

# JOB DESCRIPTION

## JOB TITLE: Exam Access Team Leader

### ROLE OVERVIEW

**Job Title:** Exam Access Team Leader

**Grade:** EC7-8

**Contact Hours:** 37 hours per week,  
40 weeks per year

**Contract:** Permanent

**Faculty:** Learning Support

**Responsible to:** Head of Faculty

### KEY ROLE OBJECTIVES

To ensure the team of Specialist Assessors are awarding exam access arrangements in line with JCQ deadlines and college business priorities and policies, within specified deadlines.

To provide specialist screening and assessment for student exam access arrangements in line with JCQ guidelines, and in a timely manner. To process varied supporting documentation and reports.

To liaise with faculties/curriculum areas, managing a caseload of student referrals, to explore need and to provide support and guidance to tutors and teaching staff regarding exam arrangements. To provide data for external and internal reports.

To participate in the general duties of the Learning Support team, completing related administration at college events, and delivering staff training.

To assist the Assessment Team Manager to ensure quality and standardisation of service and, where necessary, support the Assessment Team Manager to develop new systems and protocols.

To undertake assigned duties and responsibilities effectively and efficiently, ensuring that all actions are discharged within the regulatory and legislative requirements to which the college is subject, and

- with full regard for the college's equality, diversity and health and safety requirements;
- to achieve individual and team targets assigned through the college's annual planning and staff performance review processes;
- within the approved income and expenditure budgets;
- subject to the college's approved strategies, policies and procedures.

### 1. MAIN RESPONSIBILITIES:

- 1.1 To ensure exam access arrangement procedures are standardised, in line with JCQ deadlines.



- 1.2 Identify and follow up students with existing exam access arrangements and confirm that they are valid. Ensure arrangements are in place where appropriate, in a timely manner.
- 1.3 Carry out screening and specialist assessment of learners as appropriate, in line with JCQ guidelines.
- 1.4 To assist the Assessment Team Manager to run standardisation meetings as required.
- 1.5 Maintain accurate and detailed screening and assessment records.
- 1.6 Cascade JCQ and exam board updates and processes in a timely manner, ensuring that they are actioned and monitored.

## 2. GUIDANCE, SUPPORT AND STUDENT WELFARE

- 2.1 To build and maintain a clear picture of the demand for exam access arrangements in an agreed number of faculties, and progress towards setting up the exam access arrangements as required. This will involve working with a caseload of learners, liaising with tutors and teaching teams, and attending curriculum area team meetings as appropriate.
- 2.2 To provide advice and guidance to tutors regarding specialist assessment and exam access arrangements.
- 2.3 To provide support for tutors to enable them to present the necessary background information, documentation and student 'normal way of working', to justify screening/assessment and applications for exam access arrangements

## 3. COLLABORATIVE AND CO-OPERATIVE WORK WITH COLLEAGUES

- 3.1 Participate in the initial interviewing and needs assessment of students with additional learning support needs.
- 3.2 Deliver staff training on exam access arrangements, SEND and JCQ regulations.
- 3.3 Participate in appropriate quality assurance procedures including collection and analysis of assessment data, learner and tutor feedback. To provide data about exam access arrangements and processes for internal and external reports.
- 3.4 Maintain accurate and detailed student records.
- 3.5 Where appropriate, to support other functions in the support faculty.

## 4. ADDITIONAL DUTIES

- 4.1 Promote a teaching, learning and working environment that is free from discrimination and where all students and staff are encouraged to express their individuality.

- 4.2 Be responsible for safeguarding and promoting the welfare of students.
- 4.3 Undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the College at any of the College's sites or place of work.
- 4.4 Promote and conduct your professional duties and responsibilities within the parameters of the College's agreed values and aims.
- 4.5 To undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the College at the initial place of work or any other of the College's sites within the Exeter area.
- 4.6 This job description is current at the review date. In consultation with the post holder it is liable to variation by the College to reflect actual, contemplated or proposed changes in or to the job.

## MANDATORY DUTIES

- 1. Responsibility for safeguarding and promoting the welfare of children and vulnerable adults in college.
- 2. Commitment to equal opportunities.
- 3. Commitment to British Values and the Prevent Agenda.

While the Head of Faculty has overall management responsibility, the direct Line Manager for this post will be the college Assessment Team Manager.

**Reviewed:** June 2025

# Person Specification

## Exam Access Team Leader

### Assessment Criteria

- Evaluated on application form (A) and/or interview (I)

### Experience

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#### Essential Criteria:

- Successful experience of screening and specialist assessment of students for exam access arrangements (A/I)

#### Desirable Criteria

- Delivering staff development sessions on aspects of learning support and exam access arrangements (A)
- Successful experience of processing past exam access arrangement documentation from secondary to FE/6th forms (A)

### Skills and Abilities

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#### Essential Criteria:

- Experience of team or project management (A/I)
- Outstanding communication skills (A/I)
- Outstanding interpersonal skills (A/I)
- Effective organisational, record keeping and time management skills (A/I)
- Effective IT skills (A/I)
- Budget management skills (A/I)
- Up to date working knowledge of the Joint Council for Qualifications (JCQ) regulations for exam access arrangements and reasonable adjustments (A/I)

### Qualifications

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#### Essential Criteria

- Teaching qualification (A)
- Degree or similar level of qualification (A)
- Specialist Assessment qualification (A)
- GCSE pass or equivalent in Maths and English (A)

## Desirable Criteria

- Specialist training in an aspect of learning support (A)
- Diagnostic assessment Practising Certificate (A)

## Personal Qualities

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### Essential Criteria:

- Proactive and willing to accept responsibility (A/I)
- Able to work independently and as part of a team (A/I)
- Thorough and able to work with excellent attention to detail (A/I)
- Patient, tactful and sensitive to students' differing needs (A/I)
- Proven ability to work under time pressure (A/I)

## Mandatory Requirement

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### Essential Criteria

- Commitment to safeguarding and promoting the welfare of children and vulnerable adults in College (I)
- Commitment to equality and diversity (I)
- Commitment to British Values and the Prevent Agenda (I)

**Reviewed:** June 2025

 **AMBITION**

 **COLLABORATION**

 **ENERGY**

**BE EXCEPTIONAL** 



# OUR VALUES ARE WHAT MAKE US, US!

**VISION:** To be an exceptional College

**MISSION:** To shape futures by delivering world-class education and training for our city and region

## AMBITION

- We are challenged and encouraged to push boundaries to enable us to realise our ambitions
- We are brave and take decisions that transform lives and foster achievement for all
- We are agile, future-focused and embrace digital technology and learning
- We believe in impact; we are passionate about our community and environment and continue to make big changes in order to play our part in creating a sustainable city and College

## COLLABORATION

- We collaborate with others to ensure we grow, thrive and initiate brilliance
- We are bold and innovative; we listen to and learn from others in pursuit of the exceptional
- We care about place; we collaborate with others to ensure success for our community that has national impact
- We believe that we are stronger together and actively seek out partnerships that make a difference and help us enrich our College

## ENERGY

- Our expertise, passion and actions energise and enthuse those around us
- We care and support our people and our community. We believe that we excel when we are empowered, engaged and enjoy our time at College
- We are curious; we focus on solutions, not problems
- We are proud of our achievements and actively seek out opportunities to celebrate these and set ourselves our next challenge.