



## **Exams Officer / Administrator**

Candidate Recruitment Information Pack

July 2024

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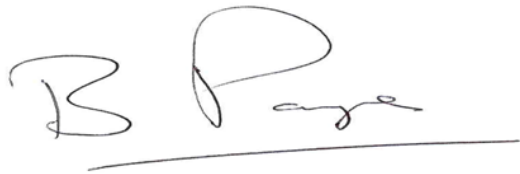
## LETTER TO APPLICANTS

Thank you for your interest in the staff team at The Wherry School in Norwich.

This is both an exciting and challenging role, being part of the staff team at this ASD Specialist School for young people from the age of 4 to 19. The successful candidates will play an integral role alongside the Teaching Staff, Principal, Vice-principal and Trustees to be part of an outstanding staff team working to support this vulnerable group of learners. The staff in our school all play a key role in supporting the planning and personalising curriculum learning for the children and young people in their care, designing the classroom environment alongside the learners and being part of the team working closely with parents/carers, health agencies, and the other professionals working within the school.

If you require any further information regarding The Wherry School, please do visit our school website or contact the Dani Williams, Head of School c/o [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk).

We look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'B Payne', is written above a horizontal line.

**Barry Payne**  
(Chair of Governors - The Wherry School Trust)

## Information for Candidates

We are seeking to appoint a Permanent Exams Officer and Administration Support Assistant to work across the school. Staff at The Wherry School will possess the skills and ambition to help support learning opportunities for all the children in the school. They will have total commitment to the vision of the school and support the Principal/CEO and Senior Leadership Team, along with the Trustees, having high aspirations for young people with Autism. The successful candidate will have a good knowledge and experience of working with young people and be passionate about supporting our children.

## Procedure for Application

We hope that you find the information useful and are interested in applying for a post at The Wherry School. To apply for this position and view all of the information relating to this vacancy please go to our [My New Term Page](#) where you will be able to apply for this role. All applications must go via this platform.

Please ensure that your supporting statement fully addresses the criteria in the person specification.

- The closing date for applications is 12 noon – Friday 2nd August 2024

CVs will not be accepted. If you would like this pack in larger print or in a different language, please contact us at [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk) and we will do our best to help.

## The Post – Exams Officer and Administration Support Grade F

Exams Officer and Administration Support staff will be responsible to the Head of School at The Wherry School. They will be expected to support the school in all areas of the curriculum alongside all supporting agencies and school clinical staff, as well as forming strong partnerships with parents/carers to ensure the highest possible quality of education for all the young people, enabling them to reach their maximum potential in all areas of learning and relevant life skills.

### Grade E –

Post title:	Welfare Support Assistant
Grade:	Norfolk Scale Grade F – £ <b>£26,421 - £28,770 fte</b>
Reporting to:	Head of School
Purpose:	<p>To be responsible for managing the effective and 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[1]) 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</p> <p>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</p> <p>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</p> <p>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</p> <p>To closely liaise with key stakeholders (external and internal) to ensure exams administration processes are strictly followed</p> <p>To understand JCQ and awarding body key dates and deadlines and have in place robust procedures to ensure these are met</p> <p>To ensure examinations are conducted in accordance with the regulations</p> <p>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</p>
Responsible for:	<b>Before examinations</b>

### 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.)
- 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)
- Ensure familiarity with the centre's Management Information System (MIS)
- 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
- Cooperate 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 Coordinator (SENCo) (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 including keeping detailed records of invigilation training undertaken by staff.
- 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 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 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
- 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

	<ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>the preparation for and conduct of internal examinations under external examination conditions</li> <li>other exams-related administrative tasks</li> </ul> </li> </ul>
Liaising with:	Class teachers and support staff across all phases of the school, Head of School and Phase Leaders, Core Curriculum lead teachers, school based clinical support staff, including Educational Psychologists, Clinical Psychologists, Speech and Language therapist, Parent support staff, pastoral support staff, external agencies
Working time:	33 hours per week Term Time + 1 week – 2023/2024 Norfolk Term Dates apply
Disclosure level:	Enhanced
<b><u>Principal Accountabilities :</u></b>	
Support for Pupils:	<p><u>Purpose of the Administration role</u></p> <p>To support all aspects of the student admissions process including the administration and support of students’ Education, Health and Care plan (EHCP) reviews and support the transition process of incoming and outgoing students. To monitor and support the actions arising from these processes, in accordance with our organisational values:</p> <p>Contribute to the school operations in administering all aspects of the student admissions, initial enrolment, and transition processes.</p> <ul style="list-style-type: none"> <li>Provide administrative support in the planning, preparation, and outcomes of EHCP reviews including maintaining an annual cycle of reviews and liaising with external agencies or organisations as appropriate.</li> <li>Enable Parents/Carers to access the appropriate school staff and ensure they are directed to the correct support areas as necessary.</li> <li>Provide administrative support across the school as appropriate and in the absence of colleagues.</li> <li>Comply with health &amp; safety and safeguarding regulations.</li> <li>To support the student admissions process through the gathering, collating and dissemination of relevant information to the admissions officer.</li> <li>Any other reasonable duties commensurate with role as required.</li> </ul>
Support for Teachers	<p>Oversee the administration of standardised tests for students at key points of the academic year.</p> <p>To work as a member of the School team, contributing positively to ensure good working relationships both within the School across all phases</p>



<p>Support for the School:</p>	<p>Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.</p> <p>Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.</p> <p>Undertake other similar activities that may fall within the grade and scope of the post as directed by the Head of School</p>
<p>Communication, liaison including the promotion of the school:</p>	<p>To communicate and report effectively to parents and carers of children and young people, as appropriate through school communication channels.</p> <p>To follow the agreed policies for communications in the school</p> <p>To take part in relevant liaison activities such as option evenings, and liaison activities with partner schools</p> <p>To contribute and attend sessions which enhance links with other schools, agencies etc. to support the academic needs of children and young people</p>
<p>Other specific duties:</p>	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task that a Teaching Assistant may assume or undertake may not be identified</p> <p>All staff 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</p> <p>The school will endeavour to make any 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.</p> <p>The school acknowledges the entitlement of all staff to continuing professional development.</p>
<p>The job description is current at the date shown, but following consultation with you, may be changed by the Head of School reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

## **The Person (see also Person Specification)**

The successful candidate will ideally have a good level of understanding and knowledge of autism and be passionate about improving the life changes of young people with Autism and their families. They will have experience of supporting teaching and learning in either a specialist setting, or within a mainstream school. They will demonstrate a detailed understanding of the relevant Key Stage curriculum in which they wish to work, including supporting the National Curriculum and the assessment of pupil progress supporting a personalised curriculum to young people with Autism to enable each learner to experience success.