



www.nonsuchschool.org

Recruitment Pack

EXAMINATION INVIGILATOR

June 2023



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

CONTENTS

Welcome from the Headteacher	3
Our Trust	4-5
Our School	6-7
Our Leadership Team	8-9
Our Exams Office	10
Our Commitment to You	11
The Opportunity	12
Job Description	13-14
Person Specification	15
Information for Potential Invigilators.....	16-17
Application Process	18



WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the ad hoc post of Examination Invigilator at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are 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. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully



Amy Cavilla
Headteacher



OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

What is the history of the Girls’ Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high

expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

OUR SCHOOL

Our school

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. Summer 2022 saw GCSE results where 68.5% of grades were at 9-8 and 87% of all grades were 9-7. 99.1% of all grades attained grade 5 or above. At A-Level students achieved 34.5% A* and 64.9% A*-A grades - again placing the school amongst the highest performing schools nationally.

Our mission

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

Our curriculum

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose an appropriate Technology, Computer Science, Arts, Humanities or Modern Foreign Language course. Initially, students are taught in forms, with smaller groups for practical subjects.

The vast majority of students continue their studies in the large Sixth Form, for which external candidates may apply. Courses may be chosen from around 21 subjects. In addition, students take options from the elective menu: many Year 12 students take the Extended Project Qualification and some students opt for classes in dissection, Arts award or Sports Leader award accreditation among other options. Candidates are prepared for Oxbridge entry or for admissions tests, for example BMAT (for Medicine) and LNAT (for Law), as appropriate. The vast majority of students proceed to higher education or professional training.

A comprehensive tutorial programme (including citizenship, careers and health education) supports the curriculum for all students, who are encouraged to assume responsibility for their studies through regular homework and negotiated target setting. Opportunities for active citizenship abound: students in each year group take part in community outreach and fundraising for local, national and global charities. They assume leadership roles within school also representing their peers on the School Council and all Sixth form students belong to the Sixth Form Committee which holds regular Forum meetings. Sixth form students make an invaluable contribution to the community life of the School, serving as school officials and prefects, leading the house system and supporting younger students as mentors.

Artistic, dramatic, musical and sporting talents are fostered. Many students have instrumental lessons; choirs and orchestras flourish, together with many clubs and societies. All opportunities are taken for visits in this country and abroad to widen further the educational experience. Membership of a range of sports teams is encouraged and many Nonsuch students play sports at County and National level.

The School's commitment to excellence in girls' education is reflected in the breadth of the curriculum, the outstanding examination results and the number of extra-curricular activities on offer. Most importantly, of course, the School's success is visible in the confidence and enjoyment of girls who leave us to continue their studies and to carve their niche in 21st century society, as well as the excellent alumni network which supports our Careers and Networking events.

Resources and school site

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 11 fully resourced Science labs, 4 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students.

A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.





OUR LEADERSHIP TEAM

The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and Directors of School Improvement, 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.

Amy Cavilla (Headteacher)

Amy is in her 7th year of headship and has worked in all girls' state schools since 2003. The mission of Nonsuch High School for Girls is about empowering its students to take their rightful place centre stage as global change-makers. Amy is committed to the ethos and mission of girls' education and sits on the UK Regional Advisory Committee for the International Coalition of Girls' Schools comprising nearly 500 schools world-wide. Nonsuch is proud of its house traditions, school values and championing of a broad curriculum and participation in extra-curricular activities.

Helena Wright (Deputy Headteacher)

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

Alexis Williamson-Jones (Deputy Headteacher)

Alexis joined Nonsuch High School for Girls in 2021 having taught in the Independent Sector for over 20 years. Alexis has undertaken a number of different roles throughout her career including Head of Year, Head of Department and a Trust Consultant Teacher working across 25 schools. She has a passion for personal development of each child and believes that every child deserves a good holistic education. Some of Alexis's responsibilities include Pastoral Care and Wellbeing, attendance and extra-curricular activities

Hannah Johns (Assistant Headteacher)

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teach First and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

Andrea Todd (Assistant Headteacher)

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.



