

# Wallington High School for Girls



**Part Time Examinations Assistant**

**Application Pack**



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# Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

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Dear Candidate

Thank you for your interest in the position of a part time Examinations Assistant at Wallington High School for Girls (WHSG).

We aim to be a truly outstanding school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

WHSG is an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. The school is also part of the Nonsuch and Wallington Education Trust (NWET) which provides excellent opportunities for staff collaboration and career development.

We seek to appoint a committed individual to join the exams team.

I hope you will find the information in this pack interesting and informative.

We very much look forward to receiving your application.

Yours faithfully

**Richard Booth**  
Headteacher



## **Nonsuch and Wallington Education Trust (NWET)**

### **Message from Jane Burton, CEO**

I am delighted that you are interested in a position in one of the NWET schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. From April 2018, Carshalton High School for Girls will be joining us and we will be rebranded as the Girls' Learning Trust (GLT). All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of NWET are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link below:

[www.nonsuchschool.org/321/welcome-from-the-ceo](http://www.nonsuchschool.org/321/welcome-from-the-ceo)

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.



## Information about Wallington High School for Girls

### Our School

Wallington High School for Girls (WHSG) is a selective academy for approximately 1400 girls aged between 11 and 18. The school first opened in 1888 and we celebrated our 125 year anniversary during 2013. The school moved to its present site in 1965. The school is heavily oversubscribed and we have over 1700 applications each year for the 210 places in Year 7, and many external students also apply for our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2017, 76% of our GCSE entries were awarded an A\*/A grade and our Progress 8 score was 1.04 (placing the school in the top 30 nationally). At A level, 60% of our entries were awarded an A\*/A grade, 23% of those at A\*. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge (this year eighteen students received Oxbridge offers) and with a significant and increasing number of students gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We have a thriving sixth form with just over two hundred girls in each of Year 12 and 13. Our intake has expanded in the last few years and recently we opened a new Library and Study Centre which includes a private study area for Sixth Form. This follows the addition of a new twelve classroom teaching block, housing the Mathematics and Geography departments.

### Curriculum

We currently run a three year KS3, although students begin their GCSE courses in Science in Year 9. Our KS3 students study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. The vast majority of our students continue into the Sixth Form at WHSG where they can choose from a wide range of A level subjects. Many students can opt to study for the Extended Project Qualification (EPQ) in Year 13.

Students enjoy a comprehensive programme of PSHCE and Citizenship throughout the school and we encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school also operates a very successful House system which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect

team and School Council ensure that the student body has a voice within the school and that younger students are supported.

### **Extra-Curricular**

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students and this is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Tennis, Athletics and Cricket. We have for example won the borough Athletics Championships for the last six years. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Drama and the Arts. Alongside this we have a highly popular Duke of Edinburgh programme as well as CCF, shared with a local boys' Grammar School. Staff also organise a number of visits related to both the curriculum and beyond, which enrich student life at the school.

WHSG has a very supportive PFA who play a vital role in the life of the school. We also enjoy supportive and committed parents who work alongside the school to improve outcomes for their daughters.

### **Senior Leadership Team**

The Senior Leadership Team consists of one Deputy, two Assistant Heads and six Directors of Faculty, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the School. The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition the CEO of GLT and the Trust Board provide support and challenge to the school. The Leadership Team meets together twice weekly. The first meeting focusses on operational matters and the second has a strategic focus. In the strategic meeting we work on or report back on current leadership priorities. Each member of SLT is responsible for project planning their priority areas on the SDP. There is a personal assistant who provides administrative support for all members of the leadership team

### **Staffing**

Our staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development (CPD) plays an important role and we are developing a more bespoke approach to this provision. All teachers are fully supported by an induction programme when they join the school.



## **Staff Workload and Wellbeing**

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development. As part of this, we offer the following to all teaching staff:

### Professional Development

- CPD programmes tailored to individual's aspirations which are based both in school and across the wider Trust
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our "No lesson judgements" policy ensures our lesson observations are developmental and supportive
- One INSET day a year dedicated to moderation and curriculum preparation in departments
- An annual cross- Trust teaching conference allowing the chance to meet and network with other staff
- 'Pop-up' CPD run by staff for staff on issues of their choosing, including pastoral issues

### Staff Welfare

- A Marking and Feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department
- Data capture that is measured and timely - we report progress two or three times a year (depending on year group)
- Minimal written reports
- No requirement for teachers to submit lesson plans, even for lesson observations
- Teaching staff are only required to do one twenty minute duty each week
- Supportive yet challenging governance, which understands that teachers are our most valuable resource
- End of school day at 2.50pm making it easier for staff to pick up their children from local schools
- Work scrutiny is departmentally-based and developmental
- We are a school that appreciates the importance of family and do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school
- A teaching load of 43/50 1 hour periods of teaching per fortnight maximum.

