

Secondary

Academy
Transformation
Trust

Exam Invigilator x3

Application Pack

The Nicholas Hamond Academy
Swaffham

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01. About Academy Transformation Trust



Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Our Priorities: Big Moves

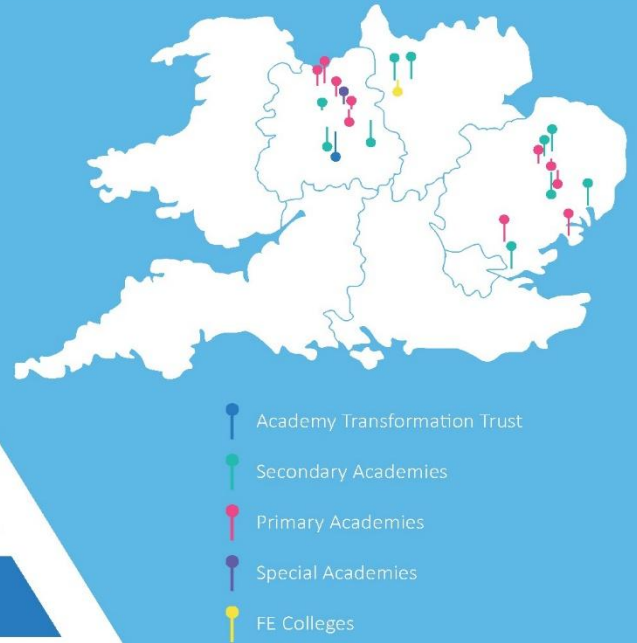
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies
Local Authority Areas | 10

Staff | 1720
Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334
Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance
People Engaged | 120+
Trustees | 10
Members | 4

Finance
£78 million in funding and other income

ATT Institute | Offering the very best PD opportunities for all our colleagues.

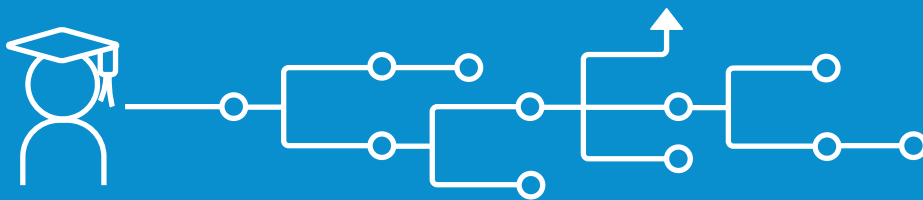


1 Outstanding

19 Good

1 Requires Improvement

02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Sarah Tranter | Teacher in Charge of Teaching and Learning for RSE

Bristnall Hall Academy has been a great place for me to work for over 25 years. I started here as a teacher of Music and Religious Education and then progressed to Leading Year 10, Work Experience and taking many whole school rewards trips. I even led the Religious Education department for a while. However, careers do not always have an upwards projection and for the last few years Bristnall Hall Academy has allowed me to take a step back from being a busy Year Leader to focussing on classroom teaching, which I greatly enjoy and becoming teacher in charge of teaching and learning for RSE. As I enter my final years of my teaching career, I find the younger teachers and leadership team are gifted, full of enthusiasm and importantly fun to work with.

Nicola Powling | Faculty Leader, Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be". As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards.

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high achieving, self-confident, resilient, tolerant and happy young people.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's a little surprise that our staff turnover is remarkably low.



Our PD Curriculum is delivered through three pillars:



Professional Development at ATT:

04. The ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

[ATT Institute](#)

05. Job Description



Exam Invigilator

The Role:

The post holder will be expected to undertake duties in line with and meet Teacher's Standards.

General Requirements:

- Experience of invigilation is not required as training in the role and duties of an invigilator will be provided.
- Invigilators are required to declare if they have invigilated previously and whether they have any current maladministration/malpractice sanctions applied to them.
- Invigilators are required to confirm their availability in advance of main exam periods.
- Invigilators must confirm the confidentiality and security requirements surrounding the invigilation process are known, understood and will be followed at all times.

