



**Rosebery School**

Excellence. Endeavour. Opportunity.

# **Examinations Officer Application Pack**

**Closing date: Noon on 24 January 2019**

**To start: as soon as possible**

Dear colleague

Thank you for your interest in working at Rosebery School, a highly successful, oversubscribed and vibrant girls' 11-18 school with 1470 students, including 280 in the Sixth Form. We are seeking to recruit an outstanding and motivated Examinations Officer.

In 2018 88% of our students achieved a Grade 4 or above in both English and Mathematics GCSE and at A Level a third of our entries were graded at A\* or A. In addition to securing exceptional levels of attainment, the progress made by our students places us comfortably in the top 10% of schools nationally. Our approach with disadvantaged students has been acknowledged by the DfE and by the award of the Inclusion Mark. **In May 2017, Ofsted graded the school as 'Outstanding' in all areas.**

We are fortunate that our girls want to learn and we enjoy the support of our parents, who rightly have high expectations of our work with their daughters. At Rosebery, students choose their options in Year 8 and take a bridging year in the options they have selected to help them more readily manage the rigour of the new GCSE courses. Over half of our students choose to stay with us into the Sixth Form. We achieve outstanding outcomes for our students as a result of our clarity of purpose, our commitment to individual support and the hard work undertaken by all members of our community, including our students who are a delight to work with.

At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.

New members of our team have an opportunity to make a considerable impact on the future direction of this school, and the GLF Schools Trust, the Multi-Academy Trust that we joined in September 2017. Rosebery School enjoys a very positive working environment and many staff remain with us for lengthy and progressive careers. We pride ourselves on developing individuals through a comprehensive Continuing Professional Development programme and we aim to create opportunities for all colleagues to follow a pathway into leadership, if they wish. In a recent staff survey 100% of respondents said that Rosebery School is a good place to work and that the school is well led. As with all educational organisations, we have high expectations of those who are employed here and in return we provide a supportive and interesting atmosphere within which to work and a full range of staff benefits.

The responsibilities of our positions are significant, but our staff are well-supported. Our Leadership Team maintains an open-door policy and as a staff we seek to work collaboratively to share good practice and to offer mutual support.

Our coaching programme, for which we have been awarded the Gold Coachmark, exemplifies our approach to personal and professional development. All staff follow a personalised professional learning programme which, as well as coaching, includes the opportunity to join #RoseberyReads, #RoseberyLeads, #RoseberyCollaborates and to attend our regular TeachMeets.

Working at Rosebery is challenging and stimulating and you will be joining us at a very exciting stage of our development where you will be able to **make a real difference** to the way we deliver education for our students.

You will find more information about us on our website [www.roseberyschool.co.uk](http://www.roseberyschool.co.uk). I very much hope that you will decide to apply and I look forward to meeting you. If you have any questions or would like to visit the team please contact Mrs Lesley Broome, HR Officer at [lbroome@rosebery.surrey.sch.uk](mailto:lbroome@rosebery.surrey.sch.uk).

Ms Ros Allen  
Headteacher

## Ten very good reasons to join the staff at Rosebery School

- 1. Our students are a joy to work with and achieve outstanding results at every key stage.** The school achieved a Progress 8 score of 0.61 and an L3VA figure of 0.01 in 2018, Ofsted stated in May 2017 that *'pupils achieve exceptionally strong outcomes in all year groups and in all subjects as a result of consistently inspirational teaching.'* Please do take a look at our latest school performance figures on our website.
- 2. We are a diverse and inclusive community** whose members treat each other with respect and kindness. Ofsted in May 2017 highlighted that *'pupils' behaviour and attitudes to learning are exemplary'* and that *'the warm and nurturing climate enables all pupils to feel safe and to flourish'.*
- 3. A personalised professional learning programme** is in place for every member of staff including coaching, mentoring, a research and development 'book club', Teachmeets, and leadership development projects. The award of the Gold Coachmark highlights the quality of the coaching programmes on offer to staff led by our coaching team, which over half the staff have opted to join. All NQTs join us at the end of June prior to their first term in teaching and we carefully plan induction for all staff.
- 4. Many staff members have been internally promoted.** As a large school we are able to offer additional responsibilities to colleagues every year, some with incentive allowances attached and some with time. As a result many staff have been internally promoted, including onto the Leadership Team. Every term a number of Middle Leaders are invited to join the Extended Leadership Team on a rotational basis to extend their experience. Our membership of the GLF Schools Trust has also served to provide significant opportunities for colleagues who support work in the other seven secondary schools as MAT subject leaders.
- 5. Close collaboration** with our feeder primaries, neighbouring secondaries and MAT partners ensures that there are many opportunities to work with colleagues in other schools, and to become involved in our school to school support programme.
- 6.** We are a member of the GLF Surrey SCITT, as well as being a partner in the GLF School and Coombe Girls' Schools Teaching Alliances and have been identified as a Beacon School for training by Roehampton University. Colleagues, therefore, have the **opportunity to lead training for trainees across the local area, or to benefit from the vast experience of our mentoring team** who support the large number of SCITT and PGCE trainees who come to Rosebery each term.
- 7. Children of staff are given priority in our admissions policy.** Children of staff who have been employed by our very over-subscribed school for two years or more are given priority in our Admissions Policy over those applications from 'nearest school'.
- 8. Our Leadership Team has an open door policy** and believes in the importance of getting into classrooms to support teaching and learning. Members of the leadership team are accessible to all staff and students. There are many opportunities for staff to influence the strategic direction of the school through the Staff Consultation Group and numerous working parties which address specific issues, including staff well-being and work-life balance.