OUR EXAMS OFFICE

The Exams Office is overseen by Andrea Todd, Assistant Head, and run by Maxine Dallas our Examinations Officer.

The successful candidate would be joining a dynamic team of around 25 examination invigilators with a wide-ranging array of responsibilities.

The core purpose of the team is:

- To support the examination process
- To conduct examinations in accordance with the Joint Council for Qualifications (JCQ) protocols and The Trust policies and procedures.
- To play a key role in upholding the integrity of the external and internal examination and assessment process.
- To provide a calm environment for the candidates
- Facilitate access arrangements for candidates, for example as a reader and/or scribe (full training will be provided).

OUR COMMITMENT TO YOU

Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

A commitment to workload reduction

- No written reports
- Up to three data drops per year
- An assessment and marking policy that is not onerous
- A clear KS3 assessment framework that prioritises progression throughout the Nonsuch curriculum

A commitment to making the workplace a pleasant and supportive working environment

- Free access to the on-site David Lloyd Gym and Spa for staff
- Friendly and supportive staff body
- An exciting and supportive programme of professional development
- Monthly extended mid-morning breaks
- We are a school that appreciates the importance of family
- Additional leave policy that supports staff when they may need time off
- A maximum teaching load of 43/50 1-hour periods per fortnight
- A private day care nursery on-site
- Situated in 22 acres of beautiful grounds on the edge of Nonsuch Park

A commitment to supporting staff

- 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 who play an important role in supporting teaching and learning
- Every full-time teacher has an office-based work

A commitment to staff development

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- 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
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff



THE OPPORTUNITY

Our examination invigilator team are integral to the smooth running of our exam sessions, ensuring processes and procedures are compliant with up to date regulations and school expectations.

The role involves responsibility for overseeing both internal and external examinations held in school.

The post covers negotiated and agreed sessions during exam periods, generally during the hours of 8.15am and 4.30pm arranged with our Examinations Officer. There is flexibility for you to choose which time periods you work.

We are a high achieving school with excellent pastoral and academic outcomes for students within a culture of care, concern and well-being for both students and staff.

Our invigilation team have a flexible and organised approach to their work, have good attention to detail and excellent communication skills.

JOB DESCRIPTION

Job Title	Examination Invigilator
Reporting To	Examination Officers
Salary	£12.29 per hour, and £13.61 per hour when leading exams, as requested by Exams Officer. Training will be given before you become a Lead Invigilator. You will need to be available for most of the sessions during the public exam time.
Hours	Ad hoc – as required by the school

Main purpose of the role

To provide an efficient and effective invigilation support service to the School Examinations Office and ensure the integrity of its examinations.

Responsibilities

Supervision of students. Security of examination papers/scripts, equipment and stationery.
To attend paid training/review meetings twice a year.

Supervision and Guidance

Responsible to the Examinations Officers and expected to work with limited supervision within the agreed procedures and practices.

Range of duties

- To collect examination papers and associated documentation and equipment.
- To prepare the examination room ensuring awarding body requirements are met.
- To receive and seat students appropriately and issue with the correct examination papers.
- Notify the start and finishing times of examinations.
- Ensure regulations are strictly applied and adhered to and that all electronic equipment, including mobile telephones, are not in the Exam room in accordance with the Awarding Bodies procedures.
- To complete registers and other invigilation documentation.
- Actively invigilate throughout the exam to ensure that there is no malpractice and to alert the examination staff immediately to any irregularities and complete the invigilators report.
- To ensure all scripts and examination stationery are collected and checked at the end of each examination.

- To return scripts and associated documentation and equipment to the examinations office.
- To supervise those students who have timetable clashes between their examinations.
- To carry out any additional duties, as required by the Examinations Officers.
- To co-operate with School management in all Health and Safety matters and to take reasonable care for the Health and Safety of yourself and other persons who may be affected by your acts or omissions at work.

