

# Main (Core) Duties - Examinations

## ENTRIES

Observe the awarding bodies' published terms, conditions and processes for the registration of 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.

## PRE-EXAMS

Recruit, train, update and manage a team of invigilators.

Manage the arrangements for timetabling, rooming, seating, resourcing and invigilation of examinations in accordance with 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 in an accurate and timely manner in accordance with the requirements of the awarding bodies and moderators.

Support the SENCo in implementing examination access arrangements or reasonable adjustments for eligible candidates (arrangements for rooming, facilitation, invigilation).

Effectively manage arrangements for the secure storage and dispatch of examination scripts for marking.

# Main (Core) Duties 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.

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 indications and provide support and 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 & ASSESSMENT RECORDING

Support the transition of new students to the academy by securing and inputting personal and academic information into the academy MIS (Bromcom).

Support the collection and input of previous academic achievement and progress into the academy MIS via CTFs and other methods.

Ensure timetables for new students are complete and shared with staff and students.

Support with the collection, input and export of data in line with the academy assessment calendar.

Export student reports and dispatch to parents via academy communication channels.

Support the Data and Exams Manager with the completion of the academy census returns by quality checking data held within the MIS for students.

Support with the completion of student data trackers.

Set up and maintain registration groups, allocate student memberships, tutors etc using the academy MIS.

Update and apply periodic and casual changes to courses, tutors and rooms.

# Main (Core) Duties

## Additional Duties

Be responsible for the preparation for and conduct of internal examinations under external examination conditions.

Undertake training, update or review sessions as required.

Other duties appropriate to the grade and responsibilities as may be required by SLT responsible for examinations.

Other exams-related administrative tasks.

## Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To conform to health and safety legal requirements as laid down by the school.
- To comply with all school policies and follow procedures regarding safeguarding.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

# Person Specification

## Exams Officer

### Essential Criteria

#### Qualifications & Experience

- GCSE grades 5-9 (or equivalent) including English and Maths.
- Business Administration NVQ3 or equivalent qualification (A' Levels) or able to demonstrate equivalent skills
- Experience of gathering and inputting statistical and performance data using a variety of systems.
- Experience of producing data for reporting and assessment.
- Experience of managing the examinations process end to end in an educational setting.
- Experience of working under pressure to meet tight deadlines.
- Experience of working in an educational setting.

#### Skills, Knowledge & Attributes

- A good understanding of the qualifications system and how qualifications assessed.
- IT literate with evidenced skills in using Microsoft Office packages, in particular Excel to a high standard.

#### Other Competencies & Personal Qualities

- A passionate belief in the academy's values.
- Strong team working and interpersonal skills.
- Ability to work on own initiative.
- Ability to maintain positive relationships with students, staff, parents/carers and other members of the academy community.
- Ability to produce accurate work whilst working at pace and to deadlines/reporting cycles.
- Ability to maintain confidentiality and discretion.
- Excellent administrative and organisational skills with an ability to prioritise conflicting demands whilst remaining calm under pressure.
- Ability to prioritise, work efficiently and accurately, and using own initiative.
- Strong verbal and written communication skills.
- Personal resilience, persistence and perseverance.
- Ability to analyse problems and devise solutions.

### Desirable Criteria

#### Skills, Knowledge & Attributes

- Knowledge of educational MIS data systems.
- Knowledge of statutory data reporting requirements such as Census Returns, FFT, 4 Matrix as other JD

## Development Opportunities

At Northern Ambition Academies Trust, we live our values - including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Management Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

## Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Discounted Microsoft products.**
- **Annual Flu jabs**
- **National College membership.**

# Ethical Leadership

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NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect,

generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.

# Curriculum

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Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

## Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Director of Finance and Operations

Anastasia Byard

### School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

### Head of Human Resources

Nikky York

### Trust Executive Assistant

Isabelle Parkinson

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.