- 9. We employ cover supervisors and dedicated administrative support staff** to ensure that teachers at Rosebery are able to use their non-contact time for planning, marking and feedback.
- 10. There are many extra-curricular opportunities** for colleagues and students. Our staff sports club on a Friday afternoon is very well attended in our Sports Hall, our well-equipped fitness suite and sometimes on our local golf course! Places are always offered to colleagues to join trips to Japan, the Alps, Spain, America, CERN and Germany and our staff inspire our youngsters to participate in a huge number of activities including clubs and fixtures in all sports, the Duke of Edinburgh Award, the National Citizen Service, the annual school production, Amnesty International, Maths Challenges, Rotary Young Chef of the Year, our space balloon project, Rag Week, our Summer School, House Challenges, International Day of Languages, Young Enterprise and many more.

## Examinations Officer - Job Description

**Responsible to:** Data and Organisational Systems Manager

**Hours:** 36 hours a week, 41 weeks of the year

**Salary:** GLF 7 £24,288 - £28,657 FTE (£21,766 - £27,821 pro rata)

|   |                                |                        |    |
|---|--------------------------------|------------------------|----|
| <b>Location</b>   | Rosebery School, Epsom, Surrey | <b>Travel required</b> | No |
| <b>Core purpose:</b>  |                                |                        |    |
| <ul style="list-style-type: none"> <li>To manage the school's external and internal examinations processes</li> </ul>   |                                |                        |    |
| <b>Key Accountabilities</b>   |                                |                        |    |
| <b>Main duties</b>  |                                |                        |    |
| <ul style="list-style-type: none"> <li>To be responsible for the administration, organisation and smooth running of all internal and external examinations ensuring compliance with annual awarding body and Joint Council for Qualifications [JCQ] regulations.</li> <li>Maintain security and confidentiality of systems.</li> <li>Act as a source for advice and information regarding all matters relating to examination and assessment administration, developing and maintaining good working relationships with colleagues.</li> <li>To be responsible for the Examination Administrative Assistant and invigilators</li> <li>Ensure effective communication procedures are in place for students, parents, carers and colleagues.</li> <li>Attend Examination Officers` and awarding body meetings.</li> <li>Liaise with HR Manager to recruit and train team of external invigilators.</li> <li>Use of SIMS Examinations module and A2C electronic transfer system..</li> <li>Update Examination Policies and student Examination Information booklets annually.</li> <li>Ability to work to deadlines, being organised and planning ahead.</li> <li>Be flexible and able to work additional hours at busy periods.</li> <li>Other administration duties as required.</li> </ul>  |                                |                        |    |
| <b>Key Tasks</b>  |                                |                        |    |
| <b>External Examinations:</b> <ul style="list-style-type: none"> <li>Ensure students have been allocated a candidate number on SIMS from Year 9 and results are attached to student profiles. Liaise with awarding bodies and Learning Records Service to resolve Unique Learner Number [ULN] and Unique Candidate Indicator [UCI] issues, if raised.</li> <li>Deal with information and requests from awarding bodies and distribute to appropriate colleagues throughout the year via an Examination Bulletin and emails.</li> <li>Familiarisation of, and adherence to, JCQ regulations and dissemination of information to invigilators and colleagues.</li> <li>Liaise with Heads of Faculty/Department and awarding bodies regarding entries and amendments, ensuring all deadlines are met.</li> <li>Arrange external examinations for non-curriculum subjects, including community languages.</li> <li>Maintain records of entry late fees and withdrawals. Check Parent Pay for receipt of examination fees and chase outstanding fees.</li> <li>Check invoices from awarding bodies and liaise with Finance regarding payment.</li> <li>Liaise with Heads of Faculty/Department regarding resit letters to students.</li> <li>Deal with queries from current and former students, as well as parents and carers, regarding examination issues.</li> <li>Manage the application process for Special Consideration for students during each exam season and maintain appropriate documentation and records in accordance with JCQ regulations and guidance, providing advice to parents where applicable.</li> <li>Distribute examination certificates to students in school and obtain evidence of receipt for school records. Inform leavers that certificates are available for collection in November.</li> </ul> |                                |                        |    |