- The average size of our A level classes is 13 students and GCSE is 24 students. We also continue to run many A level classes even if their numbers are small

### Support

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff that play an important role in supporting teaching and learning
- An Events, Communication and Visits team that are responsible for organising key school events and trips
- Every full-time teacher operates from a base classroom and has an office based work station which means our large staff room can be work station free

### Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise
- ‘Champagne Moments’, a staff reward and recognition scheme
- The ‘Wallington Weekend’ –the school closes for the last Friday and Monday of November to give everyone a long weekend before the end of the Christmas term
- Free tea and coffee provided in the staff room
- Access to our fitness suite
- A Staff Association that responds to the welfare of the staff and organises social events
- Use of onsite canteen offering hot meals and salad bar
- Teaching staff can go home if they have PPA time last period of the day
- Opportunities to participate in enrichment activities e.g. theatre visits
- Assisted cycle purchase scheme and designated cycle parking bay
- Opportunities for flexible working
- Access to Workplace Options scheme, for confidential independent employment advice

### Environment

- Pleasant working environment with very well-behaved students
- The school has invested heavily in new buildings and in IT in every classroom
- Eleven acres of school grounds set in Green Belt land

More information on the school can be found at our website

[www.wallingtongirls.sutton.sch.uk](http://www.wallingtongirls.sutton.sch.uk)



## Part Time Examinations Assistant

### Job Description

<b>Line Manager:</b>	Examinations Officer
<b>Supervisory Responsibility:</b>	Team of Invigilators
<b>Grade:</b>	NWET Range 4 (£22,734 – 24,751)
<b>Hours:</b>	Contracted for 10 per week term time and INSETS plus three weeks. Guaranteed overtime during busy periods.

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### Main purposes of the job

#### Under the line- management of the Examinations Officer:

1. To organise and carry out administration relating to internal and external examinations and the Year 7 school entrance test.
2. Assist in managing a team of Invigilators.
3. To liaise with the Data Manager in connection with the collection, collation, dissemination and analysis of students prediction and achievement data
4. To have detailed and up to date knowledge of the wide range of issues involved in the administration of external examinations; in particular examination boards and JCQ regulations and deadlines.
5. To ensure complete confidentiality for all matters relating the examinations.

### Main Duties

- 1. To organise and carry out administration relating to internal and external examinations and the Year 7 school entrance test, as delegated by Exams Officer.**
  - Implement and review procedures, make improvements
  - Ensure that examination information is current via the use of the schools Management Information System (MIS) to download examination basedata and assign candidate numbers and UCI numbers to students when they are first admitted to the school.
  - Distribute subject specific information to staff on receipt from Boards.
  - Draft correspondence to Parents and Students on matters relating to external examination.
  - Respond to day-to-day queries from staff, students and parents.
  - Deal with any queries that may arise when students receive their results

### Duties in relation to specific exams:

#### Entries and Administration

- Enter pupils for the appropriate examinations, by working closely with Heads of Departments to ensure accurate entries are made in good time to avoid late payment penalty fees. These exams include GCSE, GCE and special University entrance examinations, BMAT, HAT, LNAT, PPE, STEP and UKCAT examinations. Entries for 35 subjects totalling over 8000 entries in the summer
- Enter students who wish to take resits.
- Collect, check and list any payment taken for resits. Pass to finance office for banking.

- Distribute confirmation of subject and module entry to students in order that they may confirm timetable and any clashes.
- Arrange separate timetables for students with clashes and organise supervision between examinations, and when necessary obtain permission from Awarding Bodies for overnight supervision.
- Co-ordinate the despatch of coursework by the examination board deadlines.
- Draw up examination timetables including sorting any potential rooming problems and arranging for separate rooms for students who may have access arrangements and oversee the running of all external exams.
- Produce seating plans for all internal and external examinations.
- Distribute seating plans, examination timetables, examination handbook and JCQ regulations relating to coursework to all students
- Work closely with Premises Manager, to ensure rooms and exam desks are ready for relevant exams.
- To liaise with staff and students on procedures relating to exams and deal with individual students and parents regarding conduct and special consideration and access arrangements.
- Be responsible for accepting delivery of, checking and secure keeping of all examination materials, according to JCQ regulations.
- Liaise with Heads of Year in order that they may talk to students regarding conduct during the Exam period

#### **Access Arrangements**

- Arrange for Word Processors, Readers, Practical Assistants, Modified or Enlarged papers when required.

