

## JOB PROFILE

**TITLE:** Exam Invigilator

**SCHOOL:** Kempston Academy

**RESPONSIBLE TO:** Examinations Officer

### PURPOSE OF POST:

- To oversee and supervise examinations and to ensure that guidelines and regulations of the examination papers and procedures are followed during the examination sessions.
- To have a key role in upholding the integrity and security of the examination/assessment process.

### ORGANISATION CHART

Examinations Officer

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**Exam Invigilator**

### PRINCIPAL RESPONSIBILITIES:

1. Report to and be briefed by the exams officer prior to each exam session
2. Keep confidential exam question papers and materials secure before, during and after exams
3. Collect and securely return all exam scripts and exam materials to the exams officer
4. Ensure exam rooms are set up according to the requirements
5. Admit candidates into exam rooms under formal exam conditions and to ensure that no inappropriate items are brought into the examination hall e.g. mobile phones are handed in and that coats and bags are not taken to the desks
6. Identify candidates and seat candidates according to the required arrangements
7. Distribute the correct question papers and exam materials to candidates
8. Instruct candidates in the conduct of their exams
9. Deal with candidate questions and record/report any incidents, disruption or irregularities
10. Supervise and observe candidates at all times and be vigilant throughout exams
11. Complete attendance registers and check candidates' names on scripts to match the details on the attendance register
12. Dismiss candidates from the exam room

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Chiltern Learning Trust policies.

**The Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.**

**All personnel may be required to work across the Trust by agreement with the Chief Executive.**

**DIMENSIONS:**

**Financial Resources:** N/A

**Physical Resources:** Exam materials, equipment and resources

**WORKING ENVIRONMENT:**

Examinations rooms

**CONTEXT:**

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**DBS**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

**The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

**'CVs will not be accepted for any posts based in Trusts'**

**Person Specification:** Exam Invigilator

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience			Experience of examinations procedures  Previous experience of school administrative procedures	1,2
Skills / Abilities	Excellent organisational skills and ability to work with high degree of accuracy.  Good interpersonal skills.  Ability to work to deadlines.  Ability to work with a degree of autonomy within agreed boundaries.  Ability to work as part of a team.  Basic computer skills	1,2  1,2  1,2  1,2  1,2  1,2		
Disposition and Attitudes	Willingness to be flexible  Ability to maintain confidentiality at all times  Commitment to safeguarding.	1,2  1,2  1,2		
Equality Issues	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.	1,2		

<b>Education and Training</b>	Able to commit to relevant job training.	1,2	Relevant GCSE's or equivalent including GCSE Grade C and above in English and Maths.	1,4
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(1 = Application Form    2 = Interview    3 = Test    4 = Proof of Qualification    5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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