- Download awarding body base data via electronic data interchange [EDI] and input to SIMS Examinations module.
- Use A2C migration system to exchange data with awarding bodies.
- Liaise with SENCO, Heads of Faculty/Department and Heads of Year to ensure accurate records and evidence are held for all students requiring Access Arrangements or Special Consideration. Raise requests and applications with awarding bodies by deadline.
- Check stationery and examination papers on arrival at school and maintain security of such items.
- Briefing candidates on examination regulations and producing written guidelines. Send out regular email updates to students, parents and carers, including items in the Newsletter.
- Compile and publish overall season timetables. Distribute individual student examination timetables and resolve any clashes. Ensure secure arrangements in certain circumstances for students.
- Liaise with HR Manager to recruit and train invigilators. Manage invigilators and Lead Invigilators throughout the year arranging JCQ, Safeguarding and update sessions, as required. Co-ordinate duty assignments.
- Record number of hours worked by external invigilators and sign off timesheets for Finance to enable payment of salary on monthly basis. Maintain record of hours worked each season and invigilation costs.
- Liaise with Headteacher's PA and HR Manager regarding rooming for examinations in terms of cover issues.
- Undertake invigilation duties, when required. Start all examination sessions, briefing invigilators each day before the start. Ensure JCQ regulations are in place and students advised of possible malpractice issues. Check attendance and contact families where students are missing at start of examination.
- Produce and publish seating plans and retain alongside attendance registers for inspection and post results purposes.
- Liaise with Premises team to ensure rooms are set out for examinations as per JCQ regulations.
- Update examination policies and information booklets for students annually.
- Deal with incidents of malpractice or misconduct during examinations and assessments and liaise with Head of Centre/Headteacher. Notify awarding bodies and parents or carers, where necessary.
- Check completed examination scripts against attendance registers, pack them and pass them to Reception for collection by Parcelforce courier; proof of collection must be retained in school. Secure storage of parcels to be managed overnight if not collected.
- Maintain Examination Notice Boards in school with relevant information and publish on school website, as appropriate.
- Work with LT during summer holidays to download results via EDI on day prior to students receiving results the following day in August, plus working on other days for post results service requests.
- Deal with post-examination enquiries and appeals from August publication through to deadline in September. Keep record of all requests and outcomes, changing SIMS data where grades have been affected.
- Liaise with LT and Heads of Faculty/Department to collate requests for internal examinations and produce timetable for approval and publication. Arrange external invigilation, where required, and rooming.
- Attend local Examination Officers' Network Group meetings and awarding body meetings.

#### **Internal Examinations:**

- Lead the co-ordination of the subject departments in producing timetables of annual examinations for Years 10 to 13.
- Ensure room use, seating, invigilation arrangements and distribution of information to staff and students relating to internal examination arrangements, liaising with Heads of Departments as necessary.
- Lead the co-ordination, administration and delivery of the annual examinations.

| <b>Personal Responsibilities</b>   |
|--|
| <ul style="list-style-type: none"> <li>• Observe confidentiality as required in the role.</li> <li>• Playing a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.</li> <li>• Actively promoting school policies and procedures.</li> <li>• Responsibility for own continued professional development.</li> <li>• Compliance with the school's Health &amp; Safety policy undertaking risk assessments as appropriate.</li> <li>• To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.</li> <li>• Adhering to the School's Safeguarding Policy.</li> <li>• Support the aims and ethos of the school as defined in the staff handbook and school prospectus.</li> <li>• Set a good example in terms of professional dress and appearance, punctuality and attendance and adhere fully to the school's published code of conduct.</li> <li>• Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner.</li> </ul> |
| <b>Safeguarding</b>  |
| <p>GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.</p>   |

#### Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- This job description forms part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties.



