

Director of Exams and Vocational (Examination Officer)

Recruitment Pack



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WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Simon Garrill

A handwritten signature in blue ink, appearing to read 'S Garrill', written over a light blue grid background.

Chief Executive Officer



THE FOUR CRITICAL QUESTIONS

WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.



THE E21C BACKBONE

MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



WELCOME FROM THE HEAD

Welcome to The Ravensbourne School – a school with huge ambitions and drive. We are on a journey to become an outstanding provider, where every student is known, nurtured and developed to their full potential.

At The Ravensbourne School we put our staff first as they take centre stage in supporting our students and their education. We are a hard-working team and we work collegiately to transform the learning for all our students.

If you are enthusiastic, student-centred and dedicated to raising standards, we want you to be part of our team. We will ensure you work in a supportive professional environment, with first rate opportunities for development and progression across all key stages.

We are delighted that you are considering a career with us and within E21C, a family of eight infant, primary and secondary schools. Together we provide exceptional opportunities for professional development at all levels and invest in job shares, returnships and part-time working for young parents or carers.

We have a very ambitious, experienced, inclusive and progressive leadership team and a reputation for fostering a fair, dynamic and forward-looking culture. Transformational change is happening at The Ravensbourne School, and we are excited about shaping and supporting your career as we all share the ambition and opportunity to succeed.

Mark Ridley



Head Teacher



ABOUT THE SCHOOL

The Ravensbourne School is a large and truly unique 11-19 school, set in the heart of Bromley. There are 1500 students, with 440 students in Post 16. Some of the buildings are Grade II listed, dating back to 1911 whilst other additions are more recent. The buildings, coupled with the extensive 22-acre grounds, make up elegant and inspiring surroundings.

Our vision is that every student is prepared to be the best they can be in life and able to create their own future. We believe that every student is different and has unique talents. Through developing these talents and knowledge each student can be the best they can be and in control of their own future. We value an inclusive learning environment that accepts no excuses and builds partnerships with all stakeholders.



ABOUT THE ROLE

Director of Exams & Vocational (Examination Officer)

Based at The Ravensbourne School Hayes Kent

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

In joining The Ravensbourne School and the family of schools within E21C you will gain access to an unparalleled level of support and development in a forward-thinking school and trust.

We are currently recruiting exceptional people who want to be part of our journey of transformation. We want people who will share in our ethos and values and set a new standard of excellence and inspire young minds.

We are seeking to appoint a committed Director of Exams & Vocational (Examination Officer) ready to step up to co-ordinate and run exams for more than 1500 students. In this key role, you will be responsible for managing and overseeing the efficient running and administration of all our internal and external examinations, ensuring their conduct meets all the current regulations.

Our ideal candidate will have a flexible attitude with strong organisation and administrative skills including attention to detail, time management and ability to multitask. Knowledge and understanding of the national framework of qualifications including JCQ requirements is essential. An understanding of using Arbor and ability to analyse data and produce reports for senior management is a requirement.

This role is 36 hours per week, flexibility on weeks per year, between 41-45 weeks and requires commitment particularly during exam periods and results in the summer.

Much as we see our staff nurture the interests and talents of our students, we support the professional growth of our staff. You can expect the following unique benefits to enhance your working life:

- Outer London Salary
- State-of-the art facilities, including access to our new gym
- Free onsite parking
- Excellent CPD opportunities



This is an exciting opportunity for a diligent and self-motivated individual to join our team. The post holder will be making a strong contribution to promoting the school's high standards in all areas of school life.





JOB DESCRIPTION

JOB TITLE: **Director of Exams & Vocational (Examination Officer)**

CLOSING DATE: 31st August 2023

SALARY: NJC Scale 7 Point 21 – 25 depending on experience

£32,265 - £34,341 FTE (Actual Salary £30,693.21 - £32,668.08)

36 hours per week, 44 weeks per year (flexibility on weeks)

CONTRACT TYPE: **PERMANENT**

START DATE: ASAP

LOCATION: The Ravensbourne School, Hayes Lane, Bromley BR2 9EH

REPORTING TO: Deputy Head

KEY PURPOSE OF THE JOB

- To be responsible for managing the effective and efficient administration of external examinations in accordance with the Joint Council for Qualifications (JCQ) regulations (on behalf of the JCQ member awarding bodies) and/or awarding body rules for exam administration in a consistent and secure fashion, thereby helping to maintain the integrity of the assessment process
- To support the Head of Centre 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
- 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
- To closely liaise with key stakeholders (external and internal) to ensure exams administration processes are strictly followed and key deadlines met
- To ensure examinations are conducted in accordance with the regulations
- To work proactively to avoid malpractice among students and staff. Support 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
- Administer the exams budget in line with the school's financial procedures
- To organise and manage GCSE Pre Public Exams

Main duties and responsibilities

Before examinations

Planning

- Maintain and develop systems to manage and coordinate all aspects of the exams administration process
- Identify and access relevant support available from external stakeholders (Awarding bodies/JCQ/Network Group/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
- 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
- Communicate clear internal deadlines and processes for gathering/sharing exam-related information from/with relevant internal stakeholders



- Inform candidates/staff/parents/carers of examination regulations and requirements
- Actively support the Head of Centre in co-operating 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 confirms the information required by the National Centre Number Register and informs of any changes to Centre status
- Manage arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations
- Supports the Head of Centre in managing *Conflicts of Interest* by informing the awarding bodies to timescale and recording the measures taken to mitigate any potential risk to the integrity of the qualifications affected.
- Create/review/update all exam-related policies as required by the regulations and ensure they accurately reflect working practices in the Centre and ensure they are agreed by line manager and Head of Centre.
- Support the Special Educational Needs Coordinator (SENCo) and Access Arrangements coordinator (AAC) in implementing examination access arrangements or reasonable adjustments for eligible candidates.

Entries

- Observe the awarding bodies' published terms, conditions and processes for the registration or 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
- 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 to the Centre

Pre-exams

- Recruit, train, update and manage a team of 20+ invigilators
- 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 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
- Ensure that relevant internal stakeholders are given the necessary information to allow them to complete administrative tasks associated with Centre assessed coursework in accordance with the requirements of awarding bodies and moderators
- Support the Special Educational Needs Coordinator (SENCo) and Access Arrangements Coordinator (AAC) 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 JCQ requirements
- Inform the JCQ Centre Inspection Service of any alternative site that may be used by the Centre to conduct timetabled examinations
- 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

NOTES

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.



JOB PURPOSE

PERSONAL SPECIFICATION

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • Good numeracy and literacy skills / GCSE (or equivalent) in Maths and English • Good command of English, both written and verbal. • ICT literate – competent with Microsoft Office 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Experience of working in a similar role or educational setting • Experience of establishing and maintaining positive working relationships with a range of stakeholders, at all levels. • Knowledge of safeguarding and Child Protection policies. 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Skills	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Excellent organisational skills, having the ability to multi-task and cope with the pressures of being on reception. • Competent use of Microsoft Office including Word, PowerPoint, and Outlook and media packages. • Excellent attention to detail 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <p>Experience of ARBOR</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



	<ul style="list-style-type: none"> Ability to write routine school communications 		
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> Ability to work independently and use own initiative. Able to deal with difficult situations effectively Ability to organise, lead and motivate other staff. Understand and support the importance of physical and emotional wellbeing of students. 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Personal competencies and qualities	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> A passion for education and making a difference; Ability to work under pressure and meet deadlines; The ability to motivate others to high expectations; Energy, enthusiasm, good sense of humour Emotional maturity and resilience in dealing with challenging behaviours Excellent Interpersonal and Communication Skills – Written and Oral. Excellent Organisation Skills with a systematic approach to workload management. Excellent time management, planning and work prioritisation skills. Ability to relate well to children and adults. Work constructively as part of a team, understanding school roles and responsibilities and your own position within these. Ability to self-evaluate learning needs and actively seek learning opportunities. Confidentiality of information as appropriate. A sense of humour and a can-do attitude Team player with a positive and enthusiastic approach to work 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> To be highly motivated and committed. To maintain confidentiality. Willingness to participate in ongoing professional development. Team Player. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To apply please complete the application and equal opportunities monitoring forms [here](#) and send to Mrs S Tregidden (Headteacher's PA) stregidden@trs.e21c.co.uk

PROCESS TIMELINE

Closing Date and Time: 31st August 2023

Interviews: Thereafter

[E21C benefits brochure 2022 October.indd](#)

[E21C Education for the 21st Century Trust - Working for Us](#)

Completed applications and enquiries should be emailed to:

Mrs E Hayler, Administration, ehayler@trs.e21c.co.uk

If you share the school's vision and ambition to raise standards for our students, then we would be delighted to hear from you.

Contact us for an informal (confidential) conversation about how you can make a real difference, or to arrange a tour of the school which is highly recommended.

Please note, we reserve the right to this vacancy early should we receive an overwhelming response.

We look forward to hearing from you.

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