



# DR CHALLONER'S GRAMMAR SCHOOL

## Examinations Manager Information Pack

*Challenge with reward*



DR CHALLONER'S  GRAMMAR SCHOOL

Examinations Manager  
Start date: As soon as possible

Contract	Permanent
Salary (plus access to generous LGPS pension scheme)	Grade 4 (starting salary commensurate with experience) £24,750 - £26,566 (35 hrs); £26,518 - £28,463 (37.5 hrs) pa pro rata
Hours per week	35 - 37.5 hours per week*
Working weeks per year	Term-time plus 2 weeks (41 weeks per year)
Closing Date	Wednesday 11 September 2024 12 noon

Thank you for your interest in DCGS. We are seeking to appoint an Examinations Manager who will be responsible for the efficient and effective running of our examinations within the school. The Examinations Manager will be supported by a fantastic team of invigilators, led by a senior invigilator, who work collaboratively to ensure that the exams are conducted in accordance with the school procedures and the regulations set out by the Joint Council for Qualifications (JCQ).

The successful applicant will have strong data processing skills, exceptional attention to detail and the ability to effectively manage a varied workload and meet deadlines. They will have the ability to build good working relationships with staff, students and invigilators and to liaise effectively with examination boards to meet the requirements of the exams cycle. Experience of working within a school or across examinations would be beneficial but not essential. (\* There may be times during peak exam season when additional hours need to be worked; compensatory time will be given for this elsewhere in the year. )

Dr Challoner's currently has 1370 students, of which 450 are in the Sixth Form. In November 2019 the school was judged to be Outstanding in a full section 5 inspection under the new Education Inspection Framework. It is regarded as one of the leading grammar schools in the country. As lead in the Teaching School Hub - Buckinghamshire, we provide an exciting range of professional development opportunities.

If you would like to discuss the role further please contact Sian Nieboer, Administration Manager, [snb@challoners.org](mailto:snb@challoners.org)

To apply for the post, please email a completed application form to Gill Byrne (HR Manager and Head's PA) Email: [employment@challoners.org](mailto:employment@challoners.org)

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

# A warm welcome...

From Mr David Atkinson, Headteacher Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post.

When you do your research you'll find that our Ofsted inspection, carried out in November 2019, graded the school as outstanding in every respect. We believe that this judgement is a reflection of the fact that Challoner's is genuinely a special place. The report echoed what many visitors tell me – that the school has a distinctive ethos and culture of teamwork, loyalty and aspiration, with the well being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its impressive academic record, Challoner's is not an examination hothouse – it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our staff are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other extra-curricular activities is that spending time with our students is so rewarding and enjoyable.

We believe that the next generation of leaders will be drawn both from among our staff and our students and we take our responsibility for their development very seriously. We do our very best to promote good mental health at work through the way we organise things, and the way we relate to each other. This kindness for others, not just students, is one of the hallmarks of our ethos. We have worked closely with MIND, using their Workplace Wellbeing Index to identify the best ways to promote wellbeing and positive mental health. This resulted in our achieving their Gold award in 2021/22 for the fourth year running - one of only a handful of organisations in the country to do so.

You'll find a lot more information about the school on our website [www.challoners.com](http://www.challoners.com) (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at [www.astrahub.org](http://www.astrahub.org). If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to welcome you to our school, in this our 400th anniversary year.

With best wishes.

Mr D Atkinson,  
Headteacher

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Now leading the delivery of the ECF and NPQ programmes across the county, colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



*'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.*

## Why work for Dr Challoner's Grammar School?



- Outstanding modern facilities, including recently modernised sports, music, arts and science facilities.
- High staff retention
- A friendly working environment with supportive and caring colleagues.
- Culture of teamwork, loyalty and aspiration



- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to regular staff social events



- Generous pay based on the London Fringe Allowance
- Opportunities for flexible working, where possible
- Access to join the Local Government Pension Scheme ("LGPS"). The LGPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme.



- A successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of.
- Staff are issued with a Chromebook computer for use during their employment at Challoner's
- An extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession.



## Our commitment to Character Education

### Character Education



As well as our enviable track record of academic performance, we are equally proud of our focus on character, and our development of young people who will go on and improve their lives and our society with their education. Our core vision, to deliver education of excellence with integrity, is underpinned by values of Aspiration, Kindness and Resilience. We want to support students so that they develop their own well informed aspirations for their futures. We help our students understand how to flourish as young adults, with the resilience to adapt and be flexible while also helping others. We emphasise the need to be kind by looking after yourself, and through positive and productive personal relationships with others.