An ideal candidate will:

- Be reliable, flexible and readily available during main exam periods.
- Have effective communication skills and good interpersonal skills.
- Work well as part of a team.
- Be confident and a reassuring presence to candidates in exam rooms.
- Be able to give instructions and manage situations involving different groups of people.
- Have basic IT skills (familiar with use of email, mobile phone messaging etc.)

Main Duties:

- To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Pool Hayes Academy regulations and instructions.
- To have a key role in upholding the integrity and security of the examination/assessment process.

Before Exams:

- Report to and be briefed by the exams officer prior to each exam session.
- Keep confidential exam question papers and materials secure before, during and after exams.
- Ensure exam rooms are set up according to the requirements.
- Admit candidates into exam rooms under formal exam conditions.
- Identify candidates and seat candidates according to the required arrangements.
- Distribute the correct question papers and exam materials to candidates.
- Instruct candidates in the conduct of their exams.
- Deal with candidate questions.
- Start exams.

During Exams:

- Supervise and observe candidates at all times and be vigilant throughout exams.
- Keep disruption in exam rooms to a minimum.
- Deal with emergencies or irregularities effectively.
- Record/report any incidents, disruption or irregularities.
- Complete attendance registers.
- Deal with candidate questions according to the regulations.

After Exams:

- Instruct candidates in finishing their exams and collect exam scripts and exam materials.
- Dismiss candidates from the exam room.
- Check candidates' names on scripts, match the details on the attendance register.
- Securely return all exam scripts and exam materials to the exams officer.

Other Tasks:

- Undertake training, update and review sessions as required.
- Undertake relevant online invigilator training and assessment for that academic year (prior to invigilating any exam in a new academic year).
- Undertake, where required and where able, other duties requested by the exams officer, for example:
 - Centre supervision of exam timetable clash candidates between exam sessions.
 - Facilitating access arrangements for candidates, for example as a reader, scribe etc. (full training will be provided).
 - Other exams-related administrative tasks including maintaining question paper security by supporting the 'second pair of eyes check'.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

06. Person Specification



Exam Invigilator

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE English at Grade C or above (or equivalent). 	<ul style="list-style-type: none"> Relevant qualification in administration, IT, or a similar subject.
Experience	<ul style="list-style-type: none"> Demonstrable experience of effectively using ICT packages (E.g., Microsoft Word or Excel). Proven ability to work effectively with a range of people. 	<ul style="list-style-type: none"> Experience of an Invigilation role within a school/academy environment.
Safeguarding	<ul style="list-style-type: none"> Displays commitment to the protection and safeguarding of children and young people. Will co-operate and work with relevant agencies to protect children. 	<ul style="list-style-type: none"> Holds training and qualification for 'designated child protection'.
Developing Self and Working with Others	<ul style="list-style-type: none"> Can contribute to a culture of high expectations for self and for others. Can review own practice, set personal targets, and take responsibility for personal development. Can maintain confidentiality. 	<ul style="list-style-type: none"> Can show resilience in the face of challenge. Has excellent interpersonal skills, with the ability to listen and communicate effectively. Can manage own workload to ensure appropriate work/life balance.
Personal Qualities	<ul style="list-style-type: none"> Approachable, grounded and makes sensible judgements. Excellent critical thinking skills; has intellectual curiosity and rigour. Strong interpersonal and communication skills. 	<ul style="list-style-type: none"> Demonstrate resilience in an environment where pupils may have SEMH difficulties (Social, Emotional and Mental Health).

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

[Insert Job Title]

Applying:

Please apply by visiting
[www.academytransformatio
ntrust.co.uk/vacancies](http://www.academytransformatio
ntrust.co.uk/vacancies)



Status:

Contract- Casual. Zero Hours

Salary:

NJP Point 2
Actual Salary: £12.26 per hour + £1.48 holiday pay



Closing Date:

15 December 2024 at 23.59pm

Start Date:

ASAP



Interviews:

TBC





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