



INFORMATION PACK

Examinations & Data Support Assistant

Thank you for your interest in The Swan School, part of the River Learning Trust.

The Swan became Oxford's first completely new secondary school for over 50 years when it opened in September 2019.

When full, we will have approximately 1,200 students on roll, of whom around 300 will be in the Sixth Form. Our students are drawn from a local catchment area and the school will be at the heart of the community.

Learning from the most successful approaches at the best schools, The Swan School provides a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos is academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning. Our students are inspired and nurtured, acquiring the knowledge and skills to think critically and creatively.

They learn to be confident, resilient



and ambitious, and have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we draw on best practices proven elsewhere, including a longer school day on Tuesdays that enables enrichment activities to be embedded in the curriculum.

Students read and are read to and we expect all students to work to the best of their abilities and have excellent attendance and behaviour. If you have any questions or would like to speak to someone about this post, please contact our school office via office@theswanschool.org.uk or on 01865 416 070.

We very much look forward to hearing from you.

Kay Wood, Headteacher.



A Unique Curriculum - Ambitious and Inclusive

The curriculum at The Swan School is tailored to provide a rigorous academic education. We have the highest expectations of what students can learn and encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have a full range of opportunities open to them.

The subjects taught are broadly traditional, but all students are motivated to stretch themselves beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education. Alongside this, and seen as of equal value, is their learning in art, design and technology, and music, in which they are taught to both appreciate the achievements of others and to develop their own creative abilities. In all subjects, the emphasis is on expertly-designed learning with high levels of structure.

There is absolute clarity for all on what students are expected to know and do at each point. No time is spent on tasks that don't move students on. This is also evident in the provision of home learning – some of which is completed during tutor time, and some at home.

This is purposeful, clear and useful, normally involving practice or learning of key vocabulary in all subjects.



Electives

Our longer day on a Tuesday also means time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. Currently these include specialised sport, music, drama, additional languages and volunteering.

Electives are a chance for students to explore existing passions and discover new ones.

They are a compulsory part of school life so that enrichment is an entitlement for all, not an optional extra for a few.

Everyone at The Swan School works hard, guided by the belief that, through effort and dedication, wonderful things can happen.

Students are expected to show commitment, self-discipline and responsibility in their studies.

As a result, they produce work of the highest quality and learn to achieve more than they ever believed possible.

Co-curricular Activities

Students at The Swan School are able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people.

Students will be active participants in the school, local community and beyond. They learn consideration and kindness, and contribute to society. Swan students have 40 minutes of tutor time every day where we focus on their personal and social development.

Tutors and co-tutors guide their tutees through a centrally planned 'pastoral curriculum' that includes PHSCE topics, values-based activities, and opportunities to debate topical issues in 'Thought for the Week'.

Tutor time also includes 'guided reading' where tutors read to their tutees for 20 minutes to help develop their literacy, love of reading, and cultural capital.

Support and Inclusivity

The Swan School is an inclusive school, where all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning is to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day allow us to make sure that no student falls behind or does not make good progress. Good schools do not give up on students.

Family Lunch

Students and staff sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach helps all our students to learn good habits, consideration for others, and also how to engage in discussions with confidence. Breakfast and healthy snacks at break are also available.



RIVER LEARNING TRUST

The Swan School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools and a school-centred initial teacher training provider across Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the trust. The SCITT trains around 110 trainees across some 40 schools in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts Secondary School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cuttleslowe Primary School
Edith Moorhouse Primary School
Edwards Field Primary School
Garsington CofE Primary School

SCITT
OTT

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Examinations & Data Support Assistant

Contract Terms: Permanent

Grade: Grade 6

Accountable to: SENDCO & Exams Officer

PURPOSE OF THE POST

To provide comprehensive administrative support for the school's internal and external examination processes, including the coordination of all exam access arrangements, and to assist with the production of student reports. This role deputises for the Examinations Manager in their absence.