We encourage our staff, whatever their job, to play a part in this. This may be through classroom teaching, but role modelling good habits in these areas is something we expect of all our colleagues. As a result we have a cohesive staff body with a shared belief in the school's purpose, to develop thoughtful young people who can make a noticeably positive impact on society as a result of their education at Challoner's.





## Our commitment to Diversity, Equity and Inclusion (DEI)



### Diversity, Equity and Inclusion (DEI)

At Challoner's, we strive to create a safe environment where everyone feels they belong, and kindness, respect and equity inform everything we do. Our school is a rich and diverse community, so we must develop thinking and attitudes appropriate for the global society in which we live.

Our DEI charter is for current and prospective students and staff, as well as the wider community, to understand the commitments of our school in this vital area, and to outline the expectations of all members of the school community:

#### Our key commitments:

**Maintain a positive ethos:** We stand for an atmosphere of empathy, inclusion and respect that empowers all members of the community.

**Commitment to curiosity:** We will retain a curiosity about others in our diverse community; whilst also remaining tolerant of others who might make genuine mistakes along the way.

**Accountability:** We will accept responsibility for our actions and any negative impacts our comments and actions have upon those close to us and the wider community.

**Stand strongly against discrimination:** We will actively oppose any form of discrimination including the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This will be treated with the same protocols and rigour as other harmful acts.

#### Our DEI pledge:

**Educate:** Address problematic stereotypes and prevalent prejudices by showing each other how such intolerance directly affects individuals and society as a whole.

**Encourage dialogue:** Offer a safe space in which everyone can openly discuss issues they feel are important, share their own experiences and ask questions.

**Set clear expectations:** Make clear in the school's code of conduct that any form of prejudice and discrimination is unacceptable and detail the consequences. Breaches of these rules will be followed with swift action.

**Promote diversity and inclusion:** Encourage the celebration of diversity and sharing culture through activities that can be enjoyed by all.

**Promote & empower upstanders:** Encourage students and our whole school community to challenge intolerance and teach them how to support those affected by intolerance effectively.

**Involve parents:** Ensure that families are aware of the positive work being undertaken by school. Involve them in what students are learning and encourage them to reinforce the same messages in a more direct and personalised way at home.



# Role Profile – Examinations Manager



## Job title

Examinations Manager

## Job purpose

To be responsible for the administration and organisation of all aspects of examinations for the school.

## Objectives

To maintain the integrity of the exam process and to ensure examinations are run to the highest possible standards ensuring our students have the best chance of success.

## Principal areas of responsibility

- A Organising examination entries
- B Managing examination operations
- C Ensure effective communication in respect of examinations
- D Other duties

## Key Tasks

- A1 Responsible for correct examination entries for all public external exams to the examination boards, and arrangement of internal examinations, including mock examinations.
- A2 Apply to awarding bodies for appropriate exam access arrangements for those students identified by the SEN and pastoral teams.
- A3 Liaise with external candidates, such as former students who wish to resit exams, and make appropriate arrangements to support their exam needs.
  
- B1 Ensure the effective and efficient management and administration of exams in accordance with Joint Council for Qualifications (JCQ) regulations.
- B2 Organise examination rooms in accordance with regulations including allocation of rooms and seating plans, resolving timetable clashes and issuing individual timetables.
- B3 Manage the senior invigilator and take responsibility for recruitment, training and retention of a team of invigilators to deliver a high level of invigilation provision.
- B4 Manage the daily running of internal and external examinations, ensuring that all required materials are in the examination rooms and arrangements for candidates with access arrangements are in place.
- B5 Ensure procedures are in place for the collection, secure storage and despatch of exam scripts in accordance with JCQ regulations.
- B6 Prepare for results days, ensuring that all results and certificates are disseminated to students.
- B7 Manage the special considerations and post results services processes.
- B8 Manage the examination budget and produce annual projections for the Chief Financial and Strategy Officer.



# Role Profile – Examinations Manager



## Key Tasks (continued)

- C1 Respond to pre/post-result queries from students, staff and parents, and ensure that all necessary entries such as special considerations and post results services meet the timescales set by the examination boards.
- C2 Advise the Head and appropriate/relevant senior staff of any changes to JCQ regulations.
- C3 Ensure that the school adheres to JCQ guidance with documentation and procedures in place to pass the annual exam inspection.
- C4 Produce analysis and statistics on examination entries and results for SLT and other stakeholders.
- C5 Monitor the general exams email account including, as agreed, during holidays.
  
