

JOB DESCRIPTION

JOB TITLE: Exam Access Team Leader

ROLE OVERVIEW

Job Title: Exam Access Team Leader

Grade: EC7/8

Contact Hours: 37 per week, 52 weeks per year (1FTE)

Contract: Permanent

Department: Learning Support

Reports to: SEN & Assessment Manager

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

To carry out all duties efficiently, ensuring that actions are compliant with relevant legislation and regulatory requirements, as well as College policies and budgets.

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. Alongside completing assessments for new or existing student. 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 SEN 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.
- 1.7 Update centralised systems for EAA decision recording and staff scheduling.

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
- 2.4 Meet with SENCO/SEN Manager to align expectations and documentation/policies/guideline. Carry out internal quality assurance of the assessment teams processes.
- 2.5 Proactively liaise with schools to ensure timely transfer of student evidence and JCQ forms. To include following up with schools and partner organisations on incomplete evidence forms, such as dyslexia assessments.

3. COLLABORATIVE AND CO-OPERATIVE WORK WITH COLLEAGUES

- 3.1 Participate in SEN interviews and gather the needs 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 Prepare diaries and assessment timetables for the new academic year.
- 3.5 Where appropriate, to support other functions in the support faculty.

4. ADDITIONAL DUTIES

- 4.1 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.
- 4.2 Promote and conduct your professional duties and responsibilities within the parameters of the College's agreed values and aims.
- 4.3 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.

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 SEN Assessment Team Manager.

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.

Reviewed: Oct 2025

Person Specification

Exam Access Team Leader

Assessment Criteria

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

Experience

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

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

Essential Criteria

- Teaching qualification (A)
- Degree or similar level of qualification (A)
- Level 7 Specialist Assessment qualification or a current SpLD Assessment Practising Certificate (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

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

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: Oct 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.