#### **Accounts**

- To collect, check and list cheques for resits and post results services and then pass to the Finance Office for banking.
- To ensure that departments are charged for late amendment fees.
- Collect, check, list and pass to Finance office any cheques collected for Post Result Enquiries.

#### **Internal Examinations (under the direction of the Examinations Officer)**

- Coordinate and arrange Mock examinations Year 11
- Coordinate and arrange End of Year Examinations for other Year Groups as directed
- Using the school information system (SIMS), set up a domestic examination series to co-ordinate the timings and seating of all students
- Ensure room use, seating and distribution of information including seating plans and timetables to staff and students relating to internal examination arrangements.
- Co-ordinate the administration and delivery of examination papers to the correct venues.
- Organise external invigilators for all examinations as required.
- Arrange all Modern Foreign Language orals and listening exams. Plan timetables, book rooms, liaise with external examiners. Burn coursework & orals to disc and send to Exam Boards

#### **School Entrance Examination (under the direction of the Examinations Officer)**

- Order, receive, check and keep safe the examinations papers
- Arrange for external invigilators and rooms to be available
- Liaise with Premises Manager to check all rooms are set up correctly and have the appropriate equipment the day before the exam
- Be in school on the days of the entrance exams
- Arrange for remarking of any papers involved in appeals if required

## **2. Assist in managing a team of Invigilators**

- Support a training day for all new invigilators and a review day at least once a year for all invigilators.
- Review performance of invigilators after the examination period for future use.

## **3. Assist in the collection, collation, dissemination and analysis of students' prediction and achievement data.**

- To download results by EDI and the Management Information System (MIS) and distribute hard copies to students and staff.
- To provide information required for analysis of results to the Head Teacher and Data Manager.
- To administer Post Results Enquires and services including return of scripts, remarks including priority for UCAS.
- To sort and issue examination certificates.
- To inform the Head Teacher of any changes in results which have an effect on DfES returns

## **4. To have detailed and up to date knowledge of the wide range of issues involved in the administration of external examinations; in particular examination boards and JCQ regulations and deadlines.**

- Attend examination board training and updating meetings as necessary.
- Meet with Line Manager to discuss and plan for any new regulations

### **General Duties**

- To be aware of and comply with School policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require. The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the postholder's responsibilities and duties at this time.
- Ensure that there are good levels of communication with the Exam Officer to facilitate the smooth running of the Exams Office.
- To participate in training, other learning activities and performance development as required.

### **Key measures of success**

- Smooth running of examinations which meet required standards of Exam Boards and the school .
- Well trained and efficient invigilators

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### **Signatures**

Signature of Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Post Holder: \_\_\_\_\_ Date: \_\_\_\_\_



## Part Time Examinations Assistant

### Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Administrative experience gained in working in a busy office</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of working in an Exams Office or school</li> </ul>	Application form Interview
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>Proficient at Microsoft office-suite – Word, Excel, Powerpoint, Outlook</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of SIMS</li> <li>Knowledge of Exam Board regulations</li> </ul>	Application form Certificates
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Excellent communication skills and the ability to write letters/procedures.</li> <li>Ability to use initiative and make decisions within given parameters</li> <li>Ability to work as part of a small team and as an individual</li> <li>Proven skills regarding accuracy and attention to detail.</li> <li>Experience of working to and meeting deadlines.</li> <li>Well organized and strong admin skills.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of co-ordinating/supervising a team of staff</li> </ul>	Application form Interview
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Ability to keep confidences</li> <li>Tact in dealing with others.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Application form Interview



## Notes to Applicants

### **Safeguarding**

Wallington High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction

### **Your written application:**

We hope that after reading the information pack you will want to apply for the post advertised.

**Closing date: Monday 26<sup>th</sup> February 2018 @12noon**

**Interview date: Friday 2<sup>nd</sup> March 2018**

If you are shortlisted, we will take up references prior to your interview unless otherwise specified.

***For your convenience our specimen contracts can be viewed on the vacancy page of the School website.***