



## **JOB DESCRIPTION & PERSON SPECIFICATION**

**SECTION:** Data, Examinations and Curriculum **GRADE: 5**

**JOB TITLE:** Exams Access Arrangements (EAA) Officer **DATE PREPARED: Dec 2023**

**REPORTING TO:** Vice Principal

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the College's Equal Opportunities in Employment Policy.

**MAIN PURPOSE:** To support the SENCo, EAA Assessor and Examinations Manager to manage the administration of examination access arrangements and other functions of internal and external exams.

### **PRINCIPAL ACCOUNTABILITIES:**

***Please note decision making must be included within the Principal Accountabilities***

1.	To promote and safeguard the welfare of children and young people.
2.	Under the guidance of the SENCo and EAA Assessor, take responsibility for gathering and collating information regarding students who are entitled to EAA arrangements or who have been highlighted as requiring assessment for EAA.
3.	Support the SENCo and EAA Assessor by taking the lead in organising and maintaining all paperwork associated with EAA, including monitoring approved applications to ensure expiry dates are flagged and acted upon.
4.	Take responsibility for organising and maintaining all systems and paperwork associated with EAA to ensure the College is fully compliant with the JCQ regulations and can evidence this during JCQ inspection.
5.	Support the Examinations Manager and Examinations Officer in day to day administration of all aspects of internal and external examinations, taking a lead in key aspects of the role.
6.	To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same.
7.	Communicate and co-operate effectively and positively with specialists from outside agencies where applicable.
8.	Provide support for the Staff Absence Cover Coordinator when required.

9.	Undertake such duties as may be reasonably required commensurate with the grade of the appointment.
<p><b>OTHER RESPONSIBILITIES:</b> The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Cuthbert's RC Academy Trust, as your employer and you as an employee of the Trust. In addition to the Trust's overall duties, the post holder has personal responsibility for their own health &amp; safety and that of other employees; additional and more specific responsibilities are identified in the Trust's H&amp;S policy.</p> <p><b>GENERAL:</b> The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust, including remotely where necessary.</p>	

<p><b>DIMENSIONS:</b>  <b>All sections should be completed – if there aren't any state 'none'</b></p>
<p><b>1. Responsibility for Staff:</b></p> <p>None</p> <p><b>2. Responsibility for Customers/Clients:</b></p> <p>Responsibility for staff and students; ensuring the College is fully compliant with the JCQ regulations</p> <p><b>3. Responsibility for Budgets:</b></p> <p>None</p> <p><b>4. Responsibility for Physical Resources:</b></p> <p>Responsible for equipment such as laptop, photocopiers, and any other Trust physical resources used to do your job.</p>

## WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

### 1. Within Service Area/Section:

Students, Colleagues, Senior Leaders, SEN Team.

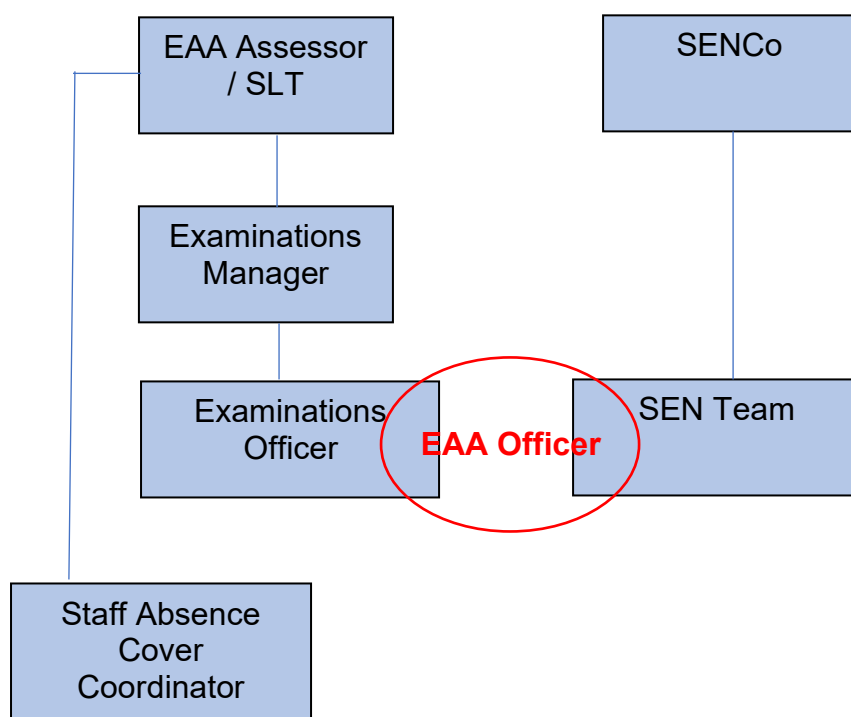
### 2. With Any Other Areas

Works collaboratively within the Trust.

### 3. With External Bodies to the School

Works in accordance with Joint Council for Qualifications (JCQ) regulations.

## ORGANISATION CHART:



	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.		√					

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References		Essential	Desirable	How identified
<b>1.</b>	<b>Qualifications:</b>			
	GCSE Maths and English, Grade C/Grade 5 or above (or equivalent)	X		AF, CQ
	A-Level / Level 3 qualification in a relevant field e.g. Business Administration (or equivalent experience)	X		AF, CQ
	Safeguarding Level 1 (to be completed on appointment)	X		AF, CQ
	Willingness to work towards personal development, attending relevant training courses relevant to the role	X		AF
<b>2.</b>	<b>Relevant Experience:</b>			
	Experience of administration, preferably in a school environment	X		AF, I, R
	Experience of engaging with students and parents in an educational environment		X	AF, I
	Computer literate, particularly in the use of Microsoft Office 365, including an advanced knowledge and understanding of Excel	X		AF, I
	Experience of school Management Information Systems, such as SIMS	X		AF, I
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people	X		AF, I, R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		AF, I, R
	Ability to work on own initiative, knowing when to take direction and support from your line manager	X		AF, I, R
	Accurate and well organised approach to work, with the ability to plan and prioritise workload to meet internal and external deadlines	X		AF, I, R
	Ability to work well as part of a team, independently or under direct instruction	X		AF, I, R
	Ability to work well under pressure	X		AF, I, R
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		AF, I, R
	A knowledge and understanding of GDPR and an appreciation of the importance of confidentiality	X		AF, I, R
	At least a basic knowledge of compliancy in relation to the Joint Council for Qualifications (JCQ) regulations	X		AF, I
	At least a basic knowledge and understanding of awarding organisations and the regulatory framework for administering examinations	X		AF, I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	Ability to establish professional, effective working relationships with a range of internal and external colleagues/partners, exam boards and students	X		AF, I, R
	Ability to exchange verbal information clearly, calmly and confidently	X		AF, I, R

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Excellent oral and written communication skills, with excellent attention to detail	X		AF, I, R
	Excellent analytical and report writing skills	X		AF, I
	Ability to maintain confidentiality	X		AF, I
<b>6.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Services.	X	N/A	DBS Enhanced Disclosure