MAIN RESPONSIBILITIES

Exam Access Arrangements:

- Coordinate, plan, and submit all necessary documentation for exam access arrangements in strict adherence to JCQ regulations and Awarding Body deadlines.
- Work closely with the Inclusion Team and liaise proactively with students, parents, carers, and staff regarding exam access arrangements, including initiating and completing applications.
- Organise and facilitate the testing of students by external JCQ-approved assessors.
- Maintain and update the access arrangement register, ensuring appropriate sharing of information.
- Ensure all necessary approvals for access arrangements are in place for students' exams.
- Accurately complete and meticulously maintain student files and records for exam access arrangements, ensuring they meet JCQ inspection standards, including collecting and collating evidence of students' 'normal way of working'.

Examinations Administration:

- Assist the Examinations Officer with all aspects of internal and external examination procedures, including organisation and administration.
- Provide administrative support for the preparation of documentation for A-level and GCSE results days.
- Supervise or invigilate exams as required, and assist with the supervision of external exam invigilators.
- Respond to and resolve enquiries regarding exams from school staff, students, parents, and exam boards.
- Assist the Exams Officer/ SENDCO in training support staff (e.g., readers, scribes, prompts) for exam roles and collaborate with the Exams Officer to ensure students receive correct agreed support during exams.

Data support:

- Support cover planning and management
- Support the data manager in maintaining student records, the school timetable and the MIS.
- Support the student reporting process in conjunction with the Assistant Headteacher (Achievement) and Data Manager, ensuring adherence to the assessment and reporting calendar and meeting all deadlines.

Compliance and Professional Development:

- Stay up to date with all JCQ requirements, Awarding Body regulations, and best practices in assisted technology relevant to exam access arrangements by attending regular training courses and updates.
- Maintain a high level of integrity and confidentiality in all dealings, in line with school policies and procedures.
- Assist the Exams Officer with the annual inspection of the school's exam access arrangements by the JCQ inspector.

Other responsibilities:

- To contribute towards instilling a culture of high expectations for all students across the school.
- To be familiar with and adhere to all school policies, including behaviour and recognitions.
- To fulfil your duties and responsibilities regarding safeguarding students, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be an effective member of a team.
- To set a good example in terms of dress, punctuality and attendance.
- To participate in regular performance reviews to ensure that any personal development needs are identified and met.
- Continue to improve your own professional practice through agreed training and development activities.
- To be familiar with relevant school policies and Health and Safety requirements
- Must be flexible and available when needed to act in a crisis situation during and sometimes outside regular working hours

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Good general level of education, Maths and English GCSEs Grade 4+ 	
Experience	<ul style="list-style-type: none"> • General clerical/administrative skills; • Excellent literacy skills; • Experience of using a wide range of office equipment and ICT software, information systems in an administrative environment; • Experience of producing documents of a high quality 	Experience of working in a school environment
Skills	<ul style="list-style-type: none"> • High level of ICT skills; • Good numeracy skills; • Excellent telephone manner; • Self-starter, work on own initiative, strong organisational skills, and good written communications. Ability to establish priorities and meet agreed targets and deadlines; • Proven good communication skills, oral and written in order to produce detailed reports; • Demonstrate a clear commitment to a team approach; exchanging ideas and providing support to colleagues; • Ability to build effective working relationships with a wide variety of individuals; • Excellent interpersonal skills and the ability to communicate effectively both verbally and in writing; • Embrace responsibility for identifying sound and effective solutions to a variety of different problems; • Excellent attention to detail and an ability to stick to routine tasks; • Good interpersonal skills and ability to deal with various members of the public and staff in a professional manner 	Previous experience of working in a Exams/Data Assistant role

PERSON SPECIFICATION

	Essential	Desirable
Attitudes & Values	<ul style="list-style-type: none">• A deep commitment to social justice and working with young people to enhance their lives• A deep commitment to the school values of Ambition, Dedication, Kindness, and Integrity• A Growth Mindset orientation• An ethic of continually striving for personal and organisational excellence• A commitment to team working and willingness to sacrifice the achievement of personal goals for the achievement of collective ones	
Other Qualities & Attributes	<ul style="list-style-type: none">• Honesty and integrity• Reliability• Loyalty and trustworthiness• Flexibility and adaptability• Grit, determination and resilience• Eternal optimism and positivity• Humour and a sense of perspective• Creativity, innovation and a willingness to take risks• Self-awareness• Common-sense and good judgement• Compassion	



The Swan School Sixth Form, Marston Ferry Road, Oxford, OX2 7WP. Tel: 01865 416070.

www.theswanschool.org.uk