- D1 Provide occasional classroom management to classes in the absence of a teaching member of staff.
- D2 In relation to D1, provide an orderly and purposeful environment in which pupils can complete the work set by the teacher, using the school's rewards and sanction as appropriate.
- D3 Assist in the invigilation of examinations at peak times.
- D4 Undertake professional development activities relevant to the role.
- D5 Accompany pupils as an additional adult on educational visits as required.
- D6 Undertake any other reasonable task required by the Headteacher or line manager.
- D7 Be aware of, and work within, the statutory frameworks relating to schools including Safeguarding, child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.

## Reporting to

Director of Information and Operations

## Direct reports

Senior Invigilator, who oversees a team of 20+ invigilators

# Person Specification



## EXAMINATIONS MANAGER

At DCGS we want to employ people who share our desire to deliver the best experience and outcomes for our students. This person specification is designed to show the personal and professional characteristics that we would like to see in a successful applicant for this post.

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications			
Good standard of general education up to A Level or equivalent.	Y		Application, Certificates
Previous work/school experience			
Experience in an administrative role	Y		Application, Interview, Reference
Experience working in a school		Y	Application, Interview, Reference
Previous experience working in an exams role in an educational setting		Y	Application, Interview
Experience of employment that requires multi tasking, attention to detail, and the ability to adhere to deadlines.		Y	Application, Interview
Experience of working with multiple systems and processes simultaneously.		Y	Application, Interview
Professional skills, abilities and knowledge			
Good written and oral communication skills; ability to liaise effectively with multiple stakeholders	Y		Application, Interview
Ability to complete work accurately, clearly and concisely	Y		Application, Interview
Strong data and IT skills - including competency in spreadsheets, word processing, databases and solid experience of working with a Management Information System	Y		Application, Interview
People management skills and experience			

The ability to relate well to colleagues and other professionals, building effective working relationships	Y		Application, Interview
An effective team player, able to work collaboratively with colleagues	Y		Application, Interview
Other Personal qualities			
Appropriate motivation for working with children (one which values each child and shows concern for their personal safety and wellbeing)	Y		Interview
Well developed planning and organising skills including time management.	Y		Interview, Reference
Able to adapt quickly to changes to regulations and processes	Y		Interview
Attention to detail and willingness to follow difficult/routine tasks through to completion.	Y		Application, Interview, Reference
Commitment to equity, diversity and inclusion	Y		Interview
Commitment to continued professional development	Y		Interview
Commitment to the school's values of aspiration, kindness and resilience	Y		Interview

# Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

## How to apply

To apply for this position, you will need to complete an application form, which can be downloaded by following this link.

Completed applications should be sent to [employment@challoners.org](mailto:employment@challoners.org)

Please note that only fully completed application forms will be considered.

CVs will not be included in the short-listing process

## Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

## Interview

Selected candidates will be formally interviewed by the Headteacher and other members of the school management team.

The interview may also include an administration or practical task for support staff.

## (Support Staff) Administration Task

The interview process for support staff may include a skills test which is relevant to the role for which you are being interviewed. This will be completed using Google docs and/or Google sheets, which are very similar to Microsoft Word and Excel.

As part of our safer recruitment process please find links here to our [Child Protection Policy](#), [Safeguarding Statement](#) and [Recruitment of Ex-offenders Policy](#).

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected', are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at [DBS filtering guide](#). It is an offence to for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe In Education (KCSIE) guidance, we will conduct online searches to research information on shortlisted candidates, to determine suitability to work with children and keep them safe. This is not part of the shortlisting process; if there are any findings of concern, you will be given the opportunity to address them at interview.



## Excellence with integrity

At DCGS...

We work hard to help everyone feel safe and valued as part of our school  
We are determined to give our best to everything we do  
We are prepared for the opportunities and challenges of today and the future  
We serve the wider community

At DCGS We Value...

Aspiration



Kindness



Resilience



In All Our Actions And Intentions

At DCGS everyone learns through...

Teaching that is rigorous, engaging and high quality  
Developing leadership at all levels  
Maintaining a culture of high expectations  
Showing a concern for everyone's wellbeing  
Providing a first class learning environment  
Ensuring a breadth of opportunities for all  
Promoting an open and outward facing attitude  
Engaging with the global potential of technology  
Exploring innovative and sustainable approaches