PERSON SPECIFICATION

Area	Essential	Desirable	Method of Assessment
Education/ Experience	<ul style="list-style-type: none"> • Good level of Education 	<ul style="list-style-type: none"> • Invigilation experience at other schools/colleges. 	Interview Reference
Personal Qualities, Skills and Abilities	<ul style="list-style-type: none"> • Excellent Communication skills and be able to understand and interpret written instructions • Numeracy skills • Organisational skills – time management and able to work to strict deadlines • Commitment, reliability and adaptability as well as punctuality • Able to work methodically, paying particular attention to detail and accuracy • Willingness to work as part of a team and have a flexible and effective approach to work • Able to work without supervision and take instructions • Understanding and appreciation of the need to maintain confidentiality and work within agreed guidelines and procedures • Commitment to the principle of equal access for all students • Able to exercise sound judgement at all times • Physically fit – some lifting, use of stairs and long periods of standing 		Application Interview Reference

INFORMATION FOR POTENTIAL INVIGILATORS

These notes set out some of the points to consider regarding this role and also outline the commitment that we would require.

Invigilators help create the best environment for students to achieve their full potential during their exams. Invigilators help to make sure the right students are in the right places and have the correct exam papers in front of them. They give out vital information such as the start and finish times for exams and ensure that students have the materials and information they need.

Working as a team, invigilators contribute to ensuring a calm environment for exams, giving student's confidence in their exam.

Invigilators must be able to demonstrate that they have a good command of English, are able to deal with students in a firm but pleasant manner, will remain composed under pressure and be able to conduct tasks accurately whilst paying attention to detail. You should be an adaptable and flexible team member who is discreet, calm and efficient with a sense of humour. Invigilators must be able to commit to as many sessions as possible – morning and/or afternoon - throughout all examination periods, mocks and public exams.

When do most of the exams take place?

The main periods for examinations in 2023-2024 are:

September/October	SET test and Second Stage Entrance Test - one of these days is a Saturday
October/November	University Entry exams
November/December	Year 11 internal exams
February	Year 13 internal exams
April/May	Year 8, 9 & 10 internal exams
May	Year 12 internal exams
May/June	GCE/GCSE Public Exams
June/July	Year 10 NEA Exams

There will also be ad hoc exams when you may be asked to invigilate at other times throughout the year.

You should be available for whole sessions, AM or PM, during all examination periods. Duties would be allocated as required by the school (there are no guarantees as to how many sessions you will be allocated). We would normally ask that you are available for at least 5 sessions per week during exam times.

- AM sessions normally begin at 8.15am
- PM sessions are normally 1pm
- The length of these sessions depends on the length of the examinations.
- There may be some supervision of candidates over the lunch breaks because of timetable clashes.

If you say you are available and are booked to work you are expected to attend except in an emergency; reliability and adaptability are essential in this role. It is very complicated to accommodate early finishes, late starts or last-minute arrangements.

Pay

Invigilators will be paid for hours worked.

Disclosure and Barring Service (DBS)

It is a requirement that schools obtain DBS checks for all staff working in their establishment. DBS checks carried out for other schools or organisations are not acceptable. These checks would have to be repeated if there was more than a three-month gap between periods of employment. Because of this requirement it is essential that invigilators have good availability and are able to attend short training sessions scheduled in March to meet the three-month rule.

Dress code

We expect all invigilators to report for duties in smart and tidy attire, therefore denim or sportswear will **not** be acceptable.

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust 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 their induction.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

We operate a safer recruitment process. All applications should be via an official application form (available on our website) and sent to: vacancies@nonsuchschool.org

Closing Date

Applications must be received by no later than **Monday, 10th July 2023 @ 9 a.m.**

Interviews

Interviews will take place on: **Thursday, 13th July 2023**



 Girls' Learning Trust

www.girlslearningtrust.org