## Person Specification – Examinations Officer

| Job Title: Examinations Officer  |           |           |
|--|-----------|-----------|
|  | Essential | Desirable |
| <b>Qualifications</b>  |           |           |
| Degree level.  |           | ✓         |
| Evidence of continuous professional development.   | ✓         |           |
| <b>Professional and Experience</b>   |           |           |
| Experience of leading and managing the examination process or similar processes. Candidates without direct experience should be able to show the ability to lead and manage the examination process. | ✓         |           |
| Experience of operating at a relatively senior level within an organisation  | ✓         |           |
| Experience of working in a role using SIMS (or similar management information systems) extensively across a range of processes.  | ✓         |           |
| Experience of maintaining and promoting the use of SIMS (or similar management information system) to provide key data for LT/staff.   | ✓         |           |
| <b>Skills</b>  |           |           |
| Proven leadership skills   | ✓         |           |
| Ability to work independently, demonstrating initiative.   |           | ✓         |
| Experience of managing a records management information system, preferably within an educational environment.  |           | ✓         |
| Ability to develop and maintain efficient record keeping/management information systems, providing accurate records and reports as required.   | ✓         |           |
| Ability to reconcile priorities, work to tight deadlines and problem solve.  | ✓         |           |
| Knowledge of a variety of ICT systems including Word, Excel and Publisher. Ability to mail merge and create/manipulate data in Excel.  | ✓         |           |
| Receptive to new ideas, approaches and challenges.   | ✓         |           |
| An ability to communicate effectively with teachers, students, parents, carers and multi-agencies.   | ✓         |           |
| An ability to work autonomously and as part of a team.   | ✓         |           |
| Good organisation, time management, communication and interpersonal skills.  | ✓         |           |
| Good research and planning skills.   | ✓         |           |
| Knowledge of the main aspects of the organisation of secondary schools.  |           | ✓         |
| Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information.   |           | ✓         |

|  |   |   |
|--|---|---|
| Knowledge of the rights and responsibilities of parents and carers.  |   | ✓ |
| The ability to liaise with and gain the confidence of all school staff.  | ✓ |   |
| Ability to process and interpret complex information.  | ✓ |   |
| The ability to work flexibly.  | ✓ |   |
| Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life.   | ✓ |   |
| The ability to find creative and imaginative solutions to problems.  |   | ✓ |
| The ability to produce detailed, concise evaluative reports.   | ✓ |   |
| Knowledge of funding body requirements and regulations would be desirable.   |   | ✓ |
| <b>Personal Attributes</b>   |   |   |
| Ability to develop and sustain successful relationships with colleagues at all levels  | ✓ |   |
| Ability to work effectively as part of a team  | ✓ |   |
| Excellent organisational skills, ability to work under pressure and meet deadlines   | ✓ |   |
| Ability to plan, monitor, evaluate and review  | ✓ |   |
| Enthusiasm, energy, resourcefulness, creativity  | ✓ |   |
| Communicate clearly and concisely both verbally and in writing, with all customers (pupils, parents, colleagues, external contacts, etc.)  | ✓ |   |
| Ability to write clear and informed reports  | ✓ |   |
| Ability to create innovative solutions to solve problems   |   | ✓ |
| <b>Safeguarding</b>  |   |   |
| GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. |   |   |

## Making an application

To make an application for the role, please download a copy of our Application Form and Equality Monitoring form. The forms should be saved under new file names before editing.

Your completed application should include the following documents:

- Fully completed Application form
- Equality Monitoring Form
- Additional supporting statement

**Please complete and return the application form by the closing date which is noon on Thursday 24 January 2019.**

Your application can be either uploaded to the Eteach.com website, emailed to [jobs@rosebery.surrey.sch.uk](mailto:jobs@rosebery.surrey.sch.uk) or sent by post to the main school address for attention of the HR Officer. In the event of difficulty, please email Lesley Broome, HR Officer, [lbroome@rosebery.surrey.sch.uk](mailto:lbroome@rosebery.surrey.sch.uk).

It is important that you explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications. If you have been shortlisted for interview we shall contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements.

## References

When providing details of referees applicants must provide two references. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and **not from the same organisation or employer**.

All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live.

The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form.

## Interviews

The interview process will include an interview and a skills test. Please note due to high numbers of interested candidates, applications will not be acknowledged and we will only contact candidates whose applications are shortlisted to attend interview. Applicants should be aware that we have a No Smoking Policy and therefore smoking is not allowed anywhere on the school site.

If you do not hear from us, then you may assume that your application has been unsuccessful on this occasion but we should like to thank you for your interest in working at Rosebery School.

## Safeguarding

Rosebery is fully committed to safeguarding. If you are invited for interview you will be required to provide original documentation to prove your identity (e.g. passport, driving licence, P60/45) and original exam qualification certificates.

Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration.

### **Data Protection**

Should you be unsuccessful with your application the School will confidentially destroy your Application Form after six months of its submission. If you are successful in your application this information will be kept securely as part of your personal employment record.

### **Equality and Diversity**

Applications are welcome from all sectors of the community. No job applicant will be treated less favourably because of his or her sex, race, colour, ethnic origin, age, marital status, disability, religion or belief, sexual orientation, or by any other condition or requirement that cannot be shown to be justified.

In order to help us ensure that this policy is being carried out, please complete the information required on the Equality & Diversity Monitoring Form. This form will be separated from the application form on receipt and used for monitoring purposes only. It will not form part of the interviewing and selection process.

Any information provided on the Equality & Diversity Monitoring Form is treated as 'sensitive' data. The monitoring of this data will enable the school to be aware of the makeup of its employees so it can then support, help and provide advice to employees where needed.