohibition from Management check** (Section 128 check).
- **Prohibition check